Belmont-Cragin Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Marcelo Costilla	resident principal	mcostilla@cps.edu	Has access

Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   **3**   4

> School has morning meeting twice a week to share vision and build climate and culture. Classes reiterate similar expectations and messages during class meetings. Vision is universally practiced and recited by all stakeholders.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 3 **4**

> We regularly engage in improvement cycles through analysis of data, authentic student work, instructional strategies, peer observations to reflect, solve and improve instruction.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1   2   3   **4**

> Teacher capacity is continuously built through P-2 Summit, LEAP innovation trainings, Summit Base Learning profession development, Network Grade-Level Summits, Flex Day PD,

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1   2   **3**   4

School aligns schedule to maximize student learning by continuously updating complex schedule to include small group interventions, block sessions, and after school programming. Resources challenge students to grow in technology and science innovations. Teachers use grants and community partners to leverage resources not available in school. School leverages partnerships with universities and student teachers to offer focused instruction.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1   2   **3**   4

> School has a rigorous curriculum to address the whole child. It includes components such as SEL, dual language, guided reading, guided math, summit learning units in middle school.

Guide for Curriculum

- ○
  - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- ○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- ○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- ○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ○
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1   2   **3**   4

> Students are provided balance between online and print materials. Student instructional needs are met through a variety of balance resources such as LLI, iStation, Lexia, MyOn, Summit Learning, etc. All these modalities provide opportunities and data for ongoing adaptive support. Bilingual?

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1   2   3   **4**

School culture and climate promote an environment through a growth mindset to develop a shared responsibility and accountability. Teachers regularly practice analyzing student work through a universal protocol that provides insight into student learning, improving teacher practice and alignment to common core standards. Students have opportunity to improve work through varied feedback and using student portfolios to track and communicate their own work and learning.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Score

1   2   3   **4**

The school creates pathways that promote college and career readiness through various university partnerships such as DePaul, Northwestern (Supplies for Dreams), Northeastern, Junior Achievement. Counseling programs, Youth Outreach, Metropolitan Services, NASA programs, Music programs. The NEED Project which focuses on energizing student potential. School trades are promoted with high school partnership and CTE programs.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow

down options.

- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

 3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1   2   3   **4**

> Teachers anticipate and adapt to student misconceptions while also focusing on student engagement by using personalized learning.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 10

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1   2   **3**   4

> By using a variety of grading as well as summative and formative assessments to determine student instructional needs based on NWEA, TRC, formative data from online platforms such as ST Math, iStation, Summit, Lexia, etc. In addition, students take accountability of their academic growth and share their progress with their parents and teachers through student-led conferences.
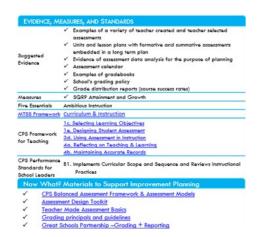
Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).

- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4

> The school provides Tier 1 curriculum with Making Meaning for literacy, Engage NY units for math, and Caring School Community for Social Emotional Learning.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

> The culture for learning is reflected in the school environment that promotes attendance, perseverance, student accountability, agency, authority, and identity.

Score

1 2 3 **4**

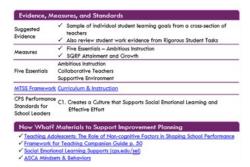## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.

- Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
- Employ strategies including ongoing monitoring and support of students' academic behaviors.
- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1   2   3   **4**

> The school community fosters a high level of trust, caring, and social engagement amongst students, parents, educators, and community partners.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1   2   **3**   4

> Students have opportunities to express themselves and engage in their school community through SEL, student ambassadors, after school programming, etc.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**.
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 **4**

> Students feel physically and emotionally safe as reported by the 5 Essential Survey. Staff engages students in daily morning meetings in order to gauge their social emotional well being before the start of the day.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that

Score

1 2 3 **4**

effectively changes student behavior using a menu of instructive, corrective and restorative responses.

> School utilizes restorative practices and SEL curriculum to provide proactive student behavior.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1   2   3   **4**

> School has fully functioning parent-led organizations such as PTA, PAC, and BAC, and LSC. Parents are involved in parent mentor programs that allow them to participate in the classroom in partnership with the Northwest Side Housing Center.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in**

the school community (e.g. student performances/ exhibitions, literacy or math events).
- ○ **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - ▪ Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- ○ **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - ▪ Host events for parents to share with other parents how home and school complement each other.
  - ▪ Share best practices around learning and development with parents to support students at home.
  - ▪ Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - ▪ Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - ▪ Assist parents to volunteer in the school and/or participate on teams/committees.
  - ▪ Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- ○ **Frequently communicate with families about class and individual activities and individual student's progress.**
  - ▪ Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - ▪ Send regular, positive, personalized communication from a staff member.
  - ▪ Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - ▪ School responses to student excessive absences and/or tardiness includes outreach to families.
- ○ **Provide proactive communication (e.g. parent handbook and resources).**
- ○ **Partner equitably with parents speaking languages other than English.**
  - ▪ Information is provided to parents in their native language.
  - ▪ Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	**1** 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**

3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	**2**	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Our growth was very high during the SY2016-17.It has been projected that our reading growth percentile for the SY2017-2018 will be 80%. We project a 5% increase each year after. Students continue to receive small group instruction as well as personalized learning. We also must take into consideration the impact of implementing a dual language program. Thomas and Collier research demonstrates that it takes between 6-8 years for individuals to master bi-literacy.	30.00	96.00	80.00	85.00	90.00
National School Growth Percentile - Math					
Teachers have transitioned to implement more of a personalized approach to math instruction to facilitate those CCSS shifts. Students also receive individualized support during small group instruction with guided math and ST Math for intervention.	63.00	91.00	53.00	65.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We are using a personalized learning model to close the gaps in instruction and accelerate student achievement in reading and math. Sixth graders used the Summit Learning platform this year. Next year, sixth and seventh graders will use the Summit Platform.	53.40	67.10	60.00	70.00	75.00
African-American Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					

School has a large English learner population that requires addition support for English language development. We used Istation as an intervention to help students meet their goals. Teachers are also using additional interventions, such as Estrellita and Orton Gillingham for phonemic awareness and fluency.	34.00	95.00	85.00	90.00	92.00

English Learner Growth Percentile - Reading

We will continue to implement a personalized learning model to help meet our students' needs. As well use guided reading, Fountas and Pinnell LLI, Okapi, and Istation as interventions. We have bilingual and ESL certified teachers, and teachers who are finishing their classes.	10.00	(Blank)	55.00	60.00	65.00

Diverse Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00	0.00

African-American Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00

Hispanic Growth Percentile - Math

School has large English Learner population that requires support for English language development.We will continue to implement guided reading, use Stmath & Mathletics, guided math, incorporate Thinking Maps, sentence frames, math talks to help meet our academic and language needs.	65.00	92.00	56.00	65.00	75.00

English Learner Growth Percentile - Math

We will continue to implement guided math throughout all grades levels, and use STMath as an intervention to help English language learners meet their goals.	23.00	(Blank)	40.00	50.00	60.00

Diverse Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00

National School Attainment Percentile - Reading (Grades 3-8)

Teachers in grades K-8 BAS their students every 5 weeks for tier 2 students and every 10 weeks for tier 1. We will continue to implement a personalized learning model throughout grades 3-8; while using Istation, LLI, guided reading, and Summit Learning Platform to help our students meet their target goals. Teachers will also use their students' NWEA spring and fall data to help inform their instruction.	35.00	55.00	60.00	65.00	70.00

National School Attainment Percentile - Math (Grades 3-8)

Teachers will continue to implement guided math in their classrooms, use math talks to help understand their student's thinking, and orally assess their what they know. Teachers will also use their student's NWEA to help to inform their instruction, as well as use Stmath as an intervention tool.	30.00	48.00	40.00	50.00	60.00

National School Attainment Percentile - Reading (Grade 2)

Teachers BAS students in grades K-8 every 5 weeks, and re-arrange groups depending on their students' levels and needs. As an intervention tool teachers use Fountas and Pinell's LLI, Okapi, and Istation. We will also continue to implement a personalized learning model to help meet our students at their level.	5.00	43.00	50.00	60.00	65.00

National School Attainment Percentile - Math (Grade 2)

Teachers will continue to implement guided math in their classrooms, use sentence frames in math talks to guide their student's thinking, and orally assess what they know. Teachers will also use their student's NWEA to help to inform their instruction, as well as use Stmath & Mathletics as an intervention tool.	9.00	18.00	40.00	50.00	60.00

% of Students Making Sufficient Annual Progress on ACCESS

We have bilingual and ESL certified teachers in grades K-8 that will help our students in English language development. Teachers use sentence frames to assist students in academic talk.	32.20	(Blank)	45.00	50.00	55.00

Average Daily Attendance Rate

We will continue to make daily attendance a priority. We will continue to call parents to inform them that their children are absent, make house calls for students who are chronically absent, and celebrate students who come to school on daily basis.	95.60	95.80	97.00	97.50	98.00

My Voice, My School 5 Essentials Survey

N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Strengthen our Tier 1 and Tier 2 instructional resources with our CIWP priorities and the mission of the school.	Improved alignment to instructional practices that are researched based such as Dual Language, Reggio Approach, Personalized Learning and Social and Emotional Learning	Higher student achievement, such as NWEA, Las Links, Mclass TRC, and ACCESS.

Tags:
Personalized Learning, 21st century skills, Flexible learning environments, Mtss,

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Continue professional development calendar for staff that includes Personalized Learning and the Reggio Approach.	Leap Innovations, Jorge Melgar, Assistant Principal Teacher Leaders	Sep 4, 2018 to Jun 22, 2020	On-Track

Personalized Learning, Bilingual education, Reggio approach

Recruit external partners and related service providers that are aligned to the school priority areas of instruction: Reggio, Personalized Learning, Dual Language, SEL	Smaller student-adult ratios and greater resources with more knowledgeable and prepared staff	Sep 4, 2018 to Sep 4, 2018	On-Track

Dual Language, Personalized Learning, 1 guided reading, Sel, professional development, restorative practices

Strategy 2

If we do...	...then we see...	...which leads to...
Continue to develop, our leadership systems and structures in order to build our the capacity of our teachers, parents, external partners, and students	informed instructional adjustments, teaching practices, and academic support for Tier 2 and 3 students improved students and teacher accountability for the learning	increased student mastery and completion of Math and Literacy SQRP target goals

Tags:
Grading policy, Academic learning, Grades

Area(s) of focus:

Action step	Responsible	Timeframe	Status
ILT will share the vision with share the school vision at the beginning of year PD and make it a focal point during quarterly events	ILT	select	On-Track
School will include the vision on the school website, student-parent handbook and articulate during Open House and during the State of the School Address	School Administration, School Staff	select	On-Track
School Administration will use the Framework for Teaching as the common language to guide instructional conversations	School Administration	select	On-Track
ILT will participate in a book study of their choice between "Leading Change" or Sense of Urgency"	School Administration	select	On-Track
Teachers will provide opportunities to student in order to maximize and develop their leadership skills across grade levels .	Classroom Teacher	select	On-Track
Students will confer with teachers weekly and conduct quarterly performance conferences with teachers and parents	Classroom Teachers	select	On-Track
Parents leaders will be recruited and surveyed throughout the year for leadership training in collaboration with the NWSHC.	School Administration, External Partners	select	On-Track
School will provide parents opportunities to participate in school wide events that are aligned to school priorities (dual language, bring your parent to school day, workshops, student led conferences, SEL, Trauma Informed)	*(Blank)*	select	On-Track

Strategy 3

If we do...	...then we see...	...which leads to...
Provide teachers with professional development that is aligned to teacher instructional needs	Increase teacher knowledge and better implementation of instructional practices in personalized learning (reading, math,) dual	Increase student growth in all academic areas, including higher scores in NWEA, LAS Links, ACCESS, TRC

language, SEL, and special education.

Tags:
Personalized Learning, Special education, Social and emotional learning, 1 guided reading, Dual languaguage

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
ELPT will provide an overview of school data and explain the instructional focus at the beginning of the school year. Teachers will work in teams during the 6 Flex Day PD sessions to analyze the practices from the text and create action plans for implementation and share implementation via the google drive with peers.	Dual Language Coordinator, ELPT	select	On-Track
Teachers will receive professional development on SEL curriculum in the beginning of the year. School staff will implement the Single School Culture during the first 20 days of school to establish routines, rituals and practices including digital citizenship. Caring School Community representatives will implement quarterly coaching cycles to provide feedback and design next steps for implementation.	Caring School Community, SEL Leadership Team	select	On-Track
Scheduling weekly meeting times & procedures specifically catered to diverse learning needs both for grade level teams (i.e. weekly scheduled times to address upcoming IEPs). Collaborate with the district representative to receive professional development from ODLSS.	Daniel Micallef, Jorge Melgar, Celia Hernandez, Special Education Team	select	On-Track
All teachers will attend the LEAP Innovated Summit at the beginning of the school year. Veteran teachers will be placed in the Leap Learning Network. This program will allow teachers to continue their learning and go deeper in personalized learning. It also involves visits to regional exemplar schools.New teachers will be placed in the LEAP Activate Network. In this program, teachers will be introduced to the LEAP framework and have an opportunity to integrate PL strategies into an existing unit or project they have planned.	K-5 teachers	select	On-Track
Middle school teachers will attend Summit Regional Professional develop and participate in Quarterly PLCs with other CPS Summit Schools.	Middle School Team	select	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
Continue to develop our leadership systems and structures in order to build the capacity of our teacher, parents, external partners, and students	Active participation in grade cycle meetings, LSC, external partner engagement and student ambassadors	Greater teacher collaboration, more informed school community, and student ownership

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status

Action Plan

Strategy 1

ON-TRACK

Continue professional development calendar for staff that includes Personalized Learning and the Reggio Approach."

Sep 04, 2018 to Jun 22, 2020 - Leap Innovations, Jorge Melgar, Assistant Principal Teacher Leaders

Status history

Aug 16

ON-TRACK

Aug 16, 2018

Evidence

Reach evaluation data that reflects those improved teacher practices. Quarterly surveys from Leap Innovations. Peer observation results

ON-TRACK

Recruit external partners and related service providers that are aligned to the school priority areas of instruction: Reggio, Personalized Learning, Dual Language, SEL"

Sep 04, 2018 to Sep 04, 2018 - Smaller student-adult ratios and greater resources with more knowledgeable and prepared staff

Status history

Aug 16

ON-TRACK

Aug 16, 2018

Evidence

Teacher instructional practices evident during REACH formal and informal observations. Peer observation quarterly cycles Student-Teacher, Teacher-Parent, Teacher-Teacher Relationship measure through the 5Essentials data

Strategy 2

ON-TRACK

ILT will share the vision with share the school vision at the beginning of year PD and make it a focal point during quarterly events"

- ILT

Status history

Aug 16

ON-TRACK

Aug 16, 2018

Evidence

School Website, Newsletters, and PD agendas, teacher survey data

ON-TRACK

School will include the vision on the school website, student-parent handbook and articulate during Open House and during the State of the School Address"

- School Administration, School Staff

Status history

Aug 16

ON-TRACK

Aug 16, 2018

Evidence

Parent Survey, 5Essentials

ON-TRACK

School Administration will use the Framework for Teaching as the common language to guide instructional conversations"

- School Administration

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
REACH Formal and Informal Observations

ON-TRACK ILT will participate in a book study of their choice between "Leading Change" or Sense of Urgency""

- School Administration

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
Leadership skills around data analysis, student growth and attainment will be reflected during cycle meeting

ON-TRACK Teachers will provide opportunities to student in order to maximize and develop their leadership skills across grade levels ."

- Classroom Teacher

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
5Essentials Data, Student Portfolios

ON-TRACK Students will confer with teachers weekly and conduct quarterly performance conferences with teachers and parents"

- Classroom Teachers

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
On-Track Data, Student Portfolios, NWEA and TRC Growth Targets

ON-TRACK Parents leaders will be recruited and surveyed throughout the year for leadership training in collaboration with the NWSHC."

- School Administration, External Partners

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
5Essentials, Quarterly Parent Surveys,

ON-TRACK
School will provide parents opportunities to participate in school wide events that are aligned to school priorities (dual language, bring your parent to school day, workshops, student led conferences, SEL, Trauma Informed)"

-

Status history

Aug 16

ON-TRACK Aug 16, 2018
Evidence
Exit survey data, 5Essentials

Strategy 3

ON-TRACK

ELPT will provide an overview of school data and explain the instructional focus at the beginning of the school year. Teachers will work in teams during the 6 Flex Day PD sessions to analyze the practices from the text and create action plans for implementation and share implementation via the google drive with peers."

- Dual Language Coordinator, ELPT

Status history

●
Aug 16

ON-TRACK Aug 16, 2018
Evidence
Increase student literacy proficiency and increased student outcomes on TRC, NWEA, LAS Links, and ACCESS

ON-TRACK

Teachers will receive professional development on SEL curriculum in the beginning of the year. School staff will implement the Single School Culture during the first 20 days of school to establish routines, rituals and practices including digital citizenship. Caring School Community representatives will implement quarterly coaching cycles to provide feedback and design next steps for implementation."

- Caring School Community, SEL Leadership Team

Status history

●
Aug 16

ON-TRACK Aug 16, 2018
Evidence
More coherence within & between classrooms that reflects a trauma sensitive approach to school discipline.

ON-TRACK

Scheduling weekly meeting times & procedures specifically catered to diverse learning needs both for grade level teams (i.e. weekly scheduled times to address upcoming IEPs). Collaborate with the district representative to receive professional development from ODLSS."

- Daniel Micallef, Jorge Melgar, Celia Hernandez, Special Education Team

Status history

●
Aug 16

ON-TRACK
Aug 16, 2018
Evidence
Higher quality IEPs which both meet legal requirements and addresses students' issues, as well as increased individual instruction to meet students' needs,

ON-TRACK

All teachers will attend the LEAP Innovated Summit at the beginning of the school year. Veteran teachers will be placed in the Leap Learning Network. This program will allow teachers to continue their learning and go deeper in personalized learning. It also involves visits to regional exemplar schools.New teachers will be placed in the LEAP Activate Network. In this program, teachers will be introduced to the LEAP framework and have an opportunity to integrate PL strategies into an existing unit or project they have planned."

- K-5 teachers

Status history

●
Aug 16

ON-TRACK

Aug 16, 2018

Evidence

Teachers implement instructional practices that meet student individual needs and are reflective during formal and informal observations, Peer Observations

NOT STARTED

Middle school teachers will attend Summit Regional Professional develop and participate in Quarterly PLCs with other CPS Summit Schools."

- Middle School Team

Status history

Aug 16

NOT STARTED

Aug 16, 2018

Evidence

Teachers implement instructional practices that meet student individual needs and are reflective during formal and informal observations, Peer Observations

Strategy 4

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Belmont-Cragin held their organization meeting on September 21, 2017 to review parental involvement and held their organizational meeting on September 21, 2017 to review policy in the scope of PAC, BAC, and LSC. In addition the school informed parents about the role of the PTA. During this meeting, principal and parents made additions to the parent involvement policy.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> Belmont-Cragin School held their Annual title 1 Informational meeting on September 15, 2017. The PAC organizational meeting was held on September 21, 2017. After initial general meeting, administrators and committee officers schedule monthly meetings for the duration of the school year. Announcement of meetings are included in the monthly calendar that is distributed to all families at the beginning of the month; in the monthly bulletin; and in separate flyers. Agendas are posted at the doors. PAC officers will attend cluster meetings and other district scheduled activities and will report at the PAC and LSC meetings every month.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> As per above, parents will have the opportunity to participate actively in monthly PAC meetings. Parents will be informed in the calendar, bulletin, flyers, and posted agenda. In addition, principal will maintain open door policy for parents to share more individual questions regarding their own children's progress. Principal will conduct quarterly coffee chats with parents in both buildings to share information and receive input from the community.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> School will provide parents with learner profiles that include information on their state tests in Reading, Math and Science. This information will be used to create small groups for individualized instruction.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

> Principal will follow procedures as determined by law by sending letters in a timely manner and notifying parents who request such information. At this point, all staff at the school is deemed highly qualified as per state review.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> The school will assist parents with the Common Core State Standards as well as the PARCC Assessment. PARCC Parent Reports will be sent as available by state and preferably to be distributed during Fall Report Card Pick-up to give teacher a better opportunity to explain the results in a meaningful and personalized manner. School anticipates that more parents will take advantage of the Parent Portal and the NWEA parent reports for ongoing review of their child's progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> School, in conjunction with parent committee officers, will invite guests to make presentation for parents regarding community resources, preparation for testing, violence prevention and gang awareness, immigration, and much more. Every year, the school will plan personalized learning workshop for parents. At that time, parents will be given strategies to help their children at home with homework, how to access ISBE site, Study Island for practice, and school information. School purchases student agendas every year, a way for students to organize their assignments, and for parents to follow up on their children's homework and projects. Parents are informed during Open House of this valuable resource, and are reminded again as academic conferences about children at risk occur. School will partner with Metropolitan Family Services to provide workshops for parents in the area of mental health.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

Staff and parents will collaborate in educating their children. To that effect, staff will continue to organize Open House in the fall; workshops with parents throughout the year; Report Card Pick-up with follow up on conferences as required; 8th grade meetings; K through 8th grade individual conferences with parents, students, teachers, and principal to develop and communicate Individual Remediation Plan for students at risk of not meeting promotion criteria; and other. Parents assist school by running the fall and spring book fairs and other motivational or culminating activities throughout the year.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

The Belmont-Cragin Early Childhood Center is part of the school, a separate branch with 340 students in three 2.5-hour shifts. The program is a Reggio inspired and funded by Preschool For All, therefore the program includes parent-teacher conferences, parent-child activities, parent meetings, and the like. Parents are encouraged to volunteer in the classrooms and they take full advantage of this opportunity as evidenced in visits to the classrooms. Each day, parents and care takers sign children in and help their children with morning routine, giving the staff opportunities to interact and parents to see their own children's progress. Students take frequent field trips in which parents participate.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Information will be posted on the school website as well as sent to parents - calendar, newsletter, report cards, flyers, agendas, and other in both English and Spanish. Parent meetings and other sessions are conducted in both languages. In addition, information from district, like NCLB high qualified letters, and other is sent home in the language provided.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

With a foundation built upon biliteracy, cultural awareness, and innovation, Belmont-Cragin will foster a student-centered, student-led pathway to success for every child. Based on Social Emotional Learning (SEL) competencies, the language proficiency of our students, and individual students' modalities of learning we that will cultivate 21st Century learners. We will achieve this through the data informed decisions from the learner profiles, teacher-student selected pathways, strategic use of software platforms, small group, one-on-one instruction in flexible learning environments, and ongoing feedback that will drive student success.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

School will hold parent-teacher conferences twice a year as per district calendar (Fall - first quarter; and Spring - third quarter). Report cards will also be distributed to students during third and fourth quarters. Early Childhood Center will have parent conferences in conjunction with parent-child activities. Parents participate actively in the Response to Intervention process as required.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

In addition to quarterly report cards, parents will be encouraged to hold conferences with their children's teachers upon receipt of mid-quarter progress reports and second quarter report cards, especially for students deemed at risk based on their grades. Finally, school will develop student Individual Learner Profiles for students. The plan will include strategies for successful promotion for each grade level..

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents receive letters from their children's homeroom teachers at the beginning of the year which indicate days and times when teachers are available to meet. Parents have access to staff emails and school phone number so that they can leave messages when teachers are in class. During Fall Open House, parents visit their children's classrooms, learn about curriculum and best practices, and once again, when teachers are accessible to parents for direct communication.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

All parents are encouraged to become volunteers at the school, at the capacity that they are able to serve - observing/helping in the classroom, attending parent meetings/workshops, volunteering as field trip chaperones, and much more. Parents are given volunteer applications for clearance from central office - as required. Some parents currently serve as Parent Mentors. During special activities organized by the school, Northwestside Housing Center Metropolitan, BAC, PAC or PTA, parents take active roles in organization and implementation, working on par with staff members.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Staff encourages all parents to monitor their children's homework by checking/signing their agendas/organizers. Younger students in kindergarten and first grade use home/school communication folders which parents use consistently throughout the year. These primary teachers have several parent meetings/training sessions - in addition to the district conference dates - where use of communication folders are stressed. Upper grade teachers, counselor, and administrators hold Eighth Grade Parent Meetings to go over promotion policy, student expectations, high school application processes, and special activities. At that time, attendance and academic performance are stressed. Parents participating in the MTSS Process are given specific strategies to help their children at home as the school implements curricular and/or behavioral interventions. Throughout the year during monthly BAC,PAC and PTA meetings, principal and bilingual lead teacher inform parents on achievement and general ways to help their children at home. Members of the Local School Council will participate in those meetings to model for parents strategies they can use to assist their children academically and socially.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Principal maintains a truly open-door policy to welcome parents, staff, and students - a wonderful avenue to take a pulse of the school as a whole. Parents are encouraged to contact their children's teachers on a regular basis; conferencing with teachers, counselor, and/or administrators, as required. The focus of these meetings is to plan strategies that to yield higher academic achievement. During the MTSS process parents are given an active role in providing suggestions for improvement. PAC, LSC, SEL and BAC Parent Mentor meetings provide parents additional avenues to communicate general issues with school

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Staff provide detailed explanation of the promotion policy in the benchmark grades. Students in 3-8 are presented with the school's expectations of their success as relative to NWEA grades, attendance, and high school admissions. All students have Learner Profiles and participate directly in the planning conferences, sign and are given copies of their documents to assist them in meeting their goals. For example, they will be asked to carry a copy of their plans with them and/or post them in a visible part of their home for frequent/quick reference. Staff stresses the use of agendas/organizers as a way to assist students in monitoring homework and special projects.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Goal: The Belmont-Cragin School will provide a student-centered pathway to success for every child based on Social Emotional Learning (SEL), biliteracy, individual students' interests, and modalities of learning that will foster 21st Century learners.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ [Amount] .00

53405	**Supplies**			
	In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	776	.00

53205	**Refreshments**			
	Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	200	.00

54125	**Consultants**			
	For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	1000	.00

54505	**Admission and Registration Fees, Subscriptions and memberships**			
	For Parents use only.	$	Amount	.00

54205 **Travel**				
	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00

54565 **Reimbursements**				
	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00

53510 **Postage**				
	Must be used for parent and family engagement programs only.	$	Amount	.00

53306	**Software**			
	Must be educational and for parent use only.	$	Amount	.00

55005	**Furniture and Equipment**			
	Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	Amount	.00