



Charles R Darwin Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
11/14/2017	Administration and ILT	Timeline(Gant Chart) for the accomplishment of the CIWP 2018-2020 process

11/28/2017	Admin and Grade Level Teachers	Starts the self assessment of the School Excellence Framework
12/12/2017	Admin and Grade Level Teachers	Continuation of self assessment of SEF
01/09/2018	Admin, Teachers, LSC	Completion of Self Assessment of SEF
01/10/2018	Admin, Teachers, LSC	Identification of School Priorities
02/02/2018	Admin and Teachers	Identification of School Goals for 2018-2020 and action items
02/07/2018	Admin, Teachers, LSC	Development of strategies for 2018-2019
02/21/2018	Admin, ILT	Development of strategies for 2019-2020
02/27/2018	Admin and ILT	Development of strategies for 2019-2020
04/03/2018	Admin and ILT	Development of Action Items 2018-2019
04/10/2018	Admin and ILT	Development of Action Items 2019-2020
04/13/2018	Admin, Teachers	Feedback and Revision on Action Items 2018-2020
04/24/2018	Admin and ILT	Feedback and Revision on Action Items 2018-2020

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

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School vision: Darwin Elementary where leaders are grown. Our vision is visible and salient in school communication in both English and Spanish and is an active part of the school environment in every classroom. Leadership language from the 7 Habits is used with parents, students, teachers and staff. The leadership team consistently models the school core values for all stakeholders: Respectful, Responsible and Safe.

Monthly professional development for the 7 Habits (LIM) provided by school administration and Lighthouse Team for faculty at fall PD.

The Lighthouse team meets weekly once per week before school, and is made up of teachers representing ILT and various grade-levels.

Leadership Action Teams led by faculty members to facilitate Leader in Me school initiatives such as Student Leadership Roles, Peace Room Facilitators, Student Lighthouse, Scoreboard Data, Environment Improvement, Parent and Community Engagement, and New Teacher Mentoring.

Leadership team and lead teachers lead professional trainings in the implementation of The Leader in Me.

Bi-monthly Booster Shots are also presented during faculty FLEX professional development meetings by grade level cycle teams.

Professional readings including The Energy Bus, The 7 Habits of Highly Effective People, The 7 Habits of Highly Effective Teens, The 7 Habits of Happy Kids, and The Leader in Me.

Lead teachers presenting on the success of The Darwin Leader in Me process in multiple leadership symposiums.

Darwin has grown consistently over the past 6 years in the SQRP measures achieving Level 1+ status

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

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.

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The Darwin ILT is made up of 2-3 representatives from each grade level and content department. ILT met at the start of the year to develop S.M.A.R.T. Goals for their respective content areas in Reading, Math, and
 ILT is engages in cycles of reflection and data analysis, utilizing the Four Disciplines of Execution (4DX).
 ILT participates in bi-monthly after school meetings and conducts peer observations and learning walks to monitor progress.
 Develops and communicates CIWP Quarterly Update to stakeholders including the LSC
 ILT members attend district-wide leadership summits and develop action plans to increase student Agency, Authority and Identity across subject areas. ILT seeks input from colleagues to develop the Professional Development plan for the year.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

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.

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Professional learning occurs biweekly during grade level meetings, during monthly Flex Day, and Quarterly Institute Days. Multiple sources of data are used to inform the planning for professional learning by identifying the gaps in learning and instructional practices including student attendance and referral data, NWEA, mCLASS, informal and formal observations of teachers, and 5 Essentials survey responses.

Professional readings/resources are used to ground teacher learning. Teacher leaders who serve on the ILT have received "train the trainer" coaching at district-wide PD events and deliver training. These resources include Understanding by Design, Instructional Rounds, DePaul University math department faculty, as well as research and data provided by the Office of Social Emotional Learning on SEL and restorative practices. Specific teacher leaders are identified by area of expertise to deliver professional learning (e.g., Case Manager, Math Coach, Curriculum Coordinator, and School Counselor).

Professional learning is differentiated for staff including direct support and training by the Case Manager for the Diverse Learner team, grade-level specific learning and whole staff professional development regarding data and the Leader in Me initiative. The Science Team is working with the 6-8 Science Specialist to ensure that unit plans are anchored on phenomena and that assessments are robust and aligned to NGSS. Additional support and learning specific to the structure of the Dual Language program is needed to strengthen the vision and mission of the program. Additionally, learning regarding the needs of diverse learners needs to be broadened to include the entire staff.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

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schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

The school continues to prioritize and invest in professional learning in the leadership development process (i.e., Leader in Me). Monetary resources and school schedule are dedicated to reinforcing the Leadership initiative including a weekly LIM block, middle school enrichment in reading and math, support from specials teachers in reading and math for grades K-2 and additional reading and math enrichment provided by retired CPS math teacher and reading specialist.

A second focus is the integration of technology in instruction including maintenance and acquisition of Chromebooks for 1-1 student access and personalized learning differentiated resources (RAZKids, IXL, STMath)

Weekly professional development planned and led by content area lead teachers (Unit Design, Literacy, Math and social emotional learning by school counselor)

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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	
	<ul style="list-style-type: none"> ✓ 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

Curriculum:

Score

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.

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Curriculum is provided to all teachers in all content areas including specials.
 English Language Arts and Math curriculum is aligned to Common Core State Standards (CCSS)
 Science curriculum is aligned to Next Generation Science Standards (NGSS)
 Preschool curriculum is aligned to Illinois Early Learning Standards
 Leader In Me Curriculum fully integrating social emotional learning opportunities available to all students in grades preschool - 8th including diverse learners, English learners and advanced learners
 Scope and Sequence is provided by the curriculum that teachers use in every content and grade level creating horizontal/vertical alignment
 Teacher developed units of study aligned to CCSS, thematic units- in early elementary curriculum has multidisciplinary projects in each unit
 Summative assessment is provided by the curriculum for all content areas
 Teacher developed formative assessments are used to effectively measure student learning

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	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

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Integration of technology in instruction continues to be developed, including maintaining hardware and acquiring software that fits the needs of our students. Every classroom is equipped with interactive whiteboards, one-to-one Chromebooks for 3rd- 8th grades, iPads for K-1, and three computer labs strategically located providing access for students in grades K-1, 2-3 and 4-5. Adaptive technology software programs supports individualized instruction for students in reading and math in grades K - 8 including RAZKids for literacy and IXL for Reading, Math and Science. Leader in Me online access providing resources for planning and implementation of the curriculum that supports social emotional learning for all students available to all teachers in grades preschool - 8th and specials

Additional print instructional materials such as novels and guided reading book sets are available for all grade levels

Differentiation and scaffolding of instruction is supported by curriculum activities presented at three levels (Below, At and Above) for all students including diverse learners, English learners and advanced learners

Online platform where students and teacher have access to videos, interactive activities and online books including ST Math, MathXLforSchool, Khan Academy, Stride Academy, and LearnMe

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

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)

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Classroom teachers utilize the Leader in Me Paradigm that "Everyone has Genius" and set high expectations for student work. Modeling is strong and teachers differentiate texts at or above instructional level for students. Intervention target students in reading and math to address according to classroom needs. Intermediate grades 2-4 focus on work for authentic audiences. Some classes have student leaders for peer reading groups. Educational technology like STMath, Khan Academy, IXL support students who need differentiated needs. Teachers are focusing on teaching social studies units using informational, rigorous texts. Teachers engage in the use of protocols to collaborate on building stronger curriculum in writing.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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 (SOP) ✓ 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

School Counselor and 8th grade teachers implement Naviance curricular resources.
 Community Partnerships with organizations like Junior Achievement's "JA for a Day" career days provide students with exposure to college and career options.
 Faculty and staff facilitate High School Transition Parent meetings for middle school students in grades 6th - 8th
 High School Fair for middle school students including Neighborhood, Selective Enrollment, Private and Charter schools

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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 engage in vertical alignment and planning for the progression of objectives. Scope and sequences developed in ELA, Science, and Math.

Structures of bimonthly common grade-level planning time, data reflection and collaboration on strategies occurs.

There is coherence in TRC/DIBELS programming of instructional support.

PreK curriculum, teaching strategies, provides strong framework for formative assessment

Teachers have begun developing tools for teachers to serve as bridges for students to make connections during discussions.

Teachers have been working on developing student-empowered learning and student agency, authority, and identity (AAI).

Teacher clearly communicates standards-based learning objective(s) to students and identify the relevance to learning in lesson/unit plans.

Teachers identify questioning levels in lesson plan. Question used are low- and highlevel, open-ended, and developmentally appropriate, requiring student thinking, and promoting understanding. Discussion stems are also used by teachers to promote student discourse.

Teachers use flexible grouping based on the learning objective and tasks.

There is flexibility in teaching when targets are not being met in that teaching is changed and modified.

Gradual release of responsibility. Cooperative learning groups. Students leading conversation, the thinking and the struggle across classrooms. Giving students extended time to answer questions, giving extra time to find solutions and guide them.

Strategies used to support the understanding of the content for all students including diverse learners, English learners and advanced learners in math include 3 reads and math talks and accountable talks

Math team has rolled out sentence starters on wall to encourage students to respond to one another and math questions being asked to give more evidence on a more structured way.

Informal observations and peer observations: Structure: pre observations focusing on what the observation is going to be focused on. 3 teachers have been completed.

Wonders at 1st grade has goals you can work on for conversation building. Explicitly teaching. Mini lessons through curriculum to teach and support discussion. Teach how to have discussions.

Teachers work with small groups using modified tasks to address the needs of all learners

Incorporating concepts from other parts of the curriculum. Thematic activities or units so that same topic is covered in different areas. Able to integrate various curriculum components. Math, science, vocabulary and strategies .

Dual-Language:

Wonders introduces great ideas and themes such as exploring the world but talking about the 5 senses. Adding non fiction and fiction text. Drives students to be more interested, take ownership of their learning. Getting students interested on their own.

Thematic units are built and incorporate student interests that can contribute to engagement. Content knowledge and expertise.

For English Learners: Connecting vocabulary words in both languages by using picture books. Intentional about the materials used in the classroom to supplement and increase vocabulary for dual language students. Group work.

Target students that are English dominant especially in math. Help them understand the concept and helping that they do not miss what was being taught. Using technology to supplement, strong focus on vocabulary.

Using the cognates to bridge both languages.

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	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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

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

Teachers use multiple measures to progress monitor student learning. Common assessments are centered on district, standardized assessments (mClass and NWEA for reading and math.)

Students continue to set and revise S.M.A.R.T. goals and track them in their leadership binders.

Literacy 3-8 teachers have conducted vertical alignment for units in writing curriculum.

Math teachers utilize assessments provided by Envision Math curriculum.

Math teachers have implemented math talks and other strategies to help increase the cognitive demand and students' ability to construct arguments and critique the reasoning of others

The ILT conducts peer observation rounds in classrooms to examine the rigor of student tasks.

Support from interventionists in reading and math for grades K-6.

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
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1e. Designing Student Assessment 2d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. 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 Socio-emotional program at Darwin is strong. Supports and teacher professional development on various facets of developing student leadership and development of the whole child. Established Behavioral Health Team meets regularly once per week. Team includes school administration, counselor, social worker, special education case manager, bilingual coordinator. Tier I, tier II and tier III interventions are assigned according to need. Teachers have been trained in the development of strong behavior plans as Tier II intervention for students. A framework for academic and behavioral referrals to the MTSS team has been developed with a vision for support for literacy and math at all grade levels. Teams effectively log and track evidence/data that is produced to inform structural program changes. Tracking attendance and incentives have proved successful. Team will continue to develop student-directed learning structures/opportunities and communication to parents for students who need extra support.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

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.

Score

1 2 3 4

School faculty and staff continue to emphasize Leader in Me Paradigms Every child has genius.
 Each student from K-8 maintains Leadership binders where they set goals and track their progress in academics and attendance.
 Scoreboards in main building and outside of each and every classroom that track schoolwide reading, math, and attendance goals.
 Daily, weekly, and quarterly celebrations for students who meet goals.
 Learning objectives posted/stated daily including recognition of student of the week, signage, bulletin boards with student highlights
 Students tracking learning and achievement, beginning of the year and middle NWEA
 Talking circles and morning meetings, restorative practices, peace room
 Remediation plans for students to take ownership of their progress

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

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors 	

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

Continued training and support in the 7 Habits has led to trusted relationships. Students use the Leader in Me opportunities to manage the weekly staff shoutouts. Assistant principal provides weekly communication and highlights shoutout section which is emailed and posted in visible spaces throughout the building. Programming with restorative practices in mind ensures strong culture and climate that supports relationship-building. Teacher development of morning meetings and peace circles routines support staff-student and student-student interactions. Sports programs, after school programs cultivate trusting relationships. Interventions for students include Check-in, Check-out program to ensure all students have a trusted connection in their building.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b, Demonstrating Knowledge of Students 2a, Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

Student have daily opportunities to exercise their voice inside and out of the classroom.
 Student Lighthouse ensures that a council of leaders plans and makes decisions that impact school-wide events.
 Every student from PreK to 8th grade have Leadership Roles.
 Students involved in Action Teams have community roles like recycling, school environment, and others that they practice before, during, and after school.
 Students are decide which community members would like to invite to annual Leadership Dau.
 Students interact with civic leaders during Leadership Day

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

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ WVNS Student Survey completion rate and results ▪ Affidavits from student/parent organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
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 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/NET 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

Teachers and staff are trained in positive and proactive practices to ensure a strong learning environment free of distractions. Routines and procedures are efficient and orderly maximize instructional time. School operations occur with a team mentality, where every adult takes ownership over student emotional and physical safety. Supervision is comprised of security, assistant principal, resident principal, parent volunteers. Indoor recess was instituted with seamless transition from auditorium to various locations and additional staff supervises to ensure students have a safe and enjoyable time during non-instructional minutes. Clear protocols for addressing student misbehavior contribute to a climate for learning.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

1 2 3 4

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

Codes of cooperation are specific, concrete and clearly defined and posted in the classrooms. Each classroom has mission statements.

Classroom golden tickets, Darwin tickets, raffles for attendance and visits to the Darwin Leadership store are ways of reinforcing positive behavior.

The use of the all-encompassing LIM philosophy throughout the day, integrated in the lessons, and given specific teaching time on Fridays.

Office referral reports are analyzed and used to determine eligibility of students for CICO, problem behavior trends in terms of time, location and duration. Graduation celebration for students who meet CICO criteria of no referrals in 8 weeks.

Use of basketball league to reinforce good behavior.

Individualized self-monitoring sheets for Tier 1: used for goal setting, tracking and reinforcing appropriate behavior for specific target behaviors.

Teachers use of reflection sheets, letters and other methods of establishing a restorative consequence. Restorative conversations are being led by counselor, security guards, disciplinarian, AP.

Teachers stating using prep time to solve issues and talking with students. Meeting with parents.

Team building at the beginning of the school year and Camp McClean.

7H training to all teachers.

8th graders teach the habits to parents and younger children.

Booster shots.

LIM binders and goal setting.

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	✓ Misconduct data (Dashboard)
Evidence	✓ 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:

Score

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.

1 2 3 4

A dedicated parent/family liaison is designated for the school. This individual continues to compile survey information to secure the necessary resources that families request. Some of these resources include GED, ESL, computer, health and nutrition, and parenting classes. This individual also coordinates the parent volunteer program. Parent volunteers from modular building have a good understanding of mission and vision and this helps with students that need extra support.. Each month the LSC, BAC, PAC, and NCLB committees hold meetings regarding specific topics related to academic and SEL programming at the school. Additionally, specialized workshops regarding attendance, discipline, 8th grade expectations, etc. are provided to parents by staff on an "as-needed" basis. These workshops are in response to data or specific requests by parents and/or staff. All programs are announced in various ways and translation/interpretation services are provided. A monthly school-wide newsletter is distributed to the entire school community from the principal.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset

4 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊗	

4 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊗	
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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
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National School Growth Percentile - Reading

In the 2017-18 school year, we were able to departmentalize our 2nd-8th grade content teams and concentrate our teacher's efforts into becoming content experts--thus, we were able to develop our reading capacity teachers in curriculum and pedagogy. Based on the data from 2016-2017, Darwin students were in the 82nd percentile for meeting their growth target in reading. Our goal for the 2019-2020 school year is to have Darwin students at the 90th percentile. We expect to continue to grow our student growth in reading by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I. (Agency, authority and Identity)
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

While growing in these identified areas we also seek to sustain our growth by continuing the implementation of the following over the course of the next two years:

- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me and Close Reading and balanced literacy approach to learning
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation
- Increasing the effectiveness of engaging students in personalized learning platforms
- Instructor-led small-group intervention/enrichment opportunities

62.00	82.00	82.00	86.00	90.00
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National School Growth Percentile - Math

Based on the data from 2016-2017, Darwin students were in the 78th percentile for meeting their growth target in math. Our goal for the 2019-2020 school year is to have Darwin students at the 86th percentile. In the 2017-18 school year, we were able to departmentalize our 2nd-8th grade content teams and concentrate our teacher's efforts into becoming content experts--thus, we were able to develop our math teachers in curriculum and pedagogy. We expect to continue to grow our student growth in reading by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I. (Agency, authority and Identity)
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

While growing in these identified areas we also seek to sustain our attainment by continuing the implementation of the following over the course of the next two years:

- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the TRU Dimensions and Envision Math Curriculum
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation
- Increasing the effectiveness of engaging students in personalized learning platforms
- Instructor-led small-group intervention/enrichment opportunities

47.00

78.00

78.00

82.00

86.00

% of Students Meeting/Exceeding National Ave Growth Norms

In 2016-16 the percentage of students meeting/exceeding national average growth norms was 54.7%. In 2017-18 the percentage of students meeting/exceeding national average growth norms was 63%. In 2017-18 our goal is for students to reach 68%. For school year 2018-19 students will reach 72%. Moving forward students will reach the 77% as a school by school year 2020.

54.70

63.00

68.00

72.00

77.00

African-American Growth Percentile - Reading

Of the 25 African-Americans students who were tested in reading for the 2016-17 school year, 60% of our students met or exceeded their growth targets. We will sustain and continue to grow our African-American students into the 80th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I. (Agency, authority and Identity)
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

In addition to these school wide initiatives, we will sustain our upward growth trajectory by implementing the following with all of our teachers:

- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation.
- Increasing the effectiveness of engaging students in personalized learning platforms
- Instructor-led small-group intervention/enrichment opportunities

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60.00

70.00

80.00

Hispanic Growth Percentile - Reading

Of the 190 Hispanic students who were tested in reading for the 2016-17 school year, 63% of our students met or exceeded their growth targets. We will sustain and continue to grow our Hispanic students into the 90th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I.
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

In addition to these school wide initiatives, we will sustain our upward growth trajectory by implementing the following with all of our teachers:

- Providing after school ESL support groups
- Providing instructors with professional development on the language acquisition process and pedagogy of instructing ELs
- Provide reading intervention support for students in the dual-language setting
- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation.
- Increasing the effectiveness of engaging students in personalized learning platforms
- Instructor-led small-group intervention/enrichment opportunities

66.00

86.00

80.00

85.00

90.00

English Learner Growth Percentile - Reading

Of the 15 English Learner students who were tested in reading for the 2016-17 school year, 40% of our students met or exceeded their growth targets. We will sustain and continue to grow our English learners into the 70th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I.
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

In addition to these school wide initiatives, we will sustain our upward growth trajectory by implementing the following with all of our teachers:

- Providing after school ESL support groups
- Providing instructors with professional development on the language acquisition process and pedagogy of instructing ELs
- Provide reading intervention support for students in the dual-language setting
- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation.
- Increasing the effectiveness of engaging students in personalized learning platforms
- Instructor-led small-group intervention/enrichment opportunities

60.00

(Blank)

50.00

60.00

70.00

Diverse Learner Growth Percentile - Reading

Of the 26 Diverse Learner students who were tested in reading for the 2016-17 school year, 34% of our students met or exceeded their growth targets. We will sustain the growth of our Diverse Learner students and grow our students into the 60th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I (Agency, authority and Identity)
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

In addition to these school wide initiatives, we will sustain our upward growth trajectory by implementing the following with our diverse learner teachers:

- Providing professional development in writing and implementing more comprehensive IEPs
- Implementing, progress monitoring and adjusting students IEP goals
- Closer collaboration with general education teachers and diverse learner teachers
- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation
- Increasing the effectiveness of engaging students in personalized learning platforms
- Instructor-led small-group intervention/enrichment opportunities

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40.00

50.00

60.00

African-American Growth Percentile - Math

Of the 25 African-American students who were tested in math for the 2016-17 school year, 56% of our students met or exceeded their growth targets. We will sustain the growth of our African-American students and grow our students into the 65th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I (Agency, authority and Identity)
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum
- Extend student learning of math through technology using: STMath, KhanAcademy, MathXL

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55.00

60.00

65.00

Hispanic Growth Percentile - Math

Of the 193 Hispanic students who were tested in math for the 2016-17 school year, 63% of our students met or exceeded their growth targets. We will sustain the growth of our Hispanic students for these grade levels to the 80th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture that incorporates proactive and responsive restorative practices, empowered learning environment and A.A.I (Agency, authority and Identity)
- Providing after school ESL support groups
- Providing instructors with professional development on the language acquisition process and pedagogy of instructing ELs
- Provide reading intervention support for students in the dual-language setting
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum
- Extend student learning of math through technology using: STMath, KhanAcademy, MathXL

52.00

81.00

70.00

80.00

85.00

English Learner Growth Percentile - Math

Of the 16 English Learner students who were tested in math for the 2016-17 school year, 44% of our students met or exceeded their growth targets. We plan on sustaining the growth of our English learner students for these grade levels to the 50th percentile and increase the percentile of growth to the 70th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Providing after school ESL support groups
- Providing instructors with professional development on the language acquisition process and pedagogy of instructing ELs
- Provide reading intervention support for students in the dual-language setting
- Developing a strong classroom culture
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum
- Extend student learning of math through technology using: STMath, KhanAcademy, MathXL

22.00

(Blank)

50.00

55.00

70.00

Diverse Learner Growth Percentile - Math

Of the 26 Diverse Learner students who were tested in math for the 2016-17 school year, 54% of our students met or exceeded their growth targets. We will sustain the growth of our diverse learner students for these grade levels to the 55th percentile and increase the percentile of growth to the 65th percentile by school year 2020 by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

In addition to these school wide initiatives, we will sustain our upward growth trajectory by implementing the following with our diverse learner teachers:

- Providing professional development in writing and implementing more comprehensive IEPs
- Implementing, progress monitoring and adjusting students IEP goals
- Closer collaboration with general education teachers and diverse learner teachers
- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation:
- Increasing the effectiveness of engaging students in personalized learning platforms
- Instructor-led small-group intervention/enrichment opportunities

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(Blank)

55.00

60.00

65.00

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

In the 2017-18 school year, we were able to departmentalize our 2nd-8th grade content teams and concentrate our teacher's efforts into becoming content experts--thus, we were able to develop our math teachers in curriculum and pedagogy.

45.00

61.00

63.00

66.00

70.00

In 2016-2017 our 2nd-8th grade reading attainment level was at the 61st percentile. We expect to continue to grow our student attainment in reading for these grade levels to the 63rd percentile by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture
- Increasing the rigor of student engagement, learning tasks and instructional practices
- Standardizing the development of balanced grading and assessments throughout our learning continuum

While growing in these identified areas we also seek to sustain our attainment by continuing the implementation of the following over the course of the next two years:

- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me and Close Reading and balanced literacy approach to learning
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation:
 - Increasing the effectiveness of engaging students in personalized learning platforms
 - Instructor-led small-group intervention/enrichment opportunities

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

In the 2017-18 school year, we were able to departmentalize our 2nd-8th grade content teams and concentrate our teacher's efforts into becoming content experts--thus, we were able to develop our math teachers in curriculum and pedagogy.

42.00

52.00

55.00

60.00

65.00

In 2016-2017 our 2nd-8th grade math attainment level was at the 52nd percentile. We expect to continue to grow our student attainment in Math for these grade levels to the 60th percentile by focusing our school-wide efforts on the following initiatives:

- Developing a strong classroom culture
- Increasing the rigor of student engagement, learning task and instructional practices
- Standardizing the development of balanced grading and assessments

While growing in these identified areas we also seek to sustain our attainment by continuing the implementation of the following over the course of the next two years:

- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the TRU Dimensions and Envision Math Curriculum
 - Peer observations and standardizing the implementation of structure and best practices amongst our content teams
 - Enrichment and intervention implementation:
 - Personalized learning platforms
 - Instructor-led small-group intervention/enrichment opportunities

National School Attainment Percentile - Reading (Grade 2)

During the 2017-18 school year, we were able to departmentalize and concentrate our teacher's efforts into becoming content experts--thus, we were able to develop our Language Arts/Reading teachers in both curriculum and pedagogical instruction.

31.00

49.00

60.00

65.00

70.00

In 2016-2017 our 2nd grade reading attainment was at the 49th percentile. We expect to continue to grow our student attainment in Reading for 2nd grade students to the 60th percentile by continuing the implementation of the following over the course of the next two years:

- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the Leader In Me and Close Reading and balanced literacy approach to learning
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation:
 - Personalized learning platforms
 - Instructor-led small-group intervention/enrichment opportunities

National School Attainment Percentile - Math (Grade 2)

In the 2017-18 school year, we were able to departmentalize and concentrate our teacher's efforts into becoming content experts--thus, we were able to develop our math teachers in both curriculum and pedagogical instruction.

8.00

52.00

60.00

65.00

70.00

In 2016-2017 our 2nd grade math attainment was at the 52nd percentile. We expect to conserve student attainment in Math for 2nd grade students at the 60th percentile by continuing the implementation of the following over the course of the next two years:

- The Leader In Me academic Goal setting process: Implementation of the 4DX Goal setting process at the student level, classroom level, and school-wide goal setting level.
- Teacher led grade level professional development around the TRU Dimensions and Envision Math Curriculum
- Peer observations and standardizing the implementation of structure and best practices amongst our content teams
- Enrichment and intervention implementation:
 - Personalized learning platforms
 - Instructor-led small-group intervention/enrichment opportunities

% of Students Making Sufficient Annual Progress on ACCESS

In the 2017-18 school year, we increased the number of teachers who were bilingual and/or ESL certified. At every grade-level we have certified teachers qualified to serve the needs of our EL students. Our dual-language programming has students learning in both languages in every content up to 4th grade and now serves students in the middle grade within math. We are also providing middle school Spanish enrichment to bridge the language and content gaps needed to ensure continuous progress.

35.80

(Blank)

50.00

55.00

60.00

With that in mind, our goal is to be at or above 50% moving forward--this goal has been set in order to ensure that our students are receiving the adequate support they require. By providing this support we will move from 3 to 4 points on the SQRP (School Quality Rating Policy). We will target our EL population to ensure an increase in growth of 5% in students making sufficient annual progress on ACCESS by the school year 2019-2020.

Average Daily Attendance Rate

Sustain attendance above 96%

96.30

96.70

96.50

96.50

96.50

My Voice, My School 5 Essentials Survey

Sustain the strong school perception by teachers, students, and parents to get the 5 out of 5 point in the SQRP metric.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

2016-2017 Actual	2017-2018 Actual	2017-2018 SQR Goal	2018-2019 SQR Goal	2019-2020 SQR Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Continue to develop cycles of learning around the The Leader In Me Academic Framework (involving the alignment of school goals, student-led academics, and teacher planning collaborative protocols around the 7 habits)

teachers and staff modeling the Seven habits of Highly Effective People and the 5 paradigms of Leadership, Education, Motivation, Potential, and Change.

students empowerment that is demonstrated through higher attendance, higher grades and test scores, and increase sense of belongings that can be measure in the 5 Essentials survey.

Tags:

Attendance, Leadership, 5 essentials, Positive behavior supports, Culture and climate leadership, Decision making

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Status

Staff will engage in professional development of the 7 Habits of Highly Effective People/The Leader in Me.

-Administration and
-Instructional
Leadership Team

Aug 28, 2018 to
Jun 8, 2019

Not started

Teachers will develop units of study that incorporate the 7 Habits of Highly Effective People for social emotional learning in each classroom.

-Administration
-Teachers

Aug 28, 2018 to
Jun 15, 2019

Not started

Allocations of funds for purchasing materials for instruction and professional development

Students will engage in culture building activities that promote leadership development school-wide.

-Administration
-Teacher Lighthouse
Leadership Team
-Student lighthouse

Sep 4, 2018 to
Jun 20, 2020

Not started

Staff and students will plan and execute leadership events highlighting the progress of personal social emotional growth.

-Students
-Administration
-Staff

Oct 1, 2018 to
Jun 20, 2020

Not started

Student Leadership Binders will be developed and used to monitor the progress towards meeting both personal and academic goals.

-Students
-Administration
-Teachers

Sep 10, 2018 to
Jun 20, 2020

Not started

Implement restorative practices, peace circles, and mediation to decrease infraction incidences and increase student overall social emotional well-being

-Counselor/case
manger
-Social worker
-Administration
-Staff
-student

Sep 4, 2018 to
Jun 20, 2020

Not started

4DX model will be in students' leadership binder from 2nd through 8th grade

Students, teachers,
administrators

Sep 10, 2018 to
Jun 20, 2020

Not started

Strategy 2

If we do...

If we develop an effective peer observation process

...then we see...

a professional learning community where teachers support each others' professional growth through collaborative planning and standardization of resources, lessons, and instructional strategies.

...which leads to...

All teachers will be involved in at least 1 peer observation learning cycle per semester. This will lead to vertical alignment in curriculum and instructional practices across the disciplines impacting student academic performance to sustain our Level 1+

Tags:

Academic supports, Accountable talk, Academic rigor, Analyze student work

Area(s) of focus:

2, 1, 3

Action step

Responsible

Timeframe

Status

Teachers will engage in professional development for peer observations.

Administration and Instructional Leadership Team

Oct 1, 2018 to Jun 19, 2020

Not started

Develop a well articulated peer observation protocol/tool

Administration, Instructional Leadership Team, and Teachers

Sep 10, 2018 to Jun 15, 2019

Not started

Creating a schedule that gets all teachers to conduct a full cycle of a peer observation per semester

Administration

Aug 28, 2018 to Jan 31, 2019

Not started

Engaging in reflective practices to assess the outcomes of peer observations

Administration and teachers

Sep 10, 2018 to Jun 15, 2019

Not started

Strategy 3

If we do...

Train all administrators and instructors to increase student engagement, rigorous learning tasks, multi-faceted processes of learning, and student product

...then we see...

administrators and instructors support and impact high quality level of engagement, tasks, process of student learning, and student product.

...which leads to...

increment growth and attainment of reading and math in NWEA attainment and increase sense of belongings that can be measure in the 5 Essentials survey

Tags:

Expectations for depth & breadth of student learning: rigorous student tasks

Area(s) of focus:

2, 1, 3

Action step

Responsible

Timeframe

Status

Establish scope and sequence for 2-8th grade units of study (ELA, Science, Math)

-Administration and
-Instructional Leadership Team
-Teachers

Jul 1, 2018 to Jun 21, 2019

Not started

Development of common understanding around: Tasks that increase the level of rigor

-Administration and
-Instructional Leadership Team
-Teachers

Aug 28, 2018 to Jun 19, 2020

Not started

Development of common understanding around: student engagement, conversation, and collaboration (AAI-Empowered Learning)	-Administration and -Instructional Leadership Team -Teachers	Aug 28, 2018 to Jun 19, 2020	Not started
Development of common understanding around: Processes of learning	-Administration and -Instructional Leadership Team -Teachers	Aug 28, 2018 to Jun 19, 2020	Not started
Development of common understanding around : Varying student product & Assessments	-Administration and -Instructional Leadership Team -Teachers	Aug 28, 2018 to Jun 19, 2020	Not started
Collaboration amongst Gen Ed., EL, and DL teachers around instructional implementation	-Administration and -Instructional Leadership Team -Teachers	Aug 28, 2018 to Jun 19, 2020	Not started

Strategy 4

If we do...

Develop a balanced assessment and grading system that effectively measures the depth and breadth of student learning that monitors student progress towards college and career readiness

...then we see...

Balanced grading:
a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families
Balanced assessments:
the use of 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
Evaluating data:
the use of 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

...which leads to...

Balanced Grading:
A variety of teacher created/selected assessments that align with unit & lesson plans. Unit plans with formative and summative assessments embedded in a long term plan that includes within a school assessment calendar. Grade distribution reports with a high level of on-track completion where students produce actionable data to inform planning for instruction, academic supports, and resource allocation.

Tags:

Balanced grading and assessment

Area(s) of focus:

3, 1, 2

Action step

A variety of teacher created/selected assessments that align with unit & lesson plans.

Responsible

-Administration and
-Instructional Leadership Team
-Teachers

Timeframe

Aug 28, 2018 to Jun 19, 2020

Status

Not started

Use consistent grading practices across content areas in the same grade team and vertically across grades

-Administration and
-Instructional Leadership Team
-Teachers

Aug 28, 2018 to Jun 19, 2020

Not started

Unit plans with formative and summative assessments	-Administration and -Instructional Leadership Team -Teachers	Aug 28, 2018 to Jun 19, 2020	Not started
Create a school assessment calendar. 2-3 quarterly check-ins throughout the year	-Administration and -Instructional Leadership Team -Teachers	Aug 28, 2018 to Jun 19, 2020	Not started
Identify specific groups for intervention based on ongoing data collection	-Administration and -Instructional Leadership Team -Teachers	Aug 28, 2018 to Jun 19, 2020	Not started

Strategy 5

If we do...

...then we see...

...which leads to...

Grow a stronger Dual-Language immersion program with an 80/20 model	Dual Language teachers implementing new learning strategies to expand their teaching abilities and practices in dual-language	Students developing abilities and skills as bilingual, biliterate, bicultural individual able to receive the State Seal of Biliiteracy.
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Tags:
Dual Language

Area(s) of focus:
1, 2, 3

Action step	Responsible	Timeframe	Status
Develop school-wide Instructional Practices to incorporate in Dual Language Classrooms	-Dual-Language coordinator -Dual-Language Teachers -Administration	Aug 28, 2018 to Jun 26, 2020	Not started

Dual Language

Marketing and communication of dual language program	-Dual Language Coordinator -Dual Language teachers	Aug 28, 2018 to Jun 19, 2020	Not started
Engage the dual-language team in learning in order to facilitate learning to the entire staff	-Dual Language Coordinator -Dual Language teachers -Staff -Administration	Aug 28, 2018 to Jun 19, 2020	Not started
Train and develop primary team in dual-language best practices to model and scaffold learning/expectations for upper grades	-Dual Language Coordinator -Dual Language teachers -Staff -Administration	Aug 28, 2018 to Jun 19, 2020	Not started

Action Plan

Strategy 1

NOT STARTED Staff will engage in professional development of the 7 Habits of Highly Effective People/The Leader in Me."
Aug 28, 2018 to Jun 08, 2019 - -Administration and -Instructional Leadership Team

Status history



NOT STARTED May 02, 2018
Evidence
Professional development plan including agendas and minutes

NOT STARTED Teachers will develop units of study that incorporate the 7 Habits of Highly Effective People for social emotional learning in each classroom."
Aug 28, 2018 to Jun 15, 2019 - -Administration -Teachers

Status history



NOT STARTED May 02, 2018
Evidence
Units of Study (ELA/SS, Math, Science) lesson plans.

NOT STARTED Students will engage in culture building activities that promote leadership development school-wide."
Sep 04, 2018 to Jun 20, 2020 - -Administration -Teacher Lighthouse Leadership Team -Student lighthouse

Status history



NOT STARTED May 02, 2018
Evidence
Lighthouse Leadership Events Calendar

NOT STARTED Staff and students will plan and execute leadership events highlighting the progress of personal social emotional growth."
Oct 01, 2018 to Jun 20, 2020 - -Students -Administration -Staff

Status history



NOT STARTED May 02, 2018
Evidence
Lighthouse Leadership Event Calendar School Calendar

NOT STARTED Student Leadership Binders will be developed and used to monitor the progress towards meeting both personal and academic goals."
Sep 10, 2018 to Jun 20, 2020 - -Students -Administration -Teachers

Status history



NOT STARTED

May 02, 2018

Evidence
Student Leadership Binders

NOT STARTED

Implement restorative practices, peace circles, and mediation to decrease infraction incidences and increase student overall social emotional well-being"

Sep 04, 2018 to Jun 20, 2020 - -Counselor/case manger -Social worker -Administration -Staff -student

Status history



NOT STARTED

May 02, 2018

Evidence
-Dashboard -MTSS data -SWIS data

NOT STARTED

4DX model will be in students' leadership binder from 2nd through 8th grade"

Sep 10, 2018 to Jun 20, 2020 - Students, teachers, administrators

Status history



NOT STARTED

May 02, 2018

Evidence
-Student leadership binder

Strategy 2

NOT STARTED

Teachers will engage in professional development for peer observations."

Oct 01, 2018 to Jun 19, 2020 - Administration and Instructional Leadership Team

Status history



NOT STARTED

May 02, 2018

Evidence
Professional development plan including agendas and minutes

NOT STARTED

Develop a well articulated peer observation protocol/tool"

Sep 10, 2018 to Jun 15, 2019 - Administration, Instructional Leadership Team, and Teachers

Status history



NOT STARTED

May 02, 2018

Evidence
Development of peer observation protocol/tool

NOT STARTED

Engaging in reflective practices to assess the outcomes of peer observations"

Sep 10, 2018 to Jun 15, 2019 - Administration and teachers

Status history



May 2

NOT STARTED

May 02, 2018
Evidence
Reflection surveys

NOT STARTED

Creating a schedule that gets all teachers to conduct a full cycle of a peer observation per semester"
Aug 28, 2018 to Jan 31, 2019 - Administration

Status history



NOT STARTED

May 02, 2018
Evidence
-Schedules and protocols

Strategy 3

NOT STARTED

Establish scope and sequence for 2-8th grade units of study (ELA, Science, Math)"
Jul 01, 2018 to Jun 21, 2019 - -Administration and -Instructional Leadership Team -Teachers

Status history



NOT STARTED

May 02, 2018
Evidence
-Unit plans -Teacher team collaboration meetings Science Scope and Sequence -WIDA and 7 Habits implementations -Summer Curriculum Team -A yearlong PD Calendar

NOT STARTED

Development of common understanding around: Tasks that increase the level of rigor"
Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history



NOT STARTED

May 02, 2018
Evidence
-Identify classroom look-fors -Develop content team manuals

NOT STARTED

Development of common understanding around: student engagement, conversation, and collaboration (AAI-Empowered Learning)"
Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history



NOT STARTED

May 02, 2018
Evidence
-Identify classroom "look-fors" -Develop content team manuals

NOT STARTED

Development of common understanding around: Processes of learning"
Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history

May 2

NOT STARTED

May 02, 2018

Evidence

-Identify classroom "look-fors" -Develop content team manuals

NOT STARTED

Development of common understanding around : Varying student product & Assessments"

Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history

May 2

NOT STARTED

May 02, 2018

Evidence

-Children working independently -Student-led assessments

NOT STARTED

Collaboration amongst Gen Ed., EL, and DL teachers around instructional implementation"

Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history

May 2

NOT STARTED

May 02, 2018

Evidence

-Clear expectations of collaboration -Scheduled meeting time -Alignment & understanding of scope and sequence -Once a month meeting -Shared lesson plans

Strategy 4

NOT STARTED

A variety of teacher created/selected assessments that align with unit & lesson plans."

Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history

May 2

NOT STARTED

May 02, 2018

Evidence

-Unpacking standards within grade level and content teams (to provide student access to standard based content) -Science/Math: A yearlong PD Calendar for STEM Meetings -A 1.5 hour meeting time that is scheduled every other week conducting -Looking at Student Work and Assessment Protocols ELA/SS - Benchmark assessments -Rubric development with other grade levels -Breakdown the standards by skills with rubric Create a bank of assessments

NOT STARTED

Use consistent grading practices across content areas in the same grade team and vertically across grades"

Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history

May 2

NOT STARTED

May 02, 2018

Evidence

-Plan for grading calibration at least twice per year

NOT STARTED

Unit plans with formative and summative assessments"

Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history



NOT STARTED

May 02, 2018

Evidence

-Grade level standard based assessment -Sharing rubrics across grade levels and disciplines

NOT STARTED

Create a school assessment calendar. 2-3 quarterly check-ins throughout the year"

Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history



NOT STARTED

May 02, 2018

Evidence

-Assessment Calendar -Quarterly check-ins

NOT STARTED

Identify specific groups for intervention based on ongoing data collection"

Aug 28, 2018 to Jun 19, 2020 - -Administration and -Instructional Leadership Team -Teachers

Status history



NOT STARTED

May 02, 2018

Evidence

-Intervention groups -Intervention schedules -MTSS logging

Strategy 5

NOT STARTED

Develop school-wide Instructional Practices to incorporate in Dual Language Classrooms"

Aug 28, 2018 to Jun 26, 2020 - -Dual-Language coordinator -Dual-Language Teachers -Administration

Status history



NOT STARTED

May 02, 2018

Evidence

-Instructional practices -Bridging and Metalinguistics -Physical Environment look-fors -Unit plans

NOT STARTED

Marketing and communication of dual language program"

Aug 28, 2018 to Jun 19, 2020 - -Dual Language Coordinator -Dual Language teachers

Status history



NOT STARTED

May 02, 2018
Evidence

-Clear culture of monolingual vs. dual language -Scope and sequence of dual-language program

NOT STARTED

Engage the dual-language team in learning in order to facilitate learning to the entire staff"

Aug 28, 2018 to Jun 19, 2020 - -Dual Language Coordinator -Dual Language teachers -Staff -Administration

Status history

May 2

NOT STARTED

May 02, 2018
Evidence

-PLC for the book Teaching for Biliteracy led by DLLT members -Whole staff meetings

NOT STARTED

Train and develop primary team in dual-language best practices to model and scaffold learning/expectations for upper grades"

Aug 28, 2018 to Jun 19, 2020 - -Dual Language Coordinator -Dual Language teachers -Staff -Administration

Status history

May 2

NOT STARTED

May 02, 2018

Evidence

-Instructional practices -Bridging and Metalinguistics -Physical Environment look-fors -Unit plans -Scope and sequence of dual-language program - Observations of Darwin teachers -Visit other Dual Language Schools Protocol for debriefing -Increase the number of students receiving the CPS Seal of Biliteracy

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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students 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 supplant 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

Parent and Family Engagement Policy

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.

Parents are involved in planning, monitoring the process of the school improvement through the following opportunities:

1. Monthly LSC meetings scheduled on evening times.
2. Beginning of the year Open House and State of the School Address
3. BAC, PAC, and NCLB monthly meetings
4. Community meetings
5. Middle School parent meetings Fall
6. Dual Language parent meetings
7. Structured parent volunteer program, supported by community organization, LSNA
8. Adult-Parent education classes such as GED, ESL, Computer, Health/Nutrition and Parenting
9. Reading, MATH, and Science strategies workshops for parents
10. Leadership Days
11. Surveys
12. Suggestion/feedback boxes in both building

At the end of each parent workshop we provide all participants with an evaluation sheet for feedback to improve the quality of services.

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

At the beginning of each year the principal call parents for a meeting to organize the NCLB, PAC, and BAC committees. At this meeting parents select their representatives for chair and co-chair for each of the committees and develop the monthly schedule for their meetings. The principal present at this initial meeting, the Title I Parent budget and the allocations approved by the LSC for the current school year. The meetings are advertised in our monthly bilingual newsletters, parents bulletin board, and in the school website.

The school's first Title I Annual meeting was September 28th, 2017. The title I organizational PAC meeting was held September 29th, 2017. The school's first Title 1 Annual title I and organizational PAC meeting will be the 3rd week of September for the next two year, 2018 and 2019

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.

School administration follows an open door policy and welcomes parents and community member at any time. The school administration facilitates daily time for parent/teacher meetings that may occur during preparation time or on scheduled times per parent request. The PAC meets monthly and invitations are sent home with students. The school has two suggestion/feedback boxes at the entrance of both buildings.

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.

The school facilitates the delivery of the student academic performance report supplied by the State of Illinois and the district. We report to parents the children academic progress every 5 weeks and we hold parents/teachers conferences twice a year. In addition, the school administration call for an Open House and State of the School community meeting in the fall to report the school status based on data generated the previous year. At this meeting, the school administration, presents the academic goal setting for the year and the action plan to reach them.

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.

The school follows the established CPS protocol and procedures to ensure parents receive the communication about "Highly Qualified" (HQ) teacher and the "Right to Know" status letter.

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.

During the School Open House and State of the School and whenever is required, teachers share expectations and curriculum with grade level parents. Parent/Teacher conferences are required to address students need for improvement and a remediation plan is generated with parent input and signed by parent, student, teacher and an administrator.
During the school year informational meetings are scheduled to support parents to understand the curriculum and data driven instruction interventions.

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.

Darwin School offers daily adult/parent education classes such as GED, ESL health/nutrition, computer, and parenting workshops are held at the school. Darwin offers monthly professional development and workshops for parents covering varies topics such as: Parenting, healthy relationships, how to talk to your children, anger management, supervising academic, bully prevention, etc. as well as literacy an math workshops scheduled throughout the year.

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.

Darwin School values our parent support and volunteering work. There is a formal structured at Darwin, parent volunteer program supported by LSNA, Logan Square Neighbor Association community organization . The administration acknowledges parents contribution, support and volunteering work in parent meetings and in monthly LSC meetings as well. The administration shares in faculty the meetings the consistent contribution the parents volunteer and parent mentors provide to the school success.
Parents are acknowledged at the end of the year as the school administration participate int eh State Parent Mentor Graduation. The principal present a certificate and small token of appreciation to each parent volunteer and parent mentors at the end of the school 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.

Through our pre-school programs (Ready to Learn) the school invites parents to participate in daily class activities. Parent/teacher conferences are scheduled regularly to facilitate collaboration. Parent are welcome to volunteer or visit the school classrooms any time. Teachers' teams coordinate literacy, math,,and science night for families.

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.

The school generates monthly bilingual newsletters and distribute them to the entire school via students backpack. The school website is constantly updated to displays current information. Monthly meetings such as LSC, BAC, PAC, and NCLB are publicized on every exit doors around the school at least two days prior to the meeting date.
Informational meetings are established to assure parents become aware of programs by coordinating with the LSC meetings.

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)

All boxes are checked

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.)

Darwin Elementary provides a positive, safe, and academically rigorous environment that allows each student to take ownership for their learning. We strive to build confident, strong, and successful leaders by giving students a voice that empowers them to become lifelong learners and contributing members of a changing society.

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.

Teachers will conduct one-to-one parent/teacher conferences formally twice a year. Prior to conferences, teachers develop specific plans or intervention that addresses students' specific needs for improvement. These plans are based upon review and collection of data that reflect students' academic performance. During the conference, teachers will review students' strengths and areas of deficiencies, describing next steps in the remediation process. The two mandated teacher/parent conferences are as scheduled on the CPS Calendar for Nov 14, 2018 and April 10, 2019.

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

Darwin School will generate progress report every 5 weeks and report cards at the end of each quarter. Darwin promotes student-led conferences twice a year.
--report card pick-up dates will be aligned to the district calendar on Nov 14, 2018 and April 10, 2019
--report cards will be distributed on the dates as outlined on the district's calendar on Feb 8, 2019 and June 18, 2019
Progress Reports will also go home after 5th weeks of each quarter. Based on individual students, conferences are required to be held for those who are at risk of, or are performing below standards. During these conferences, remediation plans are presented to parents, reviewed and signed by students, parent(s), classroom teacher(s) and administrator. Remediation plans are also sent out based on individual students' academic performance. These are to inform parents of students' academic status.

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

Darwin School has an open door policy and welcome parents every day. Parents can request to meet with teachers via walk-in, daily before the instructional day begins or after dismissal time. Parents can request to meet teachers, via appointments during the teachers' preparation time or a school administrator at any time.

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.

Parents can participate as volunteers to support:

1. Teachers in classrooms and tutoring students
2. Lunchroom duties, universal breakfast in the classrooms, and during parent meetings (set up and organization)
3. Parent patrol (providing safety on external school grounds and perimeters). Prior to becoming tutors, they must follow all CPS compliance, such as fingerprinting, background checks, interviews, and training. Ms. Ines Diaz, our parent coordinator initiates and reviews all related processes and activities.

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

Darwin requests parents to support students' academic successes via monitoring students' attendance and punctuality, class work and homework assignments, and monitoring a positive responsive behavior (PBIS- Positive Behavior Intervention and Supports) and the Leader in Me home implementation. Darwin has developed a partnership with Logan Square Neighbors Association (LSNA) where mentor parents receive intensive training to assist teachers as instructional aides.
Parents can attend monthly PD and workshops held by field experts; topics include not limited to reading strategies, assessment information and interactive activities that educate and provide parents with academic support for their students. All topics are derived based on data analyzed by data team.
Darwin has a partnership with Wright College to provide parents daily ESL and GED classes.

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

Parents can provide suggestions and recommendations via Local School Council (LSC) during monthly meetings.
Parents with students who are at risk or performing below standard play an active role in planning for strategic, remediation plans with the classroom teachers quarterly (report cards) and every 5 weeks (progress reports) and with additional meetings as needed.
Parents of students with special needs meet with their special education provider, school counselor, and all associate professionals to review, develop and/or amend students' Individual Education Plan (IEPs), annually as mandated with additional meetings as needed.
The school has two suggestion boxes in both building for parent to provide feedback and suggestion for improvement.

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).

Darwin promote and encourage students to fully support and participate in decision making process for their academic successes, daily attendance and punctuality, completion of class work and homework assignments, and exhibition of positive and appropriate behavior (PBIS- Positive Behavior Intervention and Supports).
Darwin School is a Leader in Me school that promotes leadership development in all students and faculty. The leadership building is based on the work of Stephen Covey the 7 Habits of Highly Effective People.
Consequences as stated by CPS Student Code of Conduct and reward system as stated by school-wide expectations with PBIS, will be enforced to promote students' social, emotional, and academic achievements. Darwin School follow a restorative practice approach to discipline students with dignity and support improvement of relationship among all students and faculty members.

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.

To support the Darwin's monthly parent meetings with supplies, refreshments and speakers.

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.	\$ 2000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 669 .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)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	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.	\$ 500 .00
<p>54565</p>	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
<p>53510</p>	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	\$ Amount .00

office or where staff and students have access too. To be used only by parents.

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