William C. Goudy Technology Academy / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Pamela Brandt	Principal	psbrandt@cps.edu	Has access
Bill Yeh	Assistant Principal	BPYeh@cps.edu	Has access
Betsy Guiragossian	ILT/Grade Level Team Member	bguiragossian@cps.edu	No Access
Kathleen McCormack	ILT/Grade Level Team Member	khmccormack@cps.edu	No Access
Anna Pipilas-Milovanovic	School Counselor/Case Manager	aepipilas-mi@cps.edu	No Access
Rachel Grgin	ILT/Grade Level Team Member	rmgrgin@cps.edu	No Access
Anne Ruiz	ILT/Grade Level Team Member	ale@cps.edu	No Access
Charles Ehrhard	ILT/Grade Level Team Member	cehrhard@cps.edu	No Access
Michael Sviokla	ILT/Grade Level Team Member	mgsviokla@cps.edu	No Access
Jennifer Palmer	ILT/Grade Level Team Member	jpalmer12@cps.edu	No Access
Belen Donahue	ILT/Grade Level Team Member	bddonahue@cps.edu	No Access
Kimberly Park	ILT/Grade Level Team Member	kapark@cps.edu	No Access
Megan Shaunnessy	ILT/Grade Level Team Member	mjshaunnessy@cps.edu	No Access

| Lissette Lopez | ILT Member/Parent | llopez5@cps.edu | No Access |

Team meetings

Date	Participants	Topic
01/24/2018	ILT	Overview of CIWP and Mission & Vision
01/31/2018	ILT	MTSS In-House Tiering Criteria and SQRP Analysis
02/07/2018	ILT	Framework/Framework Priorities
02/27/2018	ILT	Framework/Framework Priorities
03/06/2018	ILT	Framework/Framework Priorities
03/21/2018	ILT	Framework/Framework Priorities
04/24/2018	ILT	Goals and Strategies
05/03/2018	ILT	Final Approval

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

Strengths that we noted are:
- Consensus among staff on having and implementing a shared vision.
- Teachers are empowered to make and influence significant decisions regarding academics, school structure, staffing, and curriculum planning.
- Staff is empowered to focus and prioritize what matters most to ensure success for every student.
- Goudy School mission and vision are displayed in every classroom and is reflected in the daily pledge that is recited by students as part of morning announcements. In addition, the Goudy School mission and vision were created by the staff and are revisited on a regular basis to ensure relevance.
- Teachers were instrumental in selecting and implementing the following curriculum: Go Math!, Carnegie Learning for Algebra, Discovery Science, TCI Social Studies, Engage NY for Literacy, and Guided Reading with Scholastic Book Library.
- Teachers are empowered to choose and implement various online learning software such as: RazKids, iXL, Lexia, Khan Academy, etc.
- Teachers had significant input in designing and implementing the middle school model for grades 5th - 8th.
- Significant budgetary funds are allocated to support teacher selected field trips such as Lorado Taft, Trees for Tomorrow, Springfield, and many others.
- Teachers are included as part of the interview team when recruiting new staff.
- Teachers are provided with ample time at the opening of the school year to collaborate and plan their curriculum.
- Teachers designate time to meet with students on a regular basis to review their learning goals and individualized learning plans.
- Teachers design and staff the OST programs to provide additional academic and enrichment opportunities for students.
- Multi-level grade level planning time is provided on a daily basis to promote cross curricular collaboration.
- The adoption of the co-teaching model in inclusive classrooms continues to be a work in progress that is being supported and refined via our partnership with the Gust Foundation.
- Administration meets regularly with the PPC to address and mitigate staff concerns.

Areas of Improvement that we noted are:
- Increase sense of collective responsibility for the success of ALL students.
- Employ the skills to effectively manage sustainable change.
- We recognize the need to be more trans-formative in the application of our instructional technology. For example, some staff feedback has noted that iPads and Chromebooks are not being used to their full potential but rather as web browsing and/or administrative tools.
-We are continually striving to ensure that students, regardless of their tier level, are receiving the necessary differentiated instruction to enable their success.
- During regular reviews of lesson/unit plans, it was noted that the UDL standards were not uniformly adopted by all teachers.

Evidence:
- According to the 2017 5 Essentials Survey, 72% of the staff reported that they share a strong sense of responsibility for student development, school improvement, and professional growth.
- 100% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 4d: growing and developing professionally.
- 96.7% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 4e: demonstrating professionalism.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

Instructional Leadership Team:

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

Score

1   2   **3**   4

Strengths that we noted are:
- The ILT is committed to shared leadership for improving teaching and learning with representative school members.
- We use protocols to analyze data and ask probing questions.
- We use timely and relevant data, evidence and sources to develop a shared vision and monitor progress.
- Engage in ongoing inquiry as a basis for improvement.

Areas of Improvement that we noted are:
- Building the capacity of teacher teams in order to lead cycles of learning and problem solving
- Collaborate effectively, value transparency and to inform engaged stakeholders
- Provide resources to support staff new to the school and/or grade level

Evidence:
- According to the 2017 5 Essentials Survey, 76% of staff reported that the school leadership team, which is comprised of peer elected representatives from each grade level and content area, sets high standards for teaching and student learning.
- On the same survey, 75% of teachers reported that they have either never observed another teacher's classroom to offer feedback or have only done so once or twice.
- 97.3% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 4a: reflecting on teaching and learning.
- Discussion and data analysis protocols are consistently used to structure ILT meetings.
- ILT meetings are held 2 - 4 times per month.
- Each ILT meeting has an agenda with a clear focus and plan.

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	✓ 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	
	✓ 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.

Score

1   2   **3**   4

Strengths that we noted are:
- SQRP, NWEA, and On Track Data was analyzed to identify gaps in student achievement to plan for relevant professional learning.
- Professional learning is delivered to staff based upon current and relevant best practices provided by Gust Foundation and Network 2 specialists, administration, and teacher leaders.
- Time is provided and structured to allow teachers to collaborate and learn together (common planning time, grade level meetings, Flex Days, and Teacher Institute Days).

Areas of Improvement that we noted are:
- Provide induction and support for teachers new to the school and/or teaching.
- Monitor implementation of instructional strategies to ensure staff uses new knowledge to improve practice.

Evidence:
- According to the 2017 5 Essentials Survey, 96% of teachers reported that professional development is rigorous and focused on student learning (under the Quality Professional Development section of the Effective Leaders Essential).
- On the same survey, 95% of teachers reported that they had opportunities to work productively with colleagues in the school (under the Quality Professional Development section of the Effective Leaders Essential).
- On the same survey, 75% of teachers reported that having some or a great deal of influence determining the content of in-service programs (under Teacher Influence section of the Effective Leaders Essential).
- On the same survey, teachers reported that 75% have either never or only once or twice have observed another teacher's classroom to offer feedback and 56% have never or only once or twice observed another teacher's classroom to get ideas for their own instruction.
- Primary grade teachers participate in professional development on early literacy which led to training opportunities such as Amplify DIBELS/TRC and Guided Reading as well as the purchase of a leveled book room.
- Teachers and support staff participate in numerous professional learning sessions on inclusive practices offered by the Gust Foundation
- Engineering Lab & 5/6th science teachers participate in the NEED (National Energy Education Development) project which included teacher training.
- Music teacher participates in Arts Liaison training and Little Kids Rock.
- Per staff request, SEL training from Network 2 SEL Specialist were provided (Restorative Practices, SEL curriculum such as 2nd Step, Advisory Council, Talking Circle, Menu of Interventions for MTSS).
- Per staff request, EL training from Network 2 EL Specialist was provided (differentiation best practices, grading policies).
- Teachers participate in district-wide summits and primary balanced literacy workshops.
- Teachers participate in "in-house" teacher led professional development on integrating technology into instructional best practices.
- Librarian participates in annual "Best of the Best" professional development for school librarians which highlights the newest publications in children's literature.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.

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

Evidence, Measures, and Standards

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

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

Aligned Resources:

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

Score

1   2   3   **4**

Strengths that we noted are:
- Goudy enjoys a lower class size than the average Chicago Pubic School and offer a wide variety of enrichment programs.
- School budget is aligned to the CIWP, the priorities, and mission of the school.
- Goudy has developed and maintained long standing and productive partnerships with the following community organizations: Youth Guidance, Admiral at the Lake Retirement Community, Alternatives, CircEsteem, Vietnamese Association of Illinois, Chinese Mutual Aid Association, 48th Ward Aldermanic Office, International Chamber Artists, Chicago Arts Partnership in Education, Loyola & Northwestern University, Latin School of Chicago, Neighborhood Naturalists Program, Urban Initiatives, Gust Foundation, Community Counseling Centers of Chicago, Refugee One and Sierra Club.
- Middle school scheduling allows content area teachers to focus on specialty and specifically, literacy and math content areas receive additional instructional minutes

Area of improvement that we noted is:
- More effectively collaborate with and utilize related service providers at the classroom level.

Evidence:
- 98% of school discretionary funds are used to fund staffing to support lower class sizes (current average class size is approximately 25 students per class) and enrichment (music, drama, engineering lab, library science, physical education, health education and computer science).
- According to the 2017 5 Essentials Survey, 82% of teachers reported having some or a great deal of influence on planning how discretionary school funds should be used (under Teacher Influence section of the Effective Leaders Essential).
- On the same survey, 93% of teachers reported having some or a great deal of influence on determining which books and other instructional materials are used in classrooms (under Teacher Influence section of the Effective Leaders Essential).
- On the same survey, 93% of teachers reported having some or a great deal of influence on establishing the curriculum and instructional program of the school (under Teacher Influence section of the Effective Leaders Essential).
- School has a deep partnership with Loyola University and UIC to establish new teacher pipeline

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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

Curriculum:

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

Score

1   2   **3**   4

Strengths that we noted are:
-Integration of technology allows all students opportunities to remain engaged as well as creatively express themselves.
-Engage NY Curriculum for literacy (grades 5-8) and Go Math! Curriculum (grades K-8) are rigorous and CCSS aligned.
-Teachers regularly employ Math Talks to engage students and deepen understanding of number sense
-Lessons are aligned to CCSS and NGSS.
-Content area teachers have daily common planning periods to collaborate on tasks and align vertically.
-ELs have access to evidence based programs such as iXL, Lexia, RAZ kids, and Rosetta Stone.
-Inclusive instruction occurs as much as possible (universal in grades 5-8th), and instruction in resource rooms is Common Core-aligned.
-BAM program and counselor provides social/emotional support to students who need it.
-Teachers collaborate on a variety of committees to produce high quality extracurricular learning opportunities for students (STEM night, Family Reading Night, Health and Wellness Fair, Spelling Bee, Science Club, Out of School Time).
-Teachers engage students in real world learning opportunities through a variety of field trips including, Museum of Science and Industry, Art Institute, Trees for Tomorrow, Lorado Taft, Springfield.
-Students using programs such as Tynker to learn about coding and designing
-Primary literacy instruction is supported with a Leveled Reader book room featuring authentic children's literature and non-fiction text
-8th Grade students participate in the Algebra Initiative
-MTSS is structured with flexible groupings so students in the Tiers 1, 2, and 3, receive accelerations and interventions at their instructional levels.

Areas of improvement that we noted are:
- The need to develop curriculum maps that are vertically and horizontally aligned.
- The need to develop a coherent primary literacy curriculum aligned to CCSS for grades K-4 using the multiple resources that are currently available in the school.
- A need for NGSS aligned curriculum for grades K-4.

Evidence:
- According to the 2017 5 Essentials Survey, 96% of teachers reported that curriculum, instruction, and learning materials are well coordinated across the different grade levels at Goudy (under Program Coherence of the Effective Leaders Essential). Additionally, 91% of teachers reported that there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at Goudy.
- Based on the student responses from the 2017 5 Essentials Survey, Goudy scored a "Very Strong" rating in the Quality of Student Discussion section of the Ambitious Instruction Essential.
- Based on the student responses from the 2017 5 Essentials Survey, Goudy scored "Neutral" ratings in the English and Math portions of the Measures of Ambitious Instruction Essential.
- Based on the student responses from the 2017 5 Essentials Survey, Goudy scored a "Strong" rating in the Academic Press section of the Ambitious Instruction Essential.
- 96% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 1a: demonstrating knowledge of content & pedagogy.
- 93.2% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 1d: designing coherent instruction.
- 93.8% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 3a: communicating with students.
- 96.5% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 3c: using assessment in instruction.

Guide for Curriculum

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

- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum	

Instructional Materials:

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

Score

1   2   **3**   4

Strengths that we noted are:

-Go Math! used in grades K-8th for math instruction
-Carnegie Learning used in grade 8th for Algebra instruction
-Balanced Literacy instruction at the primary level supported with Scholastic Leveled Reader book room using authentic student literature and non-fiction text
-Fundations (Wilson Reading Systems) is used in grades K-2 to support word work
-Wilson Reading is used to support students in Tier 3 who struggle with dyslexia
-Engage NY Curriculum used for literacy instruction in grades 5-8
-TCI History Alive Curriculum used for social science instruction in grades 5-8
-Nystrom Curriculum used to support social science instruction in grade 4
-Primary engineering lab uses Engineering is Elementary and FOSS curriculum for science enrichment instruction
-Discovery Education is used for science instruction in grades 5-8
- Mystery Science, Scholastic News and Science Spin magazines, resources from Knowledge Center and FOSS are used for science instruction in grades K-4
-Teachers identify technology used and accommodations/modifications in daily lesson plans.
-All rooms have SMARTboards to support visual learners.
-5-8th Grade students have one to one iPads.
-iPad applications that support student learning such as: Socrative, Pages, iMovie, Keynote, Green Screen, Educreations, AirPlay
-Laptop and Chromebook Carts.
-Subscriptions to programs such as Rosetta Stone, iXL, and Lexia provide individualized targeted skill instruction.
-eBackpack provides opportunity to engage with classes in online formats.
-Library is equipped with Playaways, 6 computers, 30 iPads, and CPS Virtual Library which is available to students and staff.
-Scholastic News Magazines, Science Spin, & StoryWorks provided students on a bi-weekly basis
-CPS Subscriptions to various databases, such as Newsbank, Online Britannica in English/Spanish, Chicago Public Library, The History Makers, etc.
-Lesson planning reflects use of technologies covering the multiple intelligences such as video clips for auditory learners.

Areas of improvement that we noted are:
- The need to develop a coherent primary literacy curriculum aligned to CCSS for grades K-4 using the multiple resources that are currently available in the school.
- The need to develop a NGSS aligned curriculum for grades K-4.
- The need to develop a system/structure for social science curriculum in grades K-4.

Evidence:
- 96% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 1a: demonstrating knowledge of content & pedagogy.
- 94.6% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 1b: demonstrating knowledge of students.
- 97.3% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 1c: selecting instructional outcomes.
- 93.2% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 1d: designing coherent instruction.
- According to the 2017 5 Essentials Survey, 71% of of students reported that at least once or twice a week or almost every day they are asked to discuss connections between a reading and real life people or situations.

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	✓ 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	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	

✓ Universal Design for Learning Guidelines 2.0
✓ UDL 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)

Score

1   2   **3**   4

Strengths that we noted are:
-Engage NY Curriculum focuses on key shifts in ELA/Literacy
-Evidence based programs (Fundations, Engage NY, IXL, Rosetta Stone, Lexia, etc.) used to support student learning
-In the library, students use the Big 6 Model for their inquiry based projects. The Big 6 is a process model of how people of all ages solve an information problem. It is a systematic approach to information problem solving that relies on critical thinking skills.
-NGSS Learning standards in science classrooms support the idea of students engaging in a productive struggle where questioning techniques and investigation are used to provide evidence to support student ideas.
-Students create presentations exhibiting their knowledge gained through inquiry while classmates offer compliments and suggestions as a form of critique.

Areas of improvement that we noted are:
- Provide time and structure for teachers to observe the instructional practices of their peers in the school and develop protocols to collectively reflect regularly on the cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Develop a structure to analyze student work - what students are being asked to do in their classrooms - across grades or courses in all content areas. Examine the texts and tasks that students experience to provide the necessary insight to gauge rigor and illuminate how the standards are actualized.

Evidence:
- According to the 2017 5 Essentials Report, there was a decline from a score of 61 to 50 from the previous year in the English Instruction section of the Ambitious Instruction Essential, resulting in an overall score of "Neutral".
- According to the 2017 5 Essentials Report, there was a decline from a score of 73 to 56 from the previous year in the Math Instruction section of the Ambitious Instruction Essential, resulting in an overall score of "Neutral".
- 93.2% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 1d: designing coherent instruction.
- 92.9% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 2b: establishing a culture for learning.
- 92.9% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 3b: using assessment in instruction.
- 96.5% of REACH observations conducted in 2016-17 received a rating of proficient or distinguished in component 3c: engaging students in learning.
- Decrease in NWEA MAP Growth in Reading for all students from 95th percentile in 2015-16 SY to 89th percentile in 2016-17 SY.
- Decrease in NWEA MAP Growth in Math for all students from 87th percentile in 2015-16 SY to 69th percentile in 2016-17 SY.
- Increase in NWEA MAP Attainment in Reading for Grades 3-8 students from 81st percentile in 2015-16 SY to 87th percentile in 2016-17 SY.
- Increase in NWEA MAP Attainment in Math for Grades 3-8 students from 83rd percentile in 2015-16 SY to 85th percentile in 2016-17 SY.
- According to the 2017 5 Essentials Report, teachers reported that 75% have either never or only once or twice have observed another teacher's classroom to offer feedback and 56% have never or only once or twice observed another teacher's classroom to get ideas for their own instruction.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

Strengths that we noted are:
- Middle School model beginning in 5th grade and switching for classes helps prepare students for high school.
- Curricula include integration of technology, inquiry based learning and collaboration to provide students with 21st Century skills they will need in high school and beyond.
- Students begin switching classes as early as kindergarten.
- At the beginning of 7th grade students are presented with selective enrollment high school criteria and rubrics.
- Algebra Program provides students with an opportunity to receive high school placement into Geometry.
- 8th graders do a walkthrough of a neighborhood high school
- 8th graders attend a field trip to local high school fairs.
- 8th grade students participate in a STEM connector interest inventory to gain information on potential careers, and colleges.
- Teachers meet with individual students after school to assist with the application process.
- All students participate in a goal-setting process as part of the Mawi Learning Growth Mindset program.
- Students in grades as early as kindergarten do class presentations

Areas of improvement that we noted are:
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Monitor the progress of English Learners after transition from services.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/collaboration, and self-regulation.

Evidence:
- In the 2017 5 Essentials Report, Goudy reported a score of "Neutral" on the Academic Personalism section of the Supportive Environment Essential.
- School attendance rate dropped from 96.3% in 2015-16 SY to 95.8% in 2016-17 SY.

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	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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	
✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ 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

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

Strengths that we noted are:
- Use of Question Focus Technique to launch Inquiry Units in third grade
- School-wide collaborative strategies include: Turn and Talk, Agree to Disagree, Written Conversations
- Teachers implement a variety of instructional software programs to enrich instruction (Raz Kids, IXL, Khan Academy,Lexia, Headsprout, etc.)
-Teachers use the Smartboard, iPads and Chromebooks on a regular basis to bring learning to life (build background knowledge, extend visual images, monitor understanding, practice skills and strategies)
- Enrichment classes connect to real-world situations
- Enrichment classes integrate with other subject areas such as language arts, math, social studies, and science
- School-wide implementation of collaborative groupings and small group instruction
- Use of experimentation, trial and error, and other processes that give immediate feedback
- Teachers regularly adjust curriculum based on student strengths, challenges, interests, skills, and real world events pertinent to the subject area

Areas of improvement that we noted are:
- Intentional focus on observing, reviewing and refining student tasks to ensure rigor, differentiation, alignment to learning objectives, and student engagement
- Need to bridge the achievement gap by male students who are receiving failing grades at a higher rate than female students

Evidence:
- According to a review student grades in literacy and math from the 2017-18 SY, male students are failing at a higher rate than female peers
- Based on the student responses from to the 2017 5 Essentials Survey, Goudy scored a "Strong" rating in the Academic Press section of the Ambitious Instruction Essential.
- Specifically, student responses were as follows:
-- 91% of students responded "Agree" or "Strongly Agree" to the question, "This class really makes me think"
-- 95% of students responded "Agree" or "Strongly Agree" to the question, "I really learn a lot in this class"
-- 97% of students responded "Agree" or "Strongly Agree" to the question, "The teacher wants us to become better thinkers, not just memorize things"
- Out of School Time (OST) Program offers a balance of academic, intervention, and enrichment after school classes
- Data from REACH observation HEAT Map indicate that the majority of teachers achieve a proficient or better rating in Domain 3

Guide for Instruction

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK   18

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

Strengths that we noted are:
- ELL's: Teacher reads test aloud to students or use computer programs to do so
- Use of Socrative iPad and Kahoot Apps for formative assessments
- Project/performance based Rubrics (some created with student input)
- Accommodations and modifications are made made for diverse learners based on their IEPs
- Designing differentiated student assessments for multi-tiered learners
- Use of NWEA data and Skills Survey questions to inform and target instruction
- Using WIDA scores to establish baseline language levels for EL students who are newcomers
- Use ACCESS scores to inform instruction for ELL's

Areas of improvement that we noted are:
- More timely progress monitoring of "far below" K-2nd students using DIBELS/TRC
- Consistent grading practices across grade levels
- Creation of formative assessment actions plans to ensure practical steps to more successful teaching and learning
- Focus on student tasks and assessments in ILT and grade level meetings to inform instruction

Evidence:
- Based on the student responses from to the 2017 5 Essentials Survey, Goudy scored a "Strong" rating in the Academic Press section of the Ambitious Instruction Essential.
- Specifically, student responses were as follows:
-- 40% of students responded "Once in a while" to the question, "The teacher asks difficult questions on tests"

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**

- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- Measure, report, and document student progress and proficiency:
  - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
  - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

> Strengths that we noted are:
> - Becoming a Man (BAM) provides weekly SEL support for select boys in grades 5-8
> - On Track Data Reports reviewed every five weeks
> - Data analysis of various assessment data such as NWEA MOY and Skills Survey test results, TRC/DIBELS, and miscellaneous are used to re-focus classroom instruction and MTSS tier grouping
> - Wilson Reading System (Fundations, Wilson)
> - Student goal sheets used to monitor individual student progress and instill growth mind sets
> - Go Math! core curriculum grade K-8
> - Engaged New York and Great Books Reading grades 5-8
>
> Areas of improvement that we noted are:
> - Need to develop a comprehensive system to track and progress MTSS, specifically in regards to student tier placement/changes and support being provided to each student
>
> Evidence:
> - According to a review student grades in literacy and math from the 2017-18 SY, male students are failing at a higher rate than female peers. Also, review showed that male DL students are failing at a higher rate than their female DL peers

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.

- Each student has the opportunity to advance upon demonstrating mastery.
  - **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
    - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

Score

1   2   3   **4**

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.

Areas of strengths that we noted are:
- Daily recitation of school pledge setting the norm of the school
- Student work displayed that is consistent across grade levels
- Annual Hopes & Dreams project to set student goals
- Annual branding video featuring staff members to promote "Hopes & Dreams"
- Student input incorporated into the school/community-wide art project, "We all live here" and Goudy mosaic
- Use of student self-assessment and peer evaluation in instruction
- Use of group projects in instruction
- Use of "Math Talks" to encourage deep thinking and ensure students feel safe to share out
- Use of collaboration strategies keep high cognitive energy in classrooms
- Teachers build a strong foundation of learning in primary grades to support learning in the older grades
- School wide celebration of honor roll students promote a culture of achievement
- High attainment in school-wide attendance rate
- Novel study in upper grades focused on the refugee experience and other culturally relevant themes
- Classrooms have student created expectations which increases responsibility and buy in
- Classrooms have daily schedules posted
- Classroom environments are intentionally designed to promote flexible seating and student engagement

Areas of improvement that we noted are:
- Continued promotion of student friendly activities both academic and non-academic (enrichment)

Evidence:
- According to the 2018-17 SQRP, the national school attainment percentile in grades 3-8 for reading rose from 81st percentile in the previous year to 87th percentile. Also, the national school attainment percentile in grades 3-8 for math rose from 83rd percentile in the previous year to 85th percentile.

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	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	
	✓ 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:

Score

1   2   **3**   4

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.

Areas of strengths that we noted are:
- Review of teacher evaluations in Reflect & Learn show a high number of teachers receiving a distinguished rating in the component of Respectful Learning Environment
- SEL program 2nd Step promotes positive interactions among students
- BAM counselor has established a trusting and fulfilling relationship with many upper grade students
- Many teachers offer their own time to tutor students before and/or after school
- Teachers host one-on-one conferences with students to set goals and review expectations
- Respectful and positive interactions between teachers and students
- Teachers build relationships with students during recess/lunch duty
- Teachers collaborate on a regular basis
- Cultural diversity of teachers and students contribute to positive school atmosphere
- Multi-lingual staff available for translating contributes to respectful interactions
- Multi-grade programs such as Book Buddy upper and lower grade students enable students in different grade levels to interact positively with one another
- Establishment of PPC to formalize communication between teachers and administration
- Extended field trips such as Lorado Taft, Trees for Tomorrow, and Springfield serve to deepen relationships between staff members and students and between students themselves

Areas of improvement that we noted are:
- Continued implementation of SEL programs with fidelity in all classrooms (2nd Step, Talking Circles)

Evidence:
- According to the 2017 5 Essentials Survey, the school received a score of "Strong" in the Student-Teacher Trust category of the Supportive Environment Essential

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	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	
✓ 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:

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

Score

1 **2** 3 4

> Areas of strengths that we noted are:
> - Wide variety of enrichment classes to engage the interests of students (music, drama, engineering lab, computer science, physical education, and library science)
> - Various academic and arts based opportunities (Holiday Show, School Play, Rock Band, STEAM Club, and Talent Show)
> - Partnership with Admiral at the Lake Senior Living Center and Latin School promotes student engagement with community
> - Neighborhood Naturalist Program with 3rd grade
> - Partnership with Sierra Club for community clean up
> - Established Student Council that organizes various student-centered events/activities
>
> Areas of improvement that we noted are:
> - Increased contribution to the community by student body in civic projects
>
> Evidence:
> - Goudy consistently achieves high completion rates by students in the My Voice, My School surveys

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	• MVMS Student Survey completion rates and results • Artifacts from student-run 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 3c. 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/HST 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

Areas of strengths that we noted are:
- School implements safety drills on a regular basis
- School has emergency management plan in place
- Implementation of "Cougar Camino" to establish order during student transitions
- Use of classroom management strategies such as Class Dojo across grade levels
- Implementation of 2nd Step SEL program to promote a safe learning environment
- School maintains 2 security guards during the school day
- Daily recitation of school pledge to promote a positive and safe learning environment
- School designated loading zones to enable smooth dismissal procedures

Areas of improvement that we noted are:
- Supervision of students at entrances during morning entry and afternoon dismissal times
- Supervision in the hallways during transition for middle school
- Supervision in the bathrooms during class time

Evidence:
- According to the 2017 5 Essentials Report, 20% of students reported either "Not safe" or "Somewhat safe" to the question asking if they felt safe in the bathrooms of the school

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	✓ 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	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	
✓ Social Emotional Learning Supports (cps.edu/sel)	

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.

Areas of strengths that we noted are:
- Implementation of SEL programs such as 2nd Step, Talking Circles, and BAM
- Full time school counselor
- School-wide reward of positive behaviors
- Use of Student Logger to help facilitate teacher communication regarding student behavior
- Reduction in out of school suspensions
- Creation of a sensory/calming area on the 3rd floor

Areas of improvement that we noted are:
- More support for the few students who chronically misbehave

Evidence:
According to Dashboard data, # of suspensions has decreased year over year for the past 4 years

Guide for Restorative Approaches to Discipline

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

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 **3** 4

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.

Areas of strengths that we noted are:
- Parent attendance during Family Nights and student performances
- BAC/PAC meetings promote parent involvement
- Diverse parent representation on the Local School Council
- Teachers have open communication policies with families
- School website
- Parent portal
- High parent attendance during Report Card Pick Up Days and Open House
- Parent chaperons for field trips
- School monthly calendar
- School provides translators for parents
- ESL classes for parents provided 4 times a week

Areas of improvement that we noted are:
- Increased parent participation in BAC/PAC and LSC meetings

Evidence:
- According to the 2017 5 Essentials Report, the school achieved a score of "Strong" in the Involved Families category of the Involved Families Essential

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	✓ 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	✓ 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	
✓ Parent Support Centers ✓ Parent University ✓ Parent Portal	

CPS SCHOOL EXCELLENCE FRAMEWORK

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 **3** 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 **2** 3 4 5 ⊘

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
The goals in reading were selected to reflect the strategies we have been and will be developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following: - Increased middle school reading and math periods from 60 min to 90 min periods per day - Middle school reading and math teachers are able to specialize in their own subject and a single grade level - Implementation of Wilson Reading Programs (Fundations, Wilson) to support primary and diverse learners - Implementation of Universal Design for Learning best practices into daily instruction - Vertically aligned curriculum mapping with attention to student tasks and assessments - Implementation of Balanced Literacy practices in primary grades using newly purchased leveled book room --extra academic support in primary grades by enrichment teachers for one hour per day --adaptation of full inclusion in middle school grades --student take ownership over their own academic progress with implementation of individual goal sheets and goal setting/growth mindset conferencing to motivate student ownership and confidence --intentional refinement of executive functional skills in grades K-8th --Technology support via software programs such as Lexia, Raz Kids, Core Clicks, Brain Pop, Pebble Go --Support in improving inclusive practices via partnership with Gust Foundation providing a full time coach --full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word	95.00	89.00	90.00	90.00	91.00

National School Growth Percentile - Math

The goals in math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following: --increased middles school reading and math periods from 60 min to 90 min periods per day - Middle school reading and math teachers are able to specialize in their own subject and a single grade level --unified Go Math curriculum in grades K-8th --math talks implemented across grades K-8th --2018-19 grade level meetings will be include follow-up math professional development with focus on the TRU Dimensions of a mathematically powerful classroom --implementation of Math-Play-in-a-Book to build conceptual understanding of mathematical language --implementation of online programs such as iXL, Go Math! Personalized Math Tutor designed to differentiate instruction and target deficient skills --goal setting/growth mindset conferencing to motivate student ownership and confidence --continued participation in the CPS Algebra Initiative using the Carnegie Learning curriculum	87.00	69.00	75.00	70.00	71.00

% of Students Meeting/Exceeding National Ave Growth Norms

The strategies that will support the goals set for percentage of students meeting/exceeding national average growth norms are as follows: - Purchase and implementation of a leveled book room which features authentic text used in primary grades for guided reading (which included training on guided reading and how to use the materials effectively) - Training of K-2nd teachers by Amplify representative on how to use assessment data to inform and guide their instruction to meet the needs of each student - Training and implementation of Core Clicks (software offered by Scholastic that is aligned with the leveled book room) to support the reading strategy of close reading - Continued implementation on a school-wide basis of utilizing "Math Talks" as an instructional strategy to build number sense in all students - Full inclusion model in grades 5-8 - Increased inclusion minutes in grades K-4 - Full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word using culturally relevant resources - Extra academic support in primary grades by enrichment teachers for one hour per day - Continued participation in the CPS Algebra Initiative using the Carnegie Learning curriculum - Continued implementation of the Engage NY literacy curriculum that is CCSS aligned - Novel studies in the middle school with authentic and culturally relevant novel sets	72.40	64.10	60.60	67.00	68.00

African-American Growth Percentile - Reading

The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following: - implementation of Wilson Reading Programs to support diverse learners and EL's --continued implementation of the Universal Design for Learning --vertically aligned curriculum mapping with attention to student tasks and assessments --provide culturally relevant text to engage student interest --full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word using culturally relevant resources	91.00	91.00	92.00	92.00	93.00

Hispanic Growth Percentile - Reading

The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following: - implementation of Wilson Reading Programs to support diverse learners and EL's --continued implementation of the Universal Design for Learning --vertically aligned curriculum mapping with attention to student task and assessments --provide culturally relevant text to engage student interest --full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word using culturally relevant resources	95.00	89.00	90.00	90.00	91.00

English Learner Growth Percentile - Reading

The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
- implementation of Wilson Reading Programs to support diverse learners and EL's
--continued implementation of the Universal Design for Learning
--vertically aligned curriculum mapping with attention to student tasks and assessments
--increasing number of teachers earning ESL endorsement
--continued implementation of software programs designed to aid EL's in learning the English language
--after school tutoring programs designed for EL's
--full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word using culturally relevant resources

| 99.00 | 99.00 | 99.00 | 99.00 | 99.00 |

Diverse Learner Growth Percentile - Reading

The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
- implementation of Wilson Reading Programs to support diverse learners and EL's
--continued implementation of the Universal Design for Learning
--vertically aligned curriculum mapping with attention to student tasks and assessments
--continued implementation of software programs designed to aid DL's
--continue after school tutoring for DL students
--refinement of co-teaching strategies with support from the Gust Foundation
--full inclusion model in grades 5-8
--increased inclusion minutes in grades K-4
--continued partnership with the Gust Foundation to provide training for teachers and paraprofessionals in best practice strategies for DL's
--full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word using culturally relevant resources

| 98.00 | 98.00 | 99.00 | 99.00 | 99.00 |

African-American Growth Percentile - Math

The goals in math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
--unified Go Math curriculum in grades K-8th
--implementation of online programs designed to differentiate instruction and target deficient skills
--after school tutoring offering intensive support to students
--continued math professional development on "TRU Math Dimensions of a Mathematically Powerful Classroom" during grade level meetings to offer additional support to teachers

| 80.00 | 76.00 | 80.00 | 77.00 | 78.00 |

Hispanic Growth Percentile - Math

The goals in math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
--unified Go Math curriculum in grades K-8th
--implementation of online programs designed to differentiate instruction and target deficient skills
--after school tutoring offering intensive support to students
--continued math professional development on "TRU Math Dimensions of a Mathematically Powerful
Classroom" during grade level meetings to offer additional support to teachers

| 87.00 | 40.00 | 50.00 | 45.00 | 46.00 |

English Learner Growth Percentile - Math

The goals in math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
--unified Go Math curriculum in grades K-8th
--implementation of online programs designed to differentiate instruction and target deficient skills
--after school tutoring offering intensive support to students
--math professional development on "TRU Math Dimensions of a Mathematically Powerful Classroom" during grade level meetings to offer additional support to teachers

| 98.00 | 99.00 | 50.00 | 99.00 | 99.00 |

Diverse Learner Growth Percentile - Math

96.00	43.00	20.00	45.00	46.00

The goals in math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
--unified Go Math curriculum in grades K-8th
--implementation of online programs designed to differentiate instruction and target deficient skills
--after school tutoring offering intensive support to students
--math professional on "TRU Math Dimensions of a Mathematically Powerful Classroom" development during grade level meetings to offer additional support to teachers

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

81.00	87.00	90.00	88.50	89.50

The goals in National School Attainment Percentile in Reading were selected to reflect the strategies we have been and will be developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
- implementation of Wilson Reading Programs to support diverse learners and EL's
--continued implementation of the Universal Design for Learning
--vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS
--implementation of Balanced Literacy practices in primary grades
--identifying students (Power of 3) for additional support and instruction
--after school tutoring offering intensive support to students
--full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word using culturally relevant resources

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

83.00	85.00	90.00	87.50	88.50

The goals in National School Attainment Percentile in Math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
--unified Go Math curriculum in grades K-8th
--implementation of online programs designed to differentiate instruction and target deficient skills
--after school tutoring offering intensive support to students
--math professional on "TRU Math Dimensions of a Mathematically Powerful Classroom" development during grade level meetings to offer additional support to teachers

National School Attainment Percentile - Reading (Grade 2)

70.00	62.00	75.00	66.00	67.00

The goals in National School Attainment Percentile in Reading (Grade 2) were selected to reflect the strategies we have been and will be developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
--full implementation of Wilson Reading Programs to support diverse learners and EL's
-- implementation of the Universal Design for Learning
--vertically aligned curriculum mapping with attention to student tasks and assessments
--implementation of Balanced Literacy practices in primary grades with support of leveled book room resources
--after school tutoring offering intensive support to students
--continued support in guided reading instruction
--implementation of Core Clicks close reading software
--full time drama teacher and librarian with focus on developing comprehension skills and celebrate the written word using culturally relevant resources
--implementation of Play-in-a Book in second grade to build vocabulary and comprehension skills

National School Attainment Percentile - Math (Grade 2)

69.00	47.00	75.00	58.50	59.50

The goals in National School Attainment Percentile in Math (Grade 2) were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:
--unified Go Math curriculum in grades K-8th
--implementation of online programs designed to differentiate instruction and target deficient skills
--after school tutoring offering intensive support to students
--continued math professional development on "TRU Math Dimensions of a Mathematically Powerful Classroom"
development during grade level meetings to offer additional support to teachers

% of Students Making Sufficient Annual Progress on ACCESS

The goals in the % of students Making Sufficient Annual Progress on ACCESS reflect the strategies we have been and will be further developing to specifically address student needs. These strategies include the following: --ensuring all teachers have an ESL endorsement --providing software programs that specifically target and monitor individual acquisition of the English language (Headsprout, Rosetta Stone) --Provide ESL pull out classes for the teaching of beginning English	39.90	(Blank)	53.00	45.00	46.00

Average Daily Attendance Rate

Attendance rate at Goudy Technology Academy has been historically high. We will raise attendance levels by offering additional perfect attendance incentives.	96.30	95.80	96.00	96.00	96.10

My Voice, My School 5 Essentials Survey

The goal of the My Voice, My Schools Essentials Survey will reflect a school that is Well Organized. We will achieve this goal by improving the following for each category: Effective Leaders: - Promote teachers to determine the content of professional development over the course of the school year - Create structure to promote instructional rounds among teachers Collaborative Teachers: - Teachers will participate in instructional rounds with peers Involved Families: - Utilize and train teachers on technology (Remind app, Class Dojo/Story) to improve communication with parents - Utilize PAC and BAC members to promote parent involvement Supportive Environment: - Invite students to collaborate on guidelines to creating and maintaining a supportive environment Ambitious Instruction: - Ensure student tasks are differentiated, rigorous, engaging and culturally relevant -Ensure student assessments are being used effectively to gauge student progress - Share responsibility of writing instruction among Social Studies and Science teachers in addition to Language Arts teachers to promote more rigor - Relate instruction to more real-life situations on a daily basis - Promote debate skills in classrooms - Create common classroom discussion protocols in all classrooms	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
a staff book study on the book, "Checking for Understanding" by Fisher and Frey	teachers having common language to improve formative assessments to determine what students know and what they still need to learn, adjusting their instruction accordingly	better quality and variety of formative assessments as evidenced in lesson plans and in observations.

Tags:
Collaborative teachers, Academic achievement, Professsional development

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Place order for books	Pamela Brandt	Apr 27, 2018 to May 4, 2018	Completed

Administration

3 month Book study and application of content	Pamela Brandt	Sep 10, 2018 to Dec 18, 2018	Not started

Professional development, Academic achievement

Staff will collaborate to create consensus on a fair, equitable and consistent grading policy on a school-wide basis	Administration	Aug 27, 2018 to Aug 31, 2018	Not started

Professional development, Grade system

Conduct professional learning of resources on fair and equitable grading practices based on the work of Rick Wormeli	Administration	Aug 27, 2018 to Dec 21, 2018	Not started

Professional development, Grade system

Strategy 2

If we do...	...then we see...	...which leads to...
teacher participation in instructional rounds focusing on student tasks with specific attention given to differentiation, modifications/accommodations and implementation of the Universal Design for Learning concepts	peer learning and mutual understanding of rigorous, differentiated, and engaging instructional tasks for all students	higher student achievement and engagement for all students including DLs and ELs.

Tags:
Rigorous tasks, Instructional rounds

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Ensure understanding of the Instructional Rounds concept as developed by R Elmore via study of professional articles.	Pamela Brandt and Bil Yeh	Jan 14, 2019 to Jan 28, 2019	Not started

Professional development, Instructional rounds

Develop, implement and sustain structure for conducting instructional rounds	All Staff	Jan 28, 2019 to May 30, 2019	Not started

Professional development, Instructional rounds

Devote time in grade level meetings once a month to reflect and learn from previous weeks' instructional rounds	All Staff	Jan 28, 2019 to May 30, 2019	Not started

Professional developoment, Instructional rounds

Strategy 3

If we do...	...then we see...	...which leads to...
introduce and implement the Calm Classroom SEL program in grades Pre-K to 8th grade along with teacher training and support	consistent school-wide classroom management techniques	greater student engagement and participation.

Tags:
SEL, Classroom managment

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status

Commit to program and select facilitators	Pamela Brandt and Bill Yeh	Apr 23, 2018 to Apr 27, 2018	On-Track

SEL, Classroom management

Facilitators receive 4 professional training sessions throughout the school year	Bill Yeh and Anna Pipilas	Aug 6, 2018 to May 31, 2019	Not started

Professional development

Teachers and staff receive training from facilitators throughout the school year	Bill Yeh and Anna Pipilas	Aug 6, 2018 to May 31, 2019	Not started

Professional development

Teachers and staff implement Calm Classroom on a daily basis throughout the school year	All Staff	Sep 4, 2018 to Jun 18, 2019	Not started

SEL, Classroom management

Action Plan

Strategy 1

COMPLETED   Place order for books"

Apr 27, 2018 to May 04, 2018 - Pamela Brandt

Status history

Jun 1

COMPLETED   Jun 01, 2018
Evidence
Invoice for book order

NOT STARTED   3 month Book study and application of content"

Sep 10, 2018 to Dec 18, 2018 - Pamela Brandt

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Agendas and work samples/assessment

NOT STARTED   Staff will collaborate to create consensus on a fair, equitable and consistent grading policy on a school-wide basis"

Aug 27, 2018 to Aug 31, 2018 - Administration

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence

A school-wide grading policy

NOT STARTED   Conduct professional learning of resources on fair and equitable grading practices based on the work of Rick Wormeli"

Aug 27, 2018 to Dec 21, 2018 - Administration

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Agendas and self-reflection

Strategy 2

NOT STARTED   Ensure understanding of the Instructional Rounds concept as developed by R Elmore via study of professional articles."

Jan 14, 2019 to Jan 28, 2019 - Pamela Brandt and Bil Yeh

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Agendas and professional articles

NOT STARTED   Develop, implement and sustain structure for conducting instructional rounds"

Jan 28, 2019 to May 30, 2019 - All Staff

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Calendar for instructional rounds visits, reflections from teachers, agendas from grade level meetings

NOT STARTED   Devote time in grade level meetings once a month to reflect and learn from previous weeks' instructional rounds"

Jan 28, 2019 to May 30, 2019 - All Staff

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Calendar for instructional rounds visits, reflections from teachers, agendas from grade level meetings

Strategy 3

ON-TRACK   Commit to program and select facilitators"

Apr 23, 2018 to Apr 27, 2018 - Pamela Brandt and Bill Yeh

Status history

Jun 1

ON-TRACK   Jun 01, 2018
Evidence
Commitment to Network of participation

NOT STARTED   Facilitators receive 4 professional training sessions throughout the school year"
Aug 06, 2018 to May 31, 2019 - Bill Yeh and Anna Pipilas

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Agendas from professional development

NOT STARTED   Teachers and staff receive training from facilitators throughout the school year"
Aug 06, 2018 to May 31, 2019 - Bill Yeh and Anna Pipilas

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Agendas from professional development

NOT STARTED   Teachers and staff implement Calm Classroom on a daily basis throughout the school year"
Sep 04, 2018 to Jun 18, 2019 - All Staff

Status history

Jun 1

NOT STARTED   Jun 01, 2018
Evidence
Classroom observations, Dashboard/Student Logger disciplinary data

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

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.

> The Title 1 PAC Informational Meeting is scheduled for September 27, 2018 at 8:30am. The Title 1 Organization Meeting will be held on September 27, 1018 at 9:10am. The Title 1 BAC Annual Meeting is scheduled for September 27, 2018 at 9:45am. The PAC informational meeting is scheduled to discuss the Parent Involvement Compact and Policies. At the PAC Organizational Meeting, the following will be accomplished: Elect PAC Officers, select meeting times and dates for the 2018-19 academic year. At the BAC Organizational meeting, the following will be accomplished: description of the bilingual program at Goudy, BAC roles & responsibilities, election of BAC officers, set calendar of BAC meeting dates & times. During BAC and PAC meetings (to be held every other month), parents will be involved in the development and periodic review and revisions of the plan and policy.

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

> The Title 1 Annual Informational Meeting is scheduled for September 27, 2018 at 8:30am. The Title 1 PAC Organizational Meeting is scheduled for September 27, 2018 at
> 9:10am. The informational meeting is scheduled to discuss the Parent Involvement Compact and Policies. At the PAC Organizational Meeting, the following will be accomplished: Elect PAC Officers, select meeting times and dates for the 2018-19 academic year.

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.

> Suggestions of parents are welcomed and respectfully considered and will be implemented if and when appropriate.

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.

> Parents will receive a report on their child's performance on the state assessments (PARCC) for both reading and math on Report Card Pick Up Day on 11/14/2018.

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.

> Parents will be informed if their child has been assigned to a teacher who is not "highly qualified" as soon as the school receives notice from the Illinois State Board of Education.

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 parent-teacher conferences on 11/14/2018, teachers will share the results of the state academic assessments (PARCC) with parents. Teachers will also
discuss ways parents can help their children at home including information on how to access Parent Portal. In addition, the school will host a variety of Family nights which will focus on ways that parents can help their children at home in language arts, science, technology, engineering, and math.

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.

Workshops and classes will be scheduled based on parents' needs as determined during PAC and BAC initial meeting. ESL classes for parents will be provided by school partner, Chinese Mutual Aid Association.

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.

School will offer a variety of strategies to parents to help their children achieve success academically, socially and emotionally via parent portal, BAC and PAC meetings, Family Nights and regular communication home.

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.

Parents will be informed and invited to attend workshops and classes as they become available. Parents will be encouraged to attend the four Headstart classes that are held annually to become actively involved in the Headstart program.

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.

Monthly calendars will be sent home in paper format on the first school day of each month.
Monthly calendars will be posted on the school website. Parents may chose from a variety of languages available on the website to translate information.
The school marquee will display information related to parent programs, meetings, and other activities.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact   Complete

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

At Goudy Technology Academy, we are committed to fostering a culture that focuses on respect, responsibility, collaboration and a sense of belonging in a safe and supportive environment for all students. We provide engaging, differentiated, data-driven instruction along with innovative enrichment programs that nurture and develop the unique strengths of our students. As a technology academy, we equip all students with technological capabilities that promote academic growth and development.
Goudy is committed to ensuring that ALL children are afforded the opportunities to reach their full potential in preparation to meet the challenges of the 21st century.

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.

Parent-teacher conferences will be held in accordance to the Chicago Public School's calendar on November 14, 2018 and April 10, 2019. These conferences will give parents the opportunity to meet with their child's teacher to discuss the following: academic progress, content curriculum, behavior concerns, upcoming school events, etc. Additionally, parents and teachers are encouraged to schedule conferences throughout the school year as needed.

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

Mid quarter progress reports will be sent home every five weeks. We will be using the progress report generated by IMPACT. Parents are encouraged to check the parent portal regularly to monitor their child's academic progress. In addition, home/email communication by teachers on both positive and negative progress is maintained via online applications such as Class Dojo and Remind.

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

Parents will have access to school staff in the following ways:
* Visiting individual teacher web pages on the school website at: www.goudy.cps.edu
* Via email or phone calls to the school
* Scheduling appointments before and after school whereby parents can meet with teachers or administration

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 are encouraged to volunteer in the school provided that they meet the requirements of the volunteer policy provided by the CPS Office of Safety and Security.

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

Parents will support their children's learning by regularly checking the following:
* School/classroom website
* Monthly school calendar
* Parent portal
* Ensuring that their child maintains good attendance

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 will participate in decisions related to their child's education in the following ways:
* Attend monthly Local School Council meetings
* Complete the My Voice, My School Survey annually
Through these avenues, parents have opportunities to express their opinions, voice concerns and ask questions.

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).

Students will be regularly acknowledged for their accomplishments and successes via honor roll assemblies, End of Year Award Assembly, Daily recitation of the Goudy School Pledge, and student participation in the Goudy Student Council. Students are held responsible for maintaining student planners and regularly checking their own academic progress via Student Portal. Collaborative and inquiry based learning also promotes a culture that fosters life-long learning skills.

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.

Activities and training topics include the following:
1. Teaching parents the fundamentals of American culture
2. Providing ESL classes in conjunction with a not-for-profit local agency (Chicago Mutual Aid Association/City Colleges of Chicago)
3. Facilitating parents with reading and math strategies they can employ at home to help their children succeed in school

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. | $ | 0 | .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. | $ | 300 | .00 |

| 53205 | **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ | 500 | .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) | $ | 2174 | .00 |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only. | $ | 50 | .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. | | $ | 600 | .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. | | $ | 0 | .00 |

| <p>53510</p>**Postage**
Must be used for parent and family engagement programs only. | | $ | 0 | .00 |

| 53306 | **Software**
Must be educational and for parent use only. | $ | 0 | .00 |

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |