



Henry R Clissold Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/08/2018	ILT Team	CIWP Process
02/21/2018	Admin	CIWP Process
02/28/2018	Admin	SEF/ CIWP Process
04/09/2018	Restorative Approaches to Discipline (RAD) Team	strategy writing
04/13/2018	CIWP Team	Strategy critique
04/13/2018	RAD Team	Strategy Review and Action Steps
04/17/2018	RAD Team	Action Steps
04/24/2018	CIWP Team	Share out and next steps
05/01/2018	CIWP Team	Strategy and Action Step Review for Finalization
04/03/2018	CIWP Team	SEF Examination
04/10/2018	CIWP Individual Team Meetings	SEF Examination
02/15/2018	Parent Meeting (Cafe Clissold)	SEF introduction
03/26/2018	Parent Meeting (Cafe Clissold)	SEF introduction
04/16/2018	Relational Trust Team	Strategy critique

04/18/2018	Relational Trust Team	Strategy Review and Action Steps
04/10/2018	Balanced Assessment and Grading Team	Strategy critique
04/13/2018	Balanced Assessment and Grading Team	Strategy critique
04/19/2018	Balanced Assessment and Grading Team	Strategy Review and Action Steps
04/26/2018	Balanced Assessment and Grading Team	Strategy Review and Action Steps
04/19/2018	MTSS Team	Strategy critique
04/13/2018	MTSS Team	Strategy Review and Action Steps
05/21/2018	CIWP Team	Strategy and Action Step Review for Finalization

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

The school mission and/ or motto is posted in all areas of the school and utilized in most communications. Program coherence, effective leaders and collaborative teachers were rated "Strong" on the school consortium report. Focus on priority groups by identifying targeted instructional opportunities through shared leadership structures (PLC minutes). The positive climate remains in the face of school adversity. Elevated communication with stakeholders has increased community engagement with the vision and direction of the school.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**

- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

The school has a team in place, however, redefining the roles of this team is needed.

5-essentials instructional leadership: average implementation score 43. Illinois average 50. 88% (40SA) indicate that leadership team knows what's going on in classrooms. 84% (36SA) indicate that leadership team provides useful feedback to improve teaching. 76% (40SA) indicate that leadership team has provided the support needed to improve teaching. 84% (40SA) indicate that leadership team presses teachers to implement what they have learned in PD.

effective leaders and collaborative leadership--NOTE: collaborative practices low because answers to observing others was practically NIL for two questions. Effective leaders: NOTE: based on previous administration and may not represent current. Score of 40 is border between less implementation and average implementation. IL average 50. Includes program coherence: 47 average. Teacher-principal trust-34 less implementation. Teacher influence: 36 less implementation. Instructional leadership: 43 average implementation.

Collaborative teachers: average implementation score of 50. Illinois average 57. Includes collaborative practices: 60 more implementation; collective responsibility: 51 average implementation; quality professional development: 37 less implementation; school commitment: 49 average implementation; Teacher-teacher trust: 53 average implementation.

Guide for Instructional Leadership Team

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

- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

Staff professional learning will be supported by the planning of continued professional development and the utilization of the experts within the building. Consulting with the PPLC and seeking supports outside of the school will be part of the action planning to provide staff with targeted professional development. A heavy focus on SEL supports will be a large portion of the professional learning.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through 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

Schedule revised to align with CPS guidelines. This schedule allows K-5 grade level clusters and special education teachers to have shared prep periods every day. Limitations: does not allow for horizontal planning and collaborative opportunities for special education teachers.

LSC has a retention and development committee headed by parent members. The team is developing a 5th grade parent night to coincide with the MYP Community Project to showcase MYP student values and work. The team is also seeking and selecting all avenues for positive school promotion.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 **3** 4

A published and complete Cissold scope and sequence for core subjects is not available. Scope and sequence is more developed horizontally in the K-5 grades than vertically K-5. MYP has more scope and sequence vertically than horizontally. MYP subject overviews are available but not updated as Common Core curricular demands have changed. Common Core skills need to be aligned with 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	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Instructional Materials:

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

Score

1 2 **3** 4

K-5 and MYP new materials for math are new and consistent within each program.

Differentiation of materials and instruction has been identified by staff survey as a professional development need. The academic choice is not consistent across the grade levels; however, novel studies do vary books by RIT level.

Technology is not as integral although K-5 use iPads and MYP use Chromebooks and Google Drive. All teachers were provided with a Chromebook. Evidence of copy paper use supports heavy reliance upon worksheets for instruction and student practice.

Guide for Instructional Materials

Instructional materials (including technology) are.....

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

Student work and standardization of grading in shared tasks is inconsistent across grade levels. 5-essentials Ambitious instruction indicates more implementation. Tasks are still in the process of shifting for literacy and math with more development in literacy as we have been working on it longer.

Walk-throughs indicates some degree of purposing. Analysis of a more in-depth walk through looking for purposing and use of academic language and standards has not yet been completed.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRIP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2.b. Establishing a Culture for Learning
	3.b. Using Questioning and Discussion Techniques
	3.c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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)

At the elementary level, we promote college. University or Clissold wear every Friday. Students have written to colleges to request pennants to decorate halls. Transitions from grade levels and between programs need to be strengthened. Students leave between 5th and 6th and between 6th and 7th.

A Retention Committee is headed by an LSC parent member with the goal of increasing the number of students who leave at the end of the Montessori program.

8th-grade algebra has been offered as an advanced math class.

Step-up activities include exploration of learning style and career interests. Sending letters to college admissions offices inquiring about the university and asking about banners and school paraphernalia continues to be done on a yearly basis.

Guide for Transitions, College & Career Access & Persistence

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

- completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

At grade level, teams are much more consistent with daily alignment and parent communication of weekly work opportunities. Grade level teams has been begun putting together thier scope and sequesce with the idea of utilising time this summer to create consistant school-wide plans.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**

- Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
- Provide targeted supports to individual students or groups of students based on their identified needs.
- Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

A system for school-wide system for progress monitoring and data tracking is not currently in place. At grade levels, multiple forms of assessments, both formative and summative are not utilized to best inform instructional outcomes for student mastery. Grade books across grade levels do not share weight. No continuity from grade level to grade level exists. Policies by grade level need to be consistent. Assessments are heavily dependent on textbook generated tests rather than teacher generated, authentic, real-world assessment. Tests are not consistently differentiated for diverse learners. Common units and common assessments are in development.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

A system for school-wide system for progress monitoring and data tracking is not currently in place to meet the individual needs of our students. Collective ability to meet social-emotional needs of students not present. Focused practices based on Responsive Classroom and Second-Step have largely disappeared.

A consistent understanding of MTSS, as opposed to RTI or School-Based Problem Solving, is missing across all staff-- instructional and support. Brief PD sessions at the beginning of each year has not clarified the differences and practices. Teacher PD throughout the school year to address the needs and practices of each tier would be beneficial. Collaboration with special ed teachers and RSP varies across grade levels.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.

- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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.

Academic mindset and perseverance are still a struggle as evidenced by incomplete work or push through assignments across all grade levels. Progress monitoring is a new formal process with unclear expectations and practices for all staff. Feedback to students on work samples is still general acknowledgment (good job, vague) as opposed to a specific statement of what is present and what needs to be improved. MSMV does indicate that students think the curriculum is rigorous.

Requirements for purposing lesson and use of academic language and standards is across grade levels. Students are beginning to question the purpose of an activity if not initially provided by the teacher in MYP grades.

PBIS/ CARE team has provided additional insight into how students feel about their attendance and feeling of being valued.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

5-essentials report indicates that student support for academic work is borderline less/average implementation. Student-teacher trust is average implementation but lower than state average.

Responsive Classroom and Second Step was not in practice long enough for respectful practices to be internalized. Check-in, Check-out is being implemented, organized and practiced.

Special needs students as a group have a strong relationship with the entire building: inclusion, service, Special Olympics participation and celebration. Yearly MYP Community Projects include a project that includes strengthening gen-ed and autism cluster relations

PBIS/ CARE team has provided additional insight into the extent to which students feel respected by adults, peers and how many adults they feel that they can talk to. Rough analysis of raw data indicates across grade levels, most students feel respected by adults, slightly less so by peers in the upper grades, and have two or more adults with whom they may comfortably speak.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Large number of extra-curricular activities run by volunteers or in partnership with the PTA: drama musical every year, soccer, basketball, volleyball, track and field, Special Olympics, Fiesta Clissold committees (dance, planning team, pinata team), MYP advisory, Clissold Chronicles, Glee Club, Recycling, Safety and Classroom Patrol. Cross-grade level collaborations: reading buddies, Spanish book project, MYP and Montessori art class sharing. Students take internal and external surveys. MYP Community Project has at least 80% completion in the first year. Students do not yet contribute to issues, school improvement, democratic decision making.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.

- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • MINS 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 all projects • Link and curricula maps, rubric, 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	2b. Creating an Environment of Respect and Rapport 3c. Encouraging Students to Learn
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS Standards

Safety & Order:

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

Score

1 2 3 4

Students feel safe according to 5-Essentials. Entry doors have newly installed buzzer, video and sound system. Alarm installed on 2nd-floor fire-escape door. School cameras within the building are in the process of being updated. Classroom doors need locks and blinds to cover windows as not all doors have working locks. Standardized routines are developed but may require additional practice. The building cleanliness has improved with the city-wide hiring of a shared engineer and a new supervisor for Sodexo Magic custodial staff. Bathroom plumbing is being addressed. Bathrooms are the number one area the school generating student complaints of cleanliness. There will be a continued push for ADA compliance.

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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment 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:

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.

Score

1 **2** 3 4

Emerging component of culture. PBIS/ CARE, Golden Ticket, Social Hour programs to promote positive behavior but the implementation is not yet consistent and protocols are not yet completely flushed out. Alternatives to out-of-school suspension (cleaning crew) provide a learning experience instead of punitive. Students do not yet have a voice in processes. An increase in the number of suspensions is attributed to a limited number of students. Teacher out of class referrals are primarily from a limited number of teachers.

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

Parent and Family Partnership:

Score

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.

Communication methods: website, weekly or multiple weekly email (current events, policy reminders, celebrations), teacher newsletters. Event flyers, Record numbers of parent attendance at report card pick-up, open house, Beverly Art Center Celebrating Clissold Creativity, walk-a-thon participation and PTA and Friends of Clissold fundraising. Volunteers in primary grades daily and weekly.

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)
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

School Excellence Framework Priorities

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

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					
Reading growth percentage drop was significant but may not be accurate. Development of CCSS reading competency has been more prevalent in PD and PLC work for multiple years. Therefore incremental growth by 10 percentile points to reach prior level is achievable.	58.00	46.00	50.00	60.00	70.00
National School Growth Percentile - Math					
Common Core math competencies and instructional strategies are not as developed so will take longer than 2019 to achieve desired growth, but incremental growth by 10 percentile points is achievable.	45.00	34.00	40.00	55.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
The prior focus has been on the growth of students in lowest percentiles. Differentiation for meeting and exceeding students is a school-wide professional learning goal so growth will not be as great until strategies are learned and applied.	56.00	51.40	60.00	65.00	70.00
African-American Growth Percentile - Reading					
Reading growth percentage drop was significant but may be an anomaly. Projected growth to prior year level, allowing for a decrease in case the drop was not an anomaly, then 10 percentile growth following in 2019 is achievable	64.00	42.00	50.00	60.00	70.00
Hispanic Growth Percentile - Reading					
No explanation required: population too small to evaluate	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
No explanation required: population too small to evaluate	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
Based on MOY results, an increase in growth is anticipated, followed by regular growth for 2019-2020.	95.00	44.00	50.00	60.00	70.00
African-American Growth Percentile - Math					
Based on MOY results, an increase in growth is anticipated, followed by regular growth for 2019-2020.	40.00	32.00	50.00	60.00	70.00
Hispanic Growth Percentile - Math					
No explanation required: population too small to evaluate	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Math					
No explanation required: population too small to evaluate	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					

Based on MOY results, an increase in growth is anticipated, followed by regular growth for 2019-2020.	75.00	24.00	50.00	60.00	70.00
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National School Attainment Percentile - Reading (Grades 3-8)

The percentile of students meeting and exceeding attainment is high. Because advancement in attainment is more difficult at this level, attainment growth will be slower.	72.00	71.00	80.00	85.00	90.00
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National School Attainment Percentile - Math (Grades 3-8)

Development of differentiation skills and math vertical mapping K-8 is required to advance math attainment. The growth of attainment will continue at the same pace as reading but will require more time to reach the desired levels.	52.00	50.00	70.00	80.00	90.00
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National School Attainment Percentile - Reading (Grade 2)

The percentile of students meeting and exceeding attainment is high. Because advancement in attainment is more difficult at this level, attainment growth will be slower.	85.00	82.00	87.00	90.00	95.00
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National School Attainment Percentile - Math (Grade 2)

Development of differentiation skills and math vertical mapping K-8 is required to advance math attainment. The increase of attainment will require more time to reach the desired levels.	72.00	68.00	75.00	85.00	90.00
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% of Students Making Sufficient Annual Progress on ACCESS

No explanation required: population too small to evaluate	(Blank)	(Blank)	0.00	0.00	0.00
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Average Daily Attendance Rate

Despite efforts, attendance remains just below 96%. Consideration of event planning, incentives as well as promoting the importance of attendance should capture those students who are driving the rate down. Planning ahead and scheduling days will be important with adjusted attendance protocols.	95.60	95.00	95.00	96.00	97.00
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My Voice, My School 5 Essentials Survey

Analysis of survey results by staff, the CARE team as well as the ILT will help the school address identified areas of improvement.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If we support professional ownership and implement research-based SEL practices with school-wide fidelity

Then we will see strong, healthy relationships developed through clear and consistent systems, structures and protocols

Which will lead to staff providing authentic learning experiences supporting all students including our priority group student self-regulation of emotions and behavioral responses as seen by a 10% decrease in student suspension and an increase in engaged parent communication with 80% of parents registered on Parent Portal and

maintained well-organized status with our 5 Essentials.

Tags:

Relational trust, Restorative approaches to discipline, Expectations for quality & character of school life: culture for learning

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Status
Purchase missing or outdated Second Step material	administration	Jun 1, 2018 to Jul 30, 2018	Not started

Second step, Restorative practices

Retrain all staff in school-wide SEL strategies including Second Step use, expectations, and accountability to best support all students including our priority groups (African American and Diverse learner populations)	Administration and CARE Team	Jun 1, 2018 to Aug 31, 2018	Not started
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SEL, Second step

All school staff will select and participate in one academic and one non-academic school committee. The committees should include culturally responsive and relevant.	Whole staff	Jun 18, 2018 to Sep 14, 2018	Not started
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Relational trust, 5 essentials

Student and Teacher handbook creation- including yearlong calendar, school policy, and clearly defined school expectations keeping in mind all students, including our priority groups (African American and Diverse Learner populations).	Administration & Staff	Jun 1, 2018 to Aug 31, 2018	Not started
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Relational trust, Expectations for quality & character of school life: culture for learning

Parent and Community events that support all learners including our priority groups (Examples- Cafe Clissold and IBLP)	Administration and School Committees	Jun 18, 2018 to Jun 28, 2019	Not started
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Community partnerships, Relational trust, 5 essentials

Professional Developments designed, implemented and facilitated by Clissold staff in conjunction staff experts in the building.	Full Staff	Jun 18, 2018 to Jun 28, 2019	Not started
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Professional Learning, Relational trust

Student-led organizations such as Student Council, and/ or student mentoring.	Student and staff committee members	Jun 18, 2018 to Jun 28, 2019	Not started
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Relationships, Trust building, Expectations for quality & character of school life: culture for learning

The school will inquire by reaching out to demographically similar to identify their school-wide or individual practices that best support all students, including our priority groups (African American and Diverse Learner population)	Administration	May 18, 2018 to Jun 20, 2018	Not started
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Professional Learning, Relational trust

Strategy 2

If we do...

...then we see...

...which leads to...

If we implement a balanced assessment system	Then we will see data utilized consistently to	Which will lead to monitoring of student
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effectively, using multiple measures of formative and summative assessments supporting individual learners

inform planning for rigorous instruction that meets the needs of all students and follows a grading and support system that aligns with standards and curricular goals.

progress to inform planning and instruction with actionable data, enhancing student achievement as seen on district assessments (NWEA) and elevating On-Track rates by 5% each of the next two years.

Tags:

MTSS, Relational trust, Balanced assessment and grading

Area(s) of focus:

2, 3, 4

Action step

Responsible

Timeframe

Status

Gradebook audits will occur every five weeks based on On Track data. Students who are failing (D or F) must have a communication plan for parent contact and an action plan to improve their performance

Admin and Teachers

Aug 27, 2018 to Jun 28, 2019

Behind

Multi tiered support systems, Balanced assessment and grading

Grades are to be entered every two weeks for elementary non-core subjects (including: health, music, art, computer, physical education, etc) and non-departmentalized science and social studies classes

Admin and Teachers

Sep 4, 2018 to Jun 18, 2019

On-Track

Relational trust, Balanced assessment and grading

School-wide student incentive tied to Parent Portal account set up (i.e. out of uniform pass)

Admin, Teachers

Sep 4, 2018 to Nov 1, 2018

Postponed

Multi-tiered support systems, Relational trust, Balanced assessment and grading

One grade per week is entered for each core subject

Admin, Teachers

Sep 4, 2018 to Jul 18, 2019

Not started

Relation trust, Balanced assessment and grading

Research and select common standards based assessment tool for collecting standards based formative assessment data (i.e. iknowit, IXL, etc.)

Admin, ILT, Teachers

May 14, 2018 to Jun 18, 2018

Not started

Balanced assessment and grading

Continue to establish school wide scope and sequence through Google classroom to monitor standards that have been taught

ILT, Teachers

May 21, 2018 to Aug 31, 2018

On-Track

Relational trust, Balanced assessment and grading

Professional development for current texts and curriculum materials to help align to assessment and identify learning continuum across grade levels.

ILT, Admin

Jun 18, 2018 to Sep 4, 2018

Not started

Balanced assessment and grading

Build upon current 4 week PLC cycles (DDI Cycles) to develop a timeline for collection and analysis of assessment data to form data inquiry cycles (i.e. F and P assessment, BAS, observations, checklist)

ILT, Teachers, Admin

Jun 18, 2018 to Aug 31, 2018

On-Track

Balanced grading and assessment, Multi-tiered support systems

Identify common standards based assessments for each unit of study within each grade band, that will be used to identify mastery of standards being taught.

Teachers, ILT

Aug 27, 2018 to Jun 18, 2019

Behind

Balanced grading and assessment

School will pilot student-led conferences	6th grade IB teachers	Aug 27, 2018 to Jun 21, 2019	On-Track
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Accountability, Student ownership, Relational trust

Common grade categories and weights for grade levels and school-wide grading approach.	Teachers	Aug 27, 2018 to Sep 7, 2018	On-Track
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Balanced grading and assessment

Data tracking and achievement checkpoints for all student and specific to priority groups (African American and diverse learners).	Teachers, ILT and Administration	Jun 21, 2019 to Jun 21, 2019	Not started
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Balanced grading and assessment

Strategy 3

If we do...

If we provide researched-based intervention tools with integrated progress monitoring and clear and consistent protocols

...then we see...

Then we see an effective schoolwide system of student-centered interventions that deliver tiered services to students in order to meet their targeted needs and enable teachers to more efficiently monitor student progress and student success.

...which leads to...

Which leads to tiered supports and interventions being delivered effectively and progress measured accurately as seen by a 20% reduction in referrals, elevated On-Track rates of 5% the next two years and academic growth on district assessments (NWEA).

Tags:
MTSS, Relational trust

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Development of an MTSS school manual	Administration and MTSS Team	Jun 1, 2018 to Aug 31, 2018	Not started

MTSS, Expectations for depth & breadth of quality teaching: multi-tiered system of support

Hire and/or develop school interventionists	Administration and staff leaders	Jun 1, 2018 to Jun 28, 2019	Not started
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Interventions, Expectations for depth & breadth of quality teaching: multi-tiered system of support

School-wide intervention tool and progress monitoring	Whole staff	Jun 1, 2018 to Aug 31, 2018	Not started
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Progress monitoring, Expectations for depth & breadth of quality teaching: multi-tiered system of support

Provide professional development on MTSS program and tool	Whole Staff	Jun 1, 2018 to Aug 31, 2018	Not started
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Expectations for depth & breadth of quality teaching: multi-tiered system of support

Examine schedule to create MTSS times in the classroom	Whole Staff	Jun 1, 2018 to Aug 31, 2018	Not started
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Scheduling, Expectations for depth & breadth of quality teaching: multi-tiered system of support

Action Plan

Strategy 1

NOT STARTED Purchase missing or outdated Second Step material"
Jun 01, 2018 to Jul 30, 2018 - administration

Status history



NOT STARTED May 22, 2018
Evidence
invoice and current needs assessment of materials

NOT STARTED
Retrain all staff in school-wide SEL strategies including Second Step use, expectations, and accountability to best support all students including our priority groups (African American and Diverse learner populations)"
Jun 01, 2018 to Aug 31, 2018 - Administration and CARE Team

Status history



NOT STARTED May 22, 2018
Evidence
Professional Development Plan

NOT STARTED
All school staff will select and participate in one academic and one non-academic school committee. The committees should include culturally responsive and relevant."
Jun 18, 2018 to Sep 14, 2018 - Whole staff

Status history



NOT STARTED May 22, 2018
Evidence
Google Doc Registration

NOT STARTED
Student and Teacher handbook creation- including yearlong calendar, school policy, and clearly defined school expectations keeping in mind all students, including our priority groups (African American and Diverse Learner populations)."
Jun 01, 2018 to Aug 31, 2018 - Administration & Staff

Status history



NOT STARTED May 22, 2018
Evidence
Handbooks

NOT STARTED Parent and Community events that support all learners including our priority groups (Examples- Cafe Clissold and IBLP)"
Jun 18, 2018 to Jun 28, 2019 - Administration and School Committees

Status history



May 22

NOT STARTED

May 22, 2018
Evidence
Yearly calendar

NOT STARTED

Professional Developments designed, implemented and facilitated by Clissold staff in conjunction staff experts in the building."
Jun 18, 2018 to Jun 28, 2019 - Full Staff

Status history



NOT STARTED

May 22, 2018
Evidence
Professional Development Plan

NOT STARTED

Student-led organizations such as Student Council, and/ or student mentoring."
Jun 18, 2018 to Jun 28, 2019 - Student and staff committee members

Status history



NOT STARTED

May 22, 2018
Evidence
Clubs, activities and committee listings

NOT STARTED

The school will inquire by reaching out to demographically similar to identify their school-wide or individual practices that best support all students, including our priority groups (African American and Diverse Learner population)"

May 18, 2018 to Jun 20, 2018 - Administration

Status history



NOT STARTED

May 22, 2018
Evidence
Student/ staff handbooks, clubs, activities and committee listings

Strategy 2

BEHIND

Gradebook audits will occur every five weeks based on On Track data. Students who are failing (D or F) must have a communication plan for parent contact and an action plan to improve their performance"

Aug 27, 2018 to Jun 28, 2019 - Admin and Teachers

Status history



BEHIND

Nov 05, 2018
Problem
We have met with grade levels and plan to meet with individual teachers about grades, On Track students and Gradebook audits.

Root Cause
Time

Next steps

Schedule individual teacher meeting to examine grades, Gradebooks and On Track students.

NOT STARTED

May 22, 2018

Evidence

PLC agenda items, parent communication logs

ON-TRACK

Grades are to be entered every two weeks for elementary non-core subjects (including: health, music, art, computer, physical education, etc) and non-departmentalized science and social studies classes"

Sep 04, 2018 to Jun 18, 2019 - Admin and Teachers

Status history



ON-TRACK

Nov 05, 2018

Evidence

NOT STARTED

May 22, 2018

Evidence

Gradebook

POSTPONED

School-wide student incentive tied to Parent Portal account set up (i.e. out of uniform pass)"

Sep 04, 2018 to Nov 01, 2018 - Admin, Teachers

Status history



POSTPONED

Nov 05, 2018

Problem

We will have the incentive opportunity during report card Pick Up Day.

Root Cause

Next steps

NOT STARTED

May 22, 2018

Evidence

Parent Portal data, lesson plans to show when students have been shown how to access

NOT STARTED

One grade per week is entered for each core subject"

Sep 04, 2018 to Jul 18, 2019 - Admin, Teachers

Status history



NOT STARTED

May 22, 2018

Evidence

Gradebook

NOT STARTED

Research and select common standards based assessment tool for collecting standards based formative assessment data (i.e. iknowit, IXL, etc.)"

May 14, 2018 to Jun 18, 2018 - Admin, ILT, Teachers

Status history



NOT STARTED

May 22, 2018

Evidence

PLC and ILT agendas, purchase of tools

ON-TRACK

Continue to establish school wide scope and sequence through Google classroom to monitor standards that have been taught"

May 21, 2018 to Aug 31, 2018 - ILT, Teachers

Status history



ON-TRACK

May 22, 2018

Evidence

Google classroom account, ILT agendas

NOT STARTED

Professional development for current texts and curriculum materials to help align to assessment and identify learning continuum across grade levels."

Jun 18, 2018 to Sep 04, 2018 - ILT, Admim

Status history



NOT STARTED

May 22, 2018

Evidence

PD agendas

ON-TRACK

Build upon current 4 week PLC cycles (DDI Cycles) to develop a timeline for collection and analysis of assessment data to form data inquiry cycles (i.e. F and P assessment, BAS, observations, cheklist)"

Jun 18, 2018 to Aug 31, 2018 - ILT, Teachers, Admin

Status history



ON-TRACK

May 22, 2018

Evidence

Assessment schedule

BEHIND

Identify common standards based assessments for each unit of study within each grade band, that will be used to identify mastery of standards being taught."

Aug 27, 2018 to Jun 18, 2019 - Teachers, ILT

Status history



BEHIND

Nov 05, 2018

Problem

This is something is in the process of our discussions for the year in planning.

Root Cause

Teacher leaders are working in PLCs to support and identify common practices and assessments.

Next steps

Teacher leaders continue to work/ support PLCs

NOT STARTED

May 22, 2018

Evidence

Unit/lesson plans, Clissold Goggle folder or Classroom

ON-TRACK

School will pilot student-led conferences"

Aug 27, 2018 to Jun 21, 2019 - 6th grade IB teachers

Status history



Jun 2018 Jul 2018 Aug 2018 Sep 2018 Oct 2018 Nov 2018

ON-TRACK Nov 05, 2018
Evidence
This has been discussed for the second Report Card Pick Up Day.

ON-TRACK May 22, 2018
Evidence
Report Card pick up meetings

ON-TRACK Common grade categories and weights for grade levels and school-wide grading approach."
Aug 27, 2018 to Sep 07, 2018 - Teachers

Status history



ON-TRACK Nov 05, 2018
Evidence
The school has a school-wide grading policy. Policy needs to be written for writing, health and speaking and listening.

NOT STARTED May 22, 2018
Evidence
Gradebooks

NOT STARTED Data tracking and achievement checkpoints for all student and specific to priority groups (African American and diverse learners)."
Jun 21, 2019 to Jun 21, 2019 - Teachers, ILT and Administration

Status history



NOT STARTED May 22, 2018
Evidence
PLC meeting notes and MTSS protocols

Strategy 3

NOT STARTED Development of an MTSS school manual"
Jun 01, 2018 to Aug 31, 2018 - Administration and MTSS Team

Status history



NOT STARTED May 22, 2018
Evidence
MTSS Manual

NOT STARTED Hire and/or develop school interventionists"
Jun 01, 2018 to Jun 28, 2019 - Administration and staff leaders

Status history



NOT STARTED May 22, 2018
Evidence

personnel

NOT STARTED

School-wide intervention tool and progress monitoring"

Jun 01, 2018 to Aug 31, 2018 - Whole staff

Status history



NOT STARTED

May 22, 2018

Evidence

MTSS Manual and Teacher handbook

NOT STARTED

Provide professional development on MTSS program and tool"

Jun 01, 2018 to Aug 31, 2018 - Whole Staff

Status history



NOT STARTED

May 22, 2018

Evidence

MTSS Manual and Teacher handbook

NOT STARTED

Examine schedule to create MTSS times in the classroom"

Jun 01, 2018 to Aug 31, 2018 - Whole Staff

Status history



NOT STARTED

May 22, 2018

Evidence

Master Schedule

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Parents complete the 5-essentials Survey which is used to inform the CIWP and the LSC is involved in the review process of school policy. This meeting is open to all parents and includes a public comment session.

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

Clissold is not eligible for Title 1 NCLB funds or programs. However, parents are informed of the school's budget and the CIWP during LSC meetings throughout the year and as required in the mandatory CIWP sessions. Parent voice is gathered through school surveys and the 5-essentials survey, plus meetings such as Clissold Cafe.

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.

The school provides curriculum descriptions, explanations, and assessment information via the website, open-house informational sessions, and promotional publications. IB MYP policies are under review and will be reissued publicly upon completion. Creating a written assessment and grading policy is a component of the CIWP.

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

The school provides curriculum descriptions, explanations, and assessment information via the website, open-house informational sessions, and promotional publications. IB MYP policies are under review and will be reissued publicly upon completion. Creating a written assessment and grading policy is a component of the CIWP.

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.

All students receive NWEA MAP assessment results as reports become available. PARCC Math and English Language Arts results are sent home once a year when received.

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

The school provides curriculum descriptions, explanations, and assessment information via the website, open-house informational sessions, and promotional publications. IB MYP policies are under review and will be reissued publicly upon completion. Creating a written assessment and grading policy is a component of the CIWP.

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.

The school has installed and will continue to build support libraries at the school entrance. The school has plans to introduce literacy night and math night similar to the science night held. A school-parent volunteer recognition program is being developed to help draw more parents into the building so that they have first hand experience with class expectations. Parent evenings can be scheduled to deliver MYP lessons the same as classroom instruction so that parents may share in the common language of instruction.

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

Staff members are encouraged to begin a parent outreach program before school as a means to establish partnerships. In the August professional development, teachers will review methods of outreach--website, newsletters, volunteer opportunities. Teacher teams will devise strategies to expand progress monitoring to include parental updates.

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.

Clissold does not have external parent programs. However, providing mini lesson nights in both Montessori and MYP subjects will provide parents with the framework, understanding and language of instruction needed to assist children.

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.

Clissold uses multiple means to reach parents: website, phone blast, email blast, letters and flyers home and marquee notices. All notices are derived from a common source so that information is the same across media. We have almost no families who do not also speak English at home. Should this change, announcements could be provided in Spanish.

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.)

We are a Montessori and International Baccalaureate Middle Years educational community who believes in the gift of every child to inspire and empower the future of our humanity. Clissold administration will hire and support highly qualified instructors who will work collaboratively to enhance a curriculum aligned to standards and programmatic elements. The school will review, practice and analyze results of research-based instructional strategies in PLC groups to build effective means of differentiation and classroom management. Instructional units will become more inquiry-based to enhance student problem-solving skills. Service to others and environmental conservation will continue to be a common theme.

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

School-wide parent-teacher conferences are held twice a year--at the end of the first quarter and at the end of the 3rd quarter. Between school-wide conferences, teachers will contact parents via phone, email, or written communications to apprise parents of student progress. Parent-teacher meetings will continue to be scheduled by either party as needed to assist students. In 6th grade for the 2018-2019 school year, student-led conferences will be piloted for the 3rd quarter with the idea of moving to this for all MYP IB classes in 2019-2020.

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

All staff members have Chicago Public Schools email addresses. Email to teachers can be generated through the staff page of the Clissold website. Teachers also provide parents with their contact information at the beginning of the year. Additional consultation can be by phone call, either parent or teacher generated. Conferences are scheduled based on convenience for parents and available for staff.

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

All staff members have Chicago Public Schools email addresses. Email to teachers can be generated through the staff page of the Clissold website. Teachers also provide parents with their contact information at the beginning of the year. Additional consultation can be by phone call, either parent or teacher generated. Conferences are scheduled based on convenience for parents and available for staff.

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.

Parent volunteers to work with students are solicited at the beginning of the year by Montessori teachers. Parents help with subject area tutoring and with crafts and cooking. All grade level parents are asked to chaperone field trips. In the upper grades, parent volunteers are solicited as needed to help with projects and activities. Parents wishing to observe classrooms schedule appointments with the teacher.

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

Parents receive phone notification if their child is absent during the school day. If no written notification of absence is provided, the school solicits the notification via a form letter sent or mailed home. Teachers may ask parents to sign assessment papers. Some students use their agenda books as a communication tool with parents who sign off on homework completion and exchange messages with teachers. Parent Portal is available for parents to view assignment completion when teachers update grades.

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

Parent voices are heard through school generated surveys (paper or survey monkey) and by LSC, PTA, and Friends of Clissold surveys. Parents are encouraged to complete the 5-essentials survey during 3rd quarter report card pickup. Clissold Cafe is a routinely held meeting where parents are encouraged to come to the school and provide feedback. Additionally, parents may contact the school, administration, counselors, coordinators or staff via phone, email, or visit.

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 partake in conversations with teachers regarding their own reading and math goals which are measured by NWEA MAP tests beginning in the primary grades. Both the Montessori program and MYP have programmatic elements that specifically engage the student in learning and reflecting upon learning. Student attitude and character development is part of the school's climate and culture plan and has direct instruction components. Student attendance is recognized quarterly and absenteeism is addressed with students and parents. Students take ownership of their learning and demonstrate that learning in the culminating MYP Community Project--an independent service project.

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.

Clissold has no Title 1 Parent Involvement Funds.

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

Account(s) Description

Allocation

51130,	Teacher Presenter/ESP Extended Day	\$	Amount	.00
52130	For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.			

53405	Supplies	\$	Amount	.00
	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.

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

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

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

\$	Amount	.00
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<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.

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

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

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

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

\$	Amount	.00
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