



Donald Morrill Math & Science Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/06/2018	ILT	Rating the School Excellence Framework components
03/12/2018	ILT	Rating the School Excellence Framework components.
03/13/2018	ILT	Rating the School Excellence Framework components.
03/19/2018	CIWP Team Small Working Group	Rating the Quality and Character of School Life component
03/20/2018	CIWP Team	Choosing our three School Excellence Framework priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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PLCs are taken place during Teacher Team meetings.
Teachers are participating in District Summits and we have incorporated Agency, Identity and Authority into our Balanced Literacy Plan, Math Implementation Plan and Learning Cycles.
Teacher created and professional development session on differentiation.
The BHT meets every other week on a consistent basis to ensure Tier III students receive appropriate services.
School-wide, teachers have been emphasizing collaborative conversations among students and small group instruction, differentiation has also been a focus for our learning cycle. Teachers have collected evidence of this through the learning walks and have had peer conversations around evidence collected during learning walks.
Weekly messages are given around high expectations for instruction.
Teacher's strategically planned for flexible grouping after NWEA MOY (3rd - 8th) and TRC (K-2) data was analyzed.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

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ILT has representation from primary, intermediate, upper grades, Math, Literacy, special education, bilingual education, and essentials.

ILT monitored if previous actions were implemented with the learning walk.

Used protocol and level of analysis; considered root causes when data was analyzed; questions were asked to get to root causes.

ILT meets on a regular basis and have an agenda.

Teachers are well informed of ILT work during teacher team meetings.

Teachers presented to colleagues during teacher team meetings and facilitated meetings about learning walk.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Instructional Leadership Team Planning Tools
	PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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School-wide training was provided around working with students that have been exposed to trauma.
 Second Step professional learning has been implemented (K-5).
 Accommodations and modifications were reviewed during a teacher team meeting session.
 ELPT provided staff development on WIDA standards.
 K-2 teachers have been attending guided reading PD sessions with the network.
 A schedule for peer observations was created and time was given to collaborate with peers on the observation.
 Non-evaluative feedback has been given to teachers.
 Flexible grouping based on data was submitted to admin.
 Teacher teams participated in book study; three different books were chosen.
 Resources, coaching and a mentor was provided to new teacher.
 Provided time in between learning walks to allow for implementation of expectations.
 Saturdays with OLCE was encouraged in weekly message.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?
	✓ PD agendas, PD feedback surveys
	✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth
	✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff
	86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching the Teachers	
✓ Making Better Use of Research	
✓ Upcoming Professional Learning Opportunities	
✓ Framework for Teaching PD Modules	

Aligned Resources:

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

Score

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CPS instructional time guidelines are followed.
Instructional purchases included: modules for Engage New York curriculum; novels for 3rd-8th grade.
Grants for Second Step and attendance were awarded.
Study Island was purchased for EL students.
Learning A-Z and RAZ kids was purchased for all DL students.
IXL was purchased to help with differentiation in Math.
Shared guided reading books, including Spanish titles were purchased.
Interview process, including a protocol for questioning is used and checks for previous performance on DS2 is reviewed.
School is not tracking students; students are mixed in heterogenous groups.
Math and Science family night was conducted; the school partnered with the Nature Museum.
Black Hawks organization came and did a floor hockey activity with our students.
Partnerships with: Children's Home and Aid, Metropolitan Family Services, CPD (DARE, GREAT), Great Smiles (will provide dental services to our students).
As part of our balanced literacy implementation plans, the literacy block guidance was used for K-2 and the Math blocks have been used for differentiation.

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	
	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community 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	
	✓ 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.

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Professional Development was held for the purpose of incorporating WIDA standards into units.
Intervention/Acceleration blocks are built into the schedules.
Second Step program has been implemented in all K - 5 classrooms.
Science curriculum is being enhanced through a partnership with the Nature Museum.
Professional Development was given for increasing the Science practice of using the outdoor grounds.
Teachers are working from units in all content areas.

Guide for Curriculum

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

- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
- Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

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Engage New York modules were purchased for all classrooms.
 IXL Math to assist with differentiation was purchased for grades 3rd - 8th.
 Novel sets were purchased for grades 3rd - 8th.
 K - 2 teachers have inventoried guided reading books and books will be purchased according to need.
 Study Island will be purchased for EL students K - 4.
 RAZ kids is used in K -3 classrooms.
 Scholastic magazines have been purchased for grades 5 - 8 as Informational Text resources.
 Science Lab materials were purchased

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their

learning capacities.

- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.

◦ **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	- Ambitious Instruction - Supportive Environment
MTSS Framework	- 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	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

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

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Third - Eighth grade students have taken the literacy and math benchmark assessments for the 2nd and 3rd quarter. Instructional expectations have been set around using Hess' Cognitive Rigor Matrix and lesson plan implementations. During teacher team meetings, tasks are analyzed by teachers for level of rigor. TRU Dimension Implementation (agency, identity, and authority have been a common focus throughout the year. Learning walks, teachers looked for evidence of students answering and creating open-ended rigorous questions. Attendance incentives have been implemented (poster making contest, dance, trophies). Engage New York is a rigorous Math curriculum with end of module performance assessments. Third - eighth grade students are working from novel based units with end of unit performance tasks, common core aligned. Balanced Literacy Plan was created with the end goal of close reading and complex text. TRU Math implementation plan with blocks for differentiation was created and implemented.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);

- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Arrangements Reflect Today's Higher Standards?
✓	Student Work Protocol (SQAP)
✓	Slide Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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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)

On track meetings have been held with individual 8th grade students, parents, and teachers.
 Eighth grade panel led by young professional leaders of color from IBM and other companies was held to encourage students to set concrete college and career goals.
 A Better Chance Organization, a national nonprofit organization, spoke to our 6-8th grade students and parents to provides a pathway for academically talented students of color to gain access to more competitive schools.
 Seventh Grade students attended a Schools that Can High School Exploration Fair.
 Eighth Grade students visited Gage Park High School to learn about the programs that they offer.
 A High School Fair was held with 10 schools presenting different options to our students.
 The counselor consistently meets with students and their parents for HS, and college and career planning.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.

- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	- Ambitious Instruction - Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard	✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

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

As part of the learning cycle teachers participated in peer observations and feedback conversations. Teachers participated in Learning Walks and gauged implementation of powerful practice of differentiated small group work. K-2 implements Guided Reading and small group instruction. K-2 progress monitors every 2 weeks (intensive), every 4 weeks (strategic) using DIBELS, IDEL, and/or TRC. Third - Eighth grade teachers have the opportunity to adjust instruction after analyzing quarterly benchmark assessments, NWEA data, and formative assessments. Middle school schedule provides opportunity for intervention and acceleration during intervention blocks.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**

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

Evidence, Measures, and Standards

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

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

Benchmark assessments were administered for literacy and math 3-8th 1st and 3rd quarter and data was analyzed during ILT meetings.

Dibels and TRC for BOY and MOY as well as progress monitoring bi-weekly. Assessments are accessible for diverse learners and English Learners along with accommodations and modifications.

We have analyzed NWEA data , and benchmark assessments to create action plans.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**

- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Selecting Learning Objectives
	1b. Designing Student Assessment
	3a. 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

MTSS, DIBELS, IDEL, quarterly benchmarks, and NWEA data provides evidence how we adjust instruction for students misunderstandings or advanced needs successfully.
 Second Step provides evidence of universal SEL instructions and strategies (K-5).
 Staff members attended Network Summits on Agency, Identity and Authority.
 School-wide attendance incentives in the form of contests, dress down days, rewards, and shout outs are in place.
 K-2 implements Guided Reading and small group instruction.
 K-2 progress monitors every 2 weeks (intensive), every 4 weeks (strategic) using DIBELS, IDEL, and/or TRC.
 Third - Eighth grade teachers have the opportunity to adjust instruction after analyzing quarterly benchmark assessments, NWEA data, and formative assessments.

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-P02).**
 - 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
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

fundamental cause of student achievement, and are invested in student outcomes.

IEP goals are shared with diverse learners.

K- 5 is using Second Step to develop social emotional skills in order to foster a positive learning environment.
MTSS SEL documentation is taking place through the work of the BHT.
Praise effort and process of student work is taking place in classrooms.
Eighth grade panel led by young professional leaders of color from IBM and other companies was held to encourage students to set concrete college and career goals.
A Better Chance Organization, a national nonprofit organization, spoke to our 6-8th grade students and parents to provides a pathway for academically talented students of color to gain access to more competitive schools.
Seventh Grade students attended a Schools that Can High School Exploration Fair.
Eighth Grade students visited Gage Park High School to learn about the programs that they offer.
A High School Fair was held with 10 schools presenting different options to our students.
The counselor consistently meets with students and their parents for HS, and college and career planning.
Goal setting is taking place around NWEA, DIBELS, and interim assessments.
Reading incentives for numbers of books read for students takes place.
Honor Roll, Perfect Attendance, Citizenship, are recognized on a quarterly basis.
Teachers use classroom Dojo to praise students.
Attendance incentives are given to students and promoting attendance throughout the school also takes place.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRTP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the “glue” or the essential element that

Score

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.

1 2 3 4

Some students with higher level of needs are assigned an adult mentor.
 K - 5 students are learning social emotional skills, empathy and social awareness and relationship building through Second Step.
 The staff participated in a PD on how trauma effects students.
 Adult led mediation between students having a conflict takes place.
 Students in Teen Reach who have difficulties with communication are taught skills to help them in that area.
 Students in Teen Reach are involved in team building activities. Discussions on issues such as bullying, mental health, gender, and race also take place.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	- Collaborative Teachers - Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	- D2. Creates, develops and sustains relationships that result in active student engagement in the learning process - E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

Student Voice, Engagement, & Civic Life:

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

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1 2 3 4

Middle school is teaching about the structure and function of government and their role.

The school has a students council.

Walk-out led by student council to protest against gun violence.

Primary grades were engaged in learning about civil rights movement through studies on Rosa Parks, Ruby Bridges.

Fifth graders had readings on the declaration of human rights; they had discussions around gender, class, and labor issues;

Seventh and eighth graders have done units on Native American rights and Civil Rights, through reading and discussing issues in "A Raisin in the Sun" and "Absolute True Diary of A Part Time Indian" "To Kill a Mockingbird", and "Night." These issues are also read about and discussed with Upfront Magazine, New York Times. In They integrated their perspectives in discussing these issues.

The 7th & 8th graders worked with Illinois Council Against Hand Gun Violence on "A Day of Advocacy" workshop with participation from government officials and other community members.

The Dare to Dream activity during Black History Month included participation from Government Officials and community members.

Students presented skits and the choir performed with an emphasis on social awareness.

Students did a daily reading of a Black History figure during morning announcements.

A student did the weather forecast for the WGN morning show.

Students have a safe space to identify issues and plan activities around safety such as the Student Walkout and the Day of Advocacy.

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	• MTHS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Similar learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment profiles • Evidence of student work • Democracy School recognition
Measure	✓ Five Essentials – Supporting Environment
Five Essentials	Supportive Environment
MTHS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

All teachers have access to Student Logger and our Dean uses the information to respond to concerns.
Most teachers manage classroom procedures and routines to maximize instructional time.
There are school wide expectations for behavior in all common areas.
Arrival and dismissal of students are orderly and safe.
Students have a safe space to identify issues and plan activities around safety such as the Student Walkout and the Day of Advocacy.
The suspension rate has been lowered from the previous year.
Our Dean has provided teachers with specific information in regards to clarifying criteria for office referrals versus classroom managed behavior.
We have increased security personnel with an off duty police officer.
We have Safe Passage as a program.
Our Dean has experienced more parental support in restorative conversations with students.
We have established a working relationship with our CPD Sargent.
Emergency evacuation plans are posted in every room.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/SEL)	

Restorative Approaches to Discipline:

Score

1 2 3 4

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

K - 5 is implementing Second Step.

BHT is implementing the use of data for effectiveness of interventions through the MTSS logging tool.

Teachers participated in PD on the effect of trauma on students.

Our Dean has shared with the staff the disciplinary procedures for classroom managed behavior and office managed behaviors.

Reintegration plans and Safety Plans are developed for students.

Adult Mediation between students having conflict takes place.

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)
Measures	✓ My Voice, My School survey responses
Five Essentials	✓ 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.

Parent mentors assist teachers in Primary classrooms. Parent mentors receive training on how to work with students on literacy and math.
PAC and BAC are active and meet monthly. Principal welcomes parents and addresses questions and concerns.
Parents received workshops on bullying prevention and responsible use of technology through CPD.
Parents participated in a series of nutrition classes.
Parents received workshop on breast cancer awareness.
Parents led workshops and make and take activities around Winter Celebrations Around the World and Black History Month Celebrations.
Parent leaders participate in monthly leadership meeting at Gage Park.
Parent University workshops are encouraged at the PAC and BAC meetings.
Parents invited to Math and Science night.
Parents invited to State of the School Address and data is reviewed.
Phone calls are made daily to parents of truant students.
Monthly calendars and notices are sent home.
Teachers use different ways to communicate with parents (phone calls, email, text, ClassDojo).

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engage 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	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$

3 Expectations for Quality & Character of School Life: Parent and Family Partnership

1	2	3	4	5	⊗
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3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
We are predicting this steady incremental growth because we are adopting the Literacy Content Framework and a new Writing Curriculum. As teachers become familiar with the texts and more efficient in the use of the Gradual Release of Responsibility we will see greater student growth. That is why it is increasing by 10 points from SY'19 to SY '20.	60.00	54.00	60.00	66.00	76.00
National School Growth Percentile - Math					
We have added an additional Math Lab resource period this year. So we are expecting an increase from 37 to 47. From there on we want to continue to see steady incremental student growth. We have started and will continue to provide teachers with PD on lesson planning with and implementing the Eureka Math Curriculum.	13.00	37.00	47.00	57.00	67.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We will ensure this growth by scheduling and monitoring effective intervention/acceleration blocks. Our work with the Gradual Release of Responsibility will also increase differentiating tasks for students in effective small group work.	49.60	50.90	57.00	63.00	70.00
African-American Growth Percentile - Reading					
In addition to the strategies listed above around instruction and curriculum we are ensuring that our Curriculum is culturally relevant. As a result we will have the steady incremental growth. We will also engage all students with strategies that are typically considered only for EL students but that in reality our beneficial for all students.	48.00	44.00	50.00	56.00	62.00
Hispanic Growth Percentile - Reading					
In addition to the strategies listed above around instruction and curriculum we are ensuring that our Curriculum is culturally relevant. As a result we will have the steady incremental growth. We will also engage all students with strategies that are typically considered only for EL students but that in reality our beneficial for all students.	68.00	58.00	64.00	70.00	76.00
English Learner Growth Percentile - Reading					
We have deliberately purchased native language materials as part of our Curriculum. For our ELs who are Spanish dominate this will help them transfer their skills as they become more proficient in English.	(Blank)	46.00	52.00	58.00	63.00
Diverse Learner Growth Percentile - Reading					
The adoption of and alignment of curriculum it will allow for more teacher collaboration between Gen Ed and Sped. teachers. We have also purchased leveled Guided Reading Short Reads that SPed teachers can use to differentiate and ensure students growth.	30.00	10.00	16.00	22.00	28.00
African-American Growth Percentile - Math					

We have added an additional Math Lab resource period this year. So we are expecting an increase from 37 to 47. From there on we want to continue to see steady incremental student growth. We have started and will continue to provide teachers with PD on lesson planning with and implementing the Eureka Math Curriculum.	22.00	60.00	66.00	72.00	78.00
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Hispanic Growth Percentile - Math

We have added an additional Math Lab resource period this year. So we are expecting an increase from 37 to 47. From there on we want to continue to see steady incremental student growth. We have started and will continue to provide teachers with PD on lesson planning with and implementing the Eureka Math Curriculum.	8.00	19.00	30.00	40.00	51.00
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English Learner Growth Percentile - Math

We have added an additional Math Lab resource period this year. So we are expecting an increase from 37 to 47. From there on we want to continue to see steady incremental student growth. We have started and will continue to provide teachers with PD on lesson planning with and implementing the Eureka Math Curriculum.	(Blank)	17.00	23.00	30.00	51.00
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Diverse Learner Growth Percentile - Math

Diverse Learners are receiving more support in Math through our Math Lab Resource period. They are also included in small group after school tutoring. Teachers will receive ongoing PD to implement lessons with the Eureka Math Curriculum.	5.00	77.00	83.00	90.00	96.00
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National School Attainment Percentile - Reading (Grades 3-8)

We are predicting this steady incremental growth because we are adopting the Literacy Content Framework and a new Writing Curriculum. As teachers become familiar with the texts and more efficient in the use of the Gradual Release of Responsibility we will see greater student growth. That is why it is increasing by 15 points from SY'19 to SY '20.	31.00	33.00	39.00	45.00	60.00
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National School Attainment Percentile - Math (Grades 3-8)

We have added an additional Math Lab resource period this year. As a result we will continue to see steady incremental student growth. We have started and will continue to provide teachers with PD on lesson planning with and implementing the Eureka Math Curriculum. In addition the teachers will become more proficient working with the TRU Math Implementation plans. This will ensure our jump from 38(Sy '19) to 50 (Sy '20).	27.00	26.00	32.00	38.00	50.00
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National School Attainment Percentile - Reading (Grade 2)

We will ensure this growth through ongoing teacher PD with Guided Reading. As our teachers become more proficient in Guided Reading implementation we will continue to see more students reaching attainment. That is why we have the jump from 17 in SY '19 to 50 in SY '20.	14.00	5.00	11.00	17.00	50.00
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National School Attainment Percentile - Math (Grade 2)

In addition to students getting additional instruction through our Math Lab Resource period teachers will also implement differentiated instruction. We will continue to work with our TRU Math implementation plans.	21.00	24.00	30.00	36.00	60.00
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% of Students Making Sufficient Annual Progress on ACCESS

As part of our work with implementation of the GRR we will make sure that our teachers are aware of levels of language acquisition. Teachers will use this information to provide ELs with supports and scaffolding in order to ensure this incremental growth.	24.90	(Blank)	55.00	61.00	67.00
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Average Daily Attendance Rate

Our strategies for improving attendance are as follows. Next year we will continue to tighten up all recording and clerical issues around attendance. We will also continue to build up school spirit as an incentive for students. This will be in the form of announcements and celebrations. These activities are detailed as action steps in our Relational Trust strategy. Our emphasis on Restorative Practices will also ensure a growth in attendance.

95.00

94.50

94.00

95.00

96.00

My Voice, My School 5 Essentials Survey

We have specific action steps as part of our Relational Trust strategy to increase family and community engagement. Relationships among students will also improve as a result of implementing these action steps. This will lead to positive outcomes on the 5 Essentials.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

horizontal alignment in grading policies and systems that will effectively measure mastery of the common core standards

...then we see...

teacher uniformity of grading practices and students engaged in rigorous instruction based on the common core standards as evident by seeing challenging and rigorous student task.

...which leads to...

improved student attainment and growth of 5 percentage points as measured by NWEA and Reading 3D and increased composite ACCESS levels of Language Acquisition;

Tags:

Common core, Grading policy, Alignment, High expectations

Area(s) of focus:

2

Action step

Teacher teams will use the Professional Grading Standards and Grading Practices Guidelines in order to align and determine grading weights and categories for each grade level.

Responsible

Teacher Teams, Mr. Anderson, Ms. Ochoa

Timeframe

Jul 2, 2018 to Sep 7, 2018

Status

Completed

Assessment policy, Grading policy, Teacher collaboration

On a monthly basis, teacher teams will evaluate the quality of student work in order to ensure that the work is aligned to the common core standards and the grading policy.

Teacher Teams, Ms. Mr. Anderson, Ms. Ochoa

Sep 4, 2018 to Jun 21, 2019

On-Track

Grading policy

Teacher, parent and student handbooks will be updated in order for all stakeholder to have a comprehensive understanding of the grading policies, categories and weights that determine letter grades.

Mr. Anderson, Ms. Ochoa

Sep 3, 2018 to Sep 4, 2018

Completed

Gradebook, Student handbook, Faculty handbook, Parent handbook

Handbooks contracts will be signed by staff, parents, and students in order to ensure that all stakeholders have read and understand the grading policy.

Parents, Teachers, students

Sep 4, 2018 to Nov 16, 2018

On-Track

Grading policy, Student handbook, Faculty handbook, Parent handbook

Administration and teacher teams will analyze Gradebook in order to monitor on track data and identify whether direct instruction, reteaching, and/or reassessments are needed.	Mr. Anderson, Ms. Ochoa, teacher teams	Sep 4, 2018 to Jun 21, 2019	On-Track
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On track, Gradebook, Reteaching

Formative and summative assessments will be analyzed on a quarterly basis by teacher teams in order to ensure that assessments are aligned to the quarterly score and sequence and common core standards and check for mastery of standards.	Mr. Anderson, Ms. Ochoa, teacher teams	Jul 2, 2018 to May 31, 2019	Not started
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Formative assessment, Aligned assessments, Summative assessment

Strategy 2

If we do...

If we provide ongoing staff PD in SEL and Restorative Practices

...then we see...

Entire staff implementation of SEL and restorative practices with each other and in their work with students

...which leads to...

This will lead to higher levels of student engagement, increase in attendance, an increase in academic performance and a decrease in the number of discipline referrals, detentions and suspensions.

Tags:

Restorative approaches, Attendance rate, 2nd step vocabulary, Agency, authority identity

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Entire staff will participate in a PD on Restorative Practices and Restorative Conversations.	Mr. Anderson, Ms. Taylor, SEL Lead Ms. Samantha Kyme	Aug 29, 2018 to Aug 29, 2018	Completed

Relational trust, Social emotional learning

Every week K-5 teachers will explicitly teach and reinforce Second Step social and emotional skills.	Mr. Anderson Ms. Ochoa Ms. Croston Ms. Taylor Classroom Teachers	Sep 3, 2018 to Jun 1, 2019	Not started
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Relational trust, Social emotional learning

Every week 6th-8th grade teachers will explicitly teach and reinforce Facing History Facing Ourselves social and emotional skills.	Mr. Anderson Ms. Ochoa Ms. Croston Ms. Taylor Classroom Teachers	Sep 3, 2018 to Jun 3, 2019	Not started
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Relational trust, Social emotional learning

Teachers will informally assess weekly, students demonstrating acquired skills within their social interactions and in their emotional, physical, and mental well-being.	Classroom Teachers	Sep 30, 2018 to Jun 3, 2019	Not started
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Assessment, Restorative approaches, Social emotional learning

A Quarterly analysis of disciplinary data(detention, suspension), attendance, number of referrals, and log entries will occur to make adjustments, support, and inform restorative practice progress.	Mr. Anderson Ms. Ochoa Ms. Croston Ms. Taylor ILT teacher team meeting	Sep 3, 2018 to Jun 3, 2019	On-Track
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Assessment, Restorative practices

Bi-Monthly celebrations to acknowledge students for their positive contributions to the school community. Students will be posted on the screen Assemblies (Teacher, Principal, Students) ***Honors Day each quarter celebrates student academics, good citizenship, attendance, and other superlative categories. ***Attendance ***Honor Roll ***Citizenship ****Social/cultural/holiday/ awareness/ celebrations Classroom Celebrations Second Step successes Data wall celebrations Posted student work PRO Award (People Respecting Others) Awards/ Certificates Praise Announcement	Teachers Tech Crew Student Tech Crew Principal Students Teacher Committee	Aug 29, 2018 to Jun 21, 2019	Not started
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Relational trust, Celebrations

We will hold a Farmer's Market in September. As part of this, we will hold a Family Nutrition and Fitness Night. The students PE fitness goals will be celebrated at this event.	Mr. Pagan, Ms. Simpson, Mr. Mrugala & Mr. Abata	Aug 29, 2018 to Sep 27, 2018	On-Track
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Family and Community Engagement, Celebrations

During March the students' Fitness Goals will be celebrated and posted throughout the school.	Mr. Anderson, Ms. Ochoa, Mr. Mrugala and Mr. Abata	Aug 27, 2018 to Apr 1, 2019	Not started
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Family and Community Engagement, Celebrations

Staff will participate in the school-wide initiative, promote positive relationships and a sense of community. Staff will participate and at least 2 community nights Staff will sign up for at least one school committee 100% of school will participate in community building activities 3 times per year.	All Staff, PD Committee	Aug 28, 2018 to Jun 19, 2019	Not started
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Relational trust

Strategy 3

If we do...

If we adopt and align Curriculum from grades K - 8.

...then we see...

Students progressing through aligned objectives, high expectations and building on their learning from year to year in grades K - 8.

...which leads to...

This will lead to higher levels of student engagement, student agency, identity and authority and academic achievement.

Tags:
Gradual release of responsibility, Curriculum plan

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
All teachers will participate in PD on the Gradual Release of Responsibility. We will use Doug Fisher's Better Learning Through Structured Teaching Resources along with templates of Lesson Plans with timed sections of the GRR.	Ms. Hairston, Ms. Rhodes, Mr. Anderson	Aug 29, 2018 to Aug 29, 2018	On-Track

Gradual release of responsibility, Instructional delivery

Teacher teams will analyze the Literacy Content Framework, Engage NY Math and Facing History/ Facing Ourselves in order to see the Standards, concepts and strategies for the first quarter.	Ms. Lange, Ms Warszalek, Mr. Davis, Ms. Hairston (ILT) Classroom Teachers	Aug 30, 2018 to Aug 30, 2018	Postponed
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Math curriculum, Literacy curriculum, Social science

3rd - 8th grade teacher teams will analyze the 1st and 2nd Quarter Literacy and Math Benchmark Assessments prior to administering them.	3rd - 8th Grade Teacher Teams	Oct 2, 2018 to Dec 12, 2018	Behind
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Benchmark assessment

The ILT will lead a Cycle on implementation of the GRR. As part of the cycle the Literacy and Math Benchmark Assessments will be analyzed in order to identify schoolwide trends.	ILT	Oct 2, 2018 to Dec 12, 2018	Behind
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Instructional walks, Instructional practices

K-5 teachers will receive ongoing PD for implementing the Being a Writer Curriculum.	Center for the Collaborative Classroom	Aug 29, 2018 to Jun 3, 2019	Not started
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Writing, Instructional support, Curriculum and instruction

PK - 2 teachers will continue to receive support with Balanced Literacy implementation with a focus on Guided Reading.	Mr. Anderson. Ms. Ochoa and Ms. Keller	Aug 29, 2018 to Jul 3, 2019	Not started
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Balanced literacy, Guided reading

Action Plan

Strategy 1

COMPLETED

Teacher teams will use the Professional Grading Standards and Grading Practices Guidelines in order to align and determine grading weights and categories for each grade level."

Jul 02, 2018 to Sep 07, 2018 - Teacher Teams, Mr. Anderson, Ms. Ochoa

Status history

COMPLETED

Jun 20, 2018

Evidence

Gradebook, agenda; sign in sheets;

ON-TRACK

On a monthly basis, teacher teams will evaluate the quality of student work in order to ensure that the work is aligned to the common core standards and the grading policy."

Sep 04, 2018 to Jun 21, 2019 - Teacher Teams, Ms. Mr. Anderson, Ms. Ochoa

Status history

Jun 20

ON-TRACK

Jun 20, 2018

Evidence

agenda; sign in sheets; Gradebook

COMPLETED

Teacher, parent and student handbooks will be updated in order for all stakeholder to have a comprehensive understanding of the grading policies, categories and weights that determine letter grades."

Sep 03, 2018 to Sep 04, 2018 - Mr. Anderson, Ms. Ochoa

Status history

Jun 20

COMPLETED

Jun 20, 2018

Evidence

Handbooks (staff, parent, student), Gradebook

ON-TRACK

Handbooks contracts will be signed by staff, parents, and students in order to ensure that all stakeholders have read and understand the grading policy."

Sep 04, 2018 to Nov 16, 2018 - Parents, Teachers, students

Status history

Jun 20

ON-TRACK

Jun 20, 2018

Evidence

handbook contracts

ON-TRACK

Administration and teacher teams will analyze Gradebook in order to monitor on track data and identify whether direct instruction, reteaching, and/or reassessments are needed."

Sep 04, 2018 to Jun 21, 2019 - Mr. Anderson, Ms. Ochoa, teacher teams

Status history

Jun 20

ON-TRACK

Jun 20, 2018

Evidence

Gradebook, sign in sheets, agendas

NOT STARTED

Formative and summative assessments will be analyzed on a quarterly basis by teacher teams in order to ensure that assessments are aligned to the quarterly score and sequence and common core standards and check for mastery of standards."

Jul 02, 2018 to May 31, 2019 - Mr. Anderson, Ms. Ochoa, teacher teams

Status history



NOT STARTED Jun 20, 2018
Evidence
Unit tests benchmark assessments, Agendas, Sign in sheets

Strategy 2

COMPLETED Entire staff will participate in a PD on Restorative Practices and Restorative Conversations."
Aug 29, 2018 to Aug 29, 2018 - Mr. Anderson, Ms. Taylor, SEL Lead Ms. Samantha Kyme

Status history



COMPLETED Jun 20, 2018
Evidence
Agenda Sign-In Sheet

NOT STARTED Every week K-5 teachers will explicitly teach and reinforce Second Step social and emotional skills."
Sep 03, 2018 to Jun 01, 2019 - Mr. Anderson Ms. Ochoa Ms. Croston Ms. Taylor Classroom Teachers

Status history



NOT STARTED Jun 20, 2018
Evidence
Unit Plans Lesson Plans

NOT STARTED Every week 6th-8th grade teachers will explicitly teach and reinforce Facing History Facing Ourselves social and emotional skills."
Sep 03, 2018 to Jun 03, 2019 - Mr. Anderson Ms. Ochoa Ms. Croston Ms. Taylor Classroom Teachers

Status history



NOT STARTED Jun 20, 2018
Evidence
Unit Plans Lesson Plans

NOT STARTED
Teachers will informally assess weekly, students demonstrating acquired skills within their social interactions and in their emotional, physical, and mental well-being."
Sep 30, 2018 to Jun 03, 2019 - Classroom Teachers

Status history



NOT STARTED Jun 20, 2018
Evidence
Checklist Observations Rubric

ON-TRACK

A Quarterly analysis of disciplinary data(detention, suspension), attendance, number of referrals, and log entries will occur to make adjustments, support, and inform restorative practice progress."

Sep 03, 2018 to Jun 03, 2019 - Mr. Anderson Ms. Ochoa Ms. Croston Ms. Taylor ILT teacher team meeting

Status history

Jun 20

ON-TRACK

Jun 20, 2018

Evidence

Verify Dash Board MTSS

NOT STARTED

Bi-Monthly celebrations to acknowledge students for their positive contributions to the school community. Students will be posted on the screen Assemblies (Teacher, Principal, Students) ***Honors Day each quarter celebrates student academics, good citizenship, attendance, and other superlative categories. ***Attendance ***Honor Roll ***Citizenship ****Social/cultural/holiday/ awareness/ celebrations Classroom Celebrations Second Step successes Data wall celebrations Posted student work PRO Award (People Respecting Others) Awards/ Certificates Praise Announcement"

Aug 29, 2018 to Jun 21, 2019 - Teachers Tech Crew Student Tech Crew Principal Students Teacher Committee

Status history

Jun 20

NOT STARTED

Jun 20, 2018

Evidence

Monthly Assembly Calendar Notifications in Buzz, School Calendar, Website) Data Walls

ON-TRACK

We will hold a Farmer's Market in September. As part of this, we will hold a Family Nutrition and Fitness Night. The students PE fitness goals will be celebrated at this event."

Aug 29, 2018 to Sep 27, 2018 - Mr. Pagan, Ms. Simpson, Mr. Mrugala & Mr. Abata

Status history

Jun 20

ON-TRACK

Jun 20, 2018

Evidence

Flyer, marque, Sign-Sheet,

NOT STARTED

During March the students' Fitness Goals will be celebrated and posted throughout the school."

Aug 27, 2018 to Apr 01, 2019 - Mr. Anderson, Ms. Ochoa, Mr. Mrugala and Mr. Abata

Status history

Jun 20

NOT STARTED

Jun 20, 2018

Evidence

Flyer, Marque, Staff Sign Up Sheets

NOT STARTED

Staff will participate in the school-wide initiative, promote positive relationships and a sense of community. Staff will participate and at least 2 community nights Staff will sign up for at least one school committee 100% of school will participate in community building activities 3 times per year."

Aug 28, 2018 to Jun 19, 2019 - All Staff, PD Committee

Status history

Jun 20

NOT STARTED Jun 20, 2018
Evidence
Flyer, Marque, Staff Sign Up Sheets

Strategy 3

ON-TRACK
All teachers will participate in PD on the Gradual Release of Responsibility. We will use Doug Fisher's Better Learning Through Structured Teaching Resources along with templates of Lesson Plans with timed sections of the GRR."
Aug 29, 2018 to Aug 29, 2018 - Ms. Hairston, Ms. Rhodes, Mr. Anderson

Status history



ON-TRACK Jun 20, 2018
Evidence

POSTPONED
Teacher teams will analyze the Literacy Content Framework, Engage NY Math and Facing History/ Facing Ourselves in order to see the Standards, concepts and strategies for the first quarter."
Aug 30, 2018 to Aug 30, 2018 - Ms. Lange, Ms Warszalek, Mr. Davis, Ms. Hairston (ILT) Classroom Teachers

Status history



POSTPONED Jun 20, 2018
Problem
Root Cause
Next steps

BEHIND 3rd - 8th grade teacher teams will analyze the 1st and 2nd Quarter Literacy and Math Benchmark Assessments prior to administering them."
Oct 02, 2018 to Dec 12, 2018 - 3rd - 8th Grade Teacher Teams

Status history



BEHIND Jun 20, 2018
Problem
Root Cause
Next steps

BEHIND
The ILT will lead a Cycle on implementation of the GRR. As part of the cycle the Literacy and Math Benchmark Assessments will be analyzed in order to identify schoolwide trends."
Oct 02, 2018 to Dec 12, 2018 - ILT

Status history



BEHIND Jun 20, 2018
Problem
Root Cause
Next steps

NOT STARTED K-5 teachers will receive ongoing PD for implementing the Being a Writer Curriculum."

Aug 29, 2018 to Jun 03, 2019 - Center for the Collaborative Classroom

Status history

Jun 20

NOT STARTED

Jun 20, 2018
Evidence

NOT STARTED

PK - 2 teachers will continue to receive support with Balanced Literacy implementation with a focus on Guided Reading."

Aug 29, 2018 to Jul 03, 2019 - Mr. Anderson. Ms. Ochoa and Ms. Keller

Status history

Jun 20

NOT STARTED

Jun 20, 2018
Evidence

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 the 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

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

The initial Parent Advisory Council (PAC) and Bilingual Advisory Council (BAC) meetings will be held in September of 2018. The Annual Title I Organizational meetings will be held on the same day as the initial meetings. The meetings will be posted by all entrance doors, a flyer will be sent home in colorful paper, it will be posted on Morrill's website, the school's calendar, and on the Marquee. During this meeting the principal will review and distribute Morrill's CIWP that was developed for 2018-2020, Morrill's Title I Parent Involvement Budget Plan, Policy, and Compact, the Title I budget itemized, the CPS Title I Parent Involvement Plan, and CPS Title I PAC Guidelines. Parents also be provided a copy of the Parent Compact in which roles and responsibilities of staff, parents and students will be outlined in order to help students achieve their academic goals.

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

Morrill gets the most parent participation in the morning, when children are dropped off at school. The Title I Annual Meeting and Title I PAC Organizational Meeting at Morrill will be held on Friday, September 28, 2018 at 8:00 a.m. During this meeting, parents will be asked to give suggestions on topics or workshops that they would be interested in attending. A follow up meeting for elected officers will be held on the following week. At this point, officers will determine the dates for the PAC meetings throughout the year and will use the data that parents provided to determine topics.

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.

Morrill will encourage all parents participate in LSC, BAC and PAC meetings. These meetings will provide opportunities for parents to make suggestions and recommendations. The principal and/or the parent facilitator can respond to these during the meeting or may decide to hold another meeting to address suggestions and recommendations. Morrill will continue to hold an open door policy and administration will address questions, concerns, or suggestions. Parents will also be encouraged to speak with their child's teacher as needed during prep times or after school, if the teacher is available.

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.

A data workshop will be provided to parents during a PAC meeting to help parents understand the data on the PARCC, NWEA, TRC reports. These reports will be distributed during the first quarter report card pick up day. On this day, school staff will be available to review reports with parents and answer any questions.

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.

Currently, 100% of Morrill's teachers are highly qualified. In the event that we should have teachers that are not highly qualified, we will follow ISBE and CPS' guidelines to inform parents. Notices will be sent home as soon as we receive them and parents will be encouraged to ask questions or express their concerns, which will be addressed immediately.

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.

Morrill will provide training sessions on how to help parents help students meet academic. A question and answer session will be held in order to ensure all questions are answered. During the trainings, we will encourage parents to ask and respond to each others questions to ensure that parents understand the state's student academic achievement standards; the state and local academic assessments including alternate assessments. Workshops led by administration and teachers will also be held on parents portal and curriculum expectations to teach parents to manage their children's academic progress.

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

Parents have expressed that when working with their children, the children indicate that parents teach them 'differently' than their teachers. Morrill will hold a series of consecutive training sessions on using the common core standards in Literacy, Math, and technology. Morrill will purchase books and materials to create a library in which parents can check them in and out as needed.

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.

Morrill will encourage teacher to to discuss academic expectations during Open House, Reports Card Pick Up Days and as needed. Additionally, staff will be encouraged to communicate to parents goals that have been set for each student. This will help parents determine the parent programs, trainings, and workshops to hold during monthly PAC and BAC meetings.

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.

Morrill has a full day Pre K program and 2 half day programs. Parents are encouraged to volunteer in these classrooms. Parenting information will also be sent home in the form of letters, pamphlets, newsletters, and through the website. Programs, such as fall, winter, and spring assemblies will be geared towards early childhood parents in order to provide opportunities for outside agencies (such as the local library, park districts, and community college to provide information on what each organization has to offer to the parents and students.

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.

All information will be sent home in English and Spanish. Interpreters will be available during the PAC and BAC meetings and other events such as Open House and Report Card Pick Up days.

Policy Implementation Activities

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



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



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



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

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

n/a

School-Parent Compact

Complete

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

At Morrill School, we educate the whole child. We create a nurturing, student-centered, collaborative learning environment where our students thrive for academic excellence by engaging in a rigorous differentiated, and standards-based curriculum. Morrill students will become lifelong learners, critical thinkers, and responsible leaders of a global society.

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

Morrill will follow the CPS guidelines for holding Parent –Teacher conferences on Wednesday, November 14, 2018 and Wednesday, April 10, 2019. Morrill will also hold an annual Open House in September and parents can schedule individual appointments as needed to students' behavior and academic progress.

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

Progress reports will be sent home after five weeks, following the beginning of each quarter. Parents will be encouraged to monitor their child's progress through the CPS Parent Portal system. Teachers will also communicate students' behavior and academic progress as needed.

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

Morrill will continue to hold an open-door policy and parents may meet with administration. Parents may also schedule an appointment to meet with a teacher around instructional time. Many teachers are also available before and after school when appointments are scheduled.

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.

Morrill is aware of the impact on parent involvement and academic achievement, that's why the school has partnered with the Southwest Organizing Project (SWOP) to sponsor the parent mentor program. Through the parent mentor program, parents are encouraged to volunteer for classroom activities, four days a week, two hours per day, and on the fifth day, they receive training on how to effectively work with students in small group settings. Parents are also encouraged to participate in field trips and other class events that classroom teachers hold.

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

Parents will be encouraged to enroll in the parent portal program in order to monitor student grades, progress, and attendance. Morrill will work with parents on stressing the importance of attendance and getting their children to school on time. The parent mentor program and the PAC and BAC meetings will encourage parents to read with their child and help with homework.

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

Parents will be encouraged to attend monthly LSC, PAC, and BAC meeting in order to voice their concerns and suggestions for improvement.

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

Through the different SE programs, such as Second Step and Facing History, Facing Ourselves, and through academic engagement and rigour, student will be motivated to attend school regularly, on time and actively participate in all classes. Students will come in uniform and follow the school's expectations. Finally, students will be challenged intellectually and complete high level tasks.

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.

Morrill will work closely with the PAC and BAC officers and parents to identify programs and/or resources that would help parents support their children academically and socioemotionally. Parents will be involved in deciding what types of trainings, workshops, and/or resources to bring to the school.

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

Account(s)	Description	Allocation		
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1880	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	360	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00

54205Travel

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.

\$	961	.00
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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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53510**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 be used only by parents.

\$	Amount	.00
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