Adlai E Stevenson Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Kevin Condon	LSC Faculty Rep	KMCondon@cps.edu	Has access
Paul O'Toole	Principal	plotoole@cps.edu	Has access
Marcos Rico	Technology Teacher	mrico@cps.edu	Has access
Jose Rodriguez	Assistant Principal	jrodriguez@cps.edu	Has access
Nancy DeLaHuerta	ELPT	nidelahuerta@cps.edu	Has access
Suzanne DeDore	LSC Faculty Rep	SEDeDore@cps.edu	Has access
Mary Flaherty	Technology Teacher	MCFlaherty@cps.edu	Has access
Tracey Barlog	1st grade teacher	TAWall@cps.edu	Has access
Makia Staples	5th grade teacher	MYStaples@cps.edu	Has access
Alex Newark	2nd grade teacher	aenewark@cps.edu	Has access
Christine Schreck-Alvarez	pre-k teacher	CMSchreck-alvarz@cps.edu	Has access
Laura Ward	4th grade teacher	LRWard@cps.edu	Has access
Anne Patrick	Kindergarten Teacher	ampatrick@cps.edu	Has access
Olga Sanchez	LSC Chairperson	sanchez.olga76@yahoo.com	Has access
Carolina Zapata	LSC Parent	karozapata05@hotmail.com	Has access

Kathryn Hilburger	Kindergarten Teacher	kehilburger@cps.edu	Has access
Karen Ochoa	Kindergarten Teacher	kjochoacasas@cps.edu	Has access
Marlene Martinez	Kindergarten Teacher	mmartinez465@cps.edu	Has access
Carolyn Fitzpatrick	Kindergarten Teacher	CGFitzpatrick@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/28/2018	Mr. Condon, Mr. O'Toole, Mr. Rico	CIWP 2018-2020 training
03/02/2018	ILT Meeting	Select additional team members, plan planning sessions
03/16/2018	Mr. Condon, Ms. DeDore, Mr. Rico, Mr. Rodriguez, Mr. O'Toole, Ms. Patrick, Ms. Sanchez, Ms. Zapata, Ms. Alvarez, Ms. Herrera	work on CIWP
04/13/2018	Orialia Forrester, Imelda Souchet, Danuta Wisniewska, Christine Schreck-Alvarez, Kristal Adams-Williams, Anne Patrick, Theresa Lakawitch, Cheryl Lanucha, Suzanne DeDore, Kevin Condon, Jose Rodriguez, Paul O'Toole	ILT meeting to review and approve CIWP
05/04/2018	ILT Team	ILT reviewed CIWP edits
05/03/2018	Ms. Bae, Mr. Condon, Ms. Sanchez	Revised CIWP based on rubric scoring by the N10
05/08/2018	Local School Council	LSC voted to approve the CIWP unanimously.
09/27/2018	K Team members on CIWP	met to review CIWP and align it with summit learning

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

Leadership and staff have collaboratively created a Mission Statement that is shared with students and parents in the classroom, newsletters, and Parent-teacher conferences:
Vision: We are Stevenson EAGLES—Everyone Achieves Great Learning Expectations!
Mission: Working together, everyone succeeds.
The vision and mission are visible on letterheads, newsletters, google classrooms, and our website.
Leadership inspires a culture of collective responsibility for success by creating programs that support All learners, including Diverse Learners and English Learners.
Our MTSS team distributes leadership among the staff to make decisions that have positive impact on students both socially and academically.
Our teachers regularly seek opportunities for professional growth. For example, eight of our teachers are participating in a series of workshops on student personalized learning with the LEAP program. In addition, we have four teachers attending the Network 10 K-5 Summits; four teachers attending the 6-8 LA/SS Summits; and 4 teachers attending the 6-8 Math/Science Summits. Two of our teachers are participating in the New Leaders Emerging Leaders program. Our principal and assistant principal attend the summits and LEAP sessions with our teachers. Other teachers attend PD in their fields, such as world language, computers, and art. Teachers who attend PD bring back information and share it with their colleagues. Our teachers have daily common prep and lunch times by grade level. Each grade level team meets a minimum of once per week to analyze data, collaborate, and plan together. Grade Level Leaders meet monthly in our ILT/PPLC meetings.
Our administration has empowered teacher leaders to develop our CIWP. Our school leaders model the use of data throughout the year. Our teachers utilize assessment data to adjust and tailor instruction to meet our students' needs through the use of the ATLAS Protocol.
Our Mission to involve all stakeholders is evident in our CIWP process, which includes parents, students, teachers, and staff collaborating together to establish and recognize those qualities that make Stevenson a successful school.
While no one likes change, change is inevitable and our leadership team is proactive in implementing strategies for change that have a positive result overall, such as the smooth principal transition.
All the teachers participated in the process of developing and execution of our balanced literacy, TRU math, social studies, and science implementation plans.
In order to address the CPS framework for teaching, teachers come early to prepare lessons and work with students to improve student achievement. Teachers also complete post observation forms to reflect on current practice and improve future instruction.

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:

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

Score

1   2   3   **4**

The Instructional Leadership Team meets every month to assess, evaluate, and improve instructional practices. Grade level team members work with the Instructional Leadership team to monitor student achievement and progress using data from NWEA MAP, ACCESS, TRC/DIBELS, and PARCC. These data sets are utilized to create programs that target priority groups (MTSS, PBIS, SPED/Bilingual, pull out). Monthly ILT meetings allow stakeholders the opportunity to collaborate effectively and value transparency by informing staff of budgetary changes that affect instruction.
For 4a, Our teachers meet to discuss the effectiveness of their instruction based on student data results. Teachers then meet and discuss ways to improve their instruction.
Our teachers regularly seek opportunities for professional growth. For example, we have eight of our teachers are participating in a series of workshops on student personalized learning with the LEAP program. In addition, we have four teachers attending the Network 10 K-5 Summits; four teachers attending the 6-8 LA/SS Summits; and 4 teachers attending the 6-8 Math/Science Summits. Two of our teachers are participating in the New Leaders Emerging Leaders program. Our principal and assistant principal attend the summits and LEAP sessions with our teachers. Other teachers attend PD in their fields, such as world language, computers, and art. Teachers who attend PD bring back information and share it with their colleagues. Our teachers have daily common prep and lunch times by grade level. Each grade level team meets a minimum of weekly to analyze data, collaborate, and plan together. Grade Level Leaders meet regularly in our ILT/PPLC meetings.
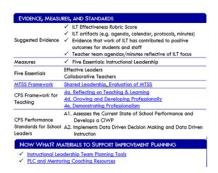For 4e, our teachers always hold student and required school information confidential. Our teachers display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Our teachers are active in serving students and work to ensure that all students receive a fair opportunity to succeed in school, college, career, and life.
In addition to our response to the question above, it is worthy to note that our administration supports teacher teams by giving them the time and resources to best do their jobs.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

Professional Learning:

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

Score

1 **2** 3 4

According to the Five Essentials, Quality Professional Development is closely related to the school's improvement plan. Our school received a score of 58 and rated as neutral in 2017. We will continue to work on improving professional development that is sustained and coherently focused on developing rigorous curriculum. Leadership will work on providing sufficient time for teachers to evaluate new ideas and work productively with colleagues. Our teachers have common preparation periods and common lunch by grade level five days a week.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.

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

Evidence, Measures, and Standards

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

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

Aligned Resources:

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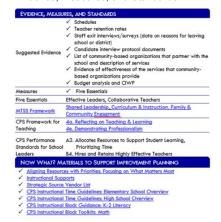
Score

1   2   3   **4**

> Aligned curriculum to meet the Common Core Standards and NGSS. The school day is aligned to meet the CPS Instructional and Block Guidelines with posted schedules in every classroom. We have community-based services with Metropolitan Family Services, Peggy Notebaert, HEART program, and Arab-American League. After- school programs are designed and staffed by Stevenson teachers. Our teachers have daily common preparation periods and common lunch times available for collaboration. Our budget is aligned with the CIWP and, despite budget cuts, we have been able to maintain programs, personnel, and resources to meet our students' needs. Teachers are encouraged to assume additional leadership roles through participation in the ILT and development of the CIWP. The administration shares information for graduate programs and other continuing education leadership courses. We have several retired teachers to come in as subs to provide quality instruction. In addition, we have budgeted for our own after-school tutoring program which meets twice a week. Many teachers are effective grant writers, particularly through Donors Choose, to support areas of high need.

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

- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Curriculum:

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

Score

1   2   3   **4**

Each grade level has created and follows a grade level-wide curriculum map for reading and math. These curriculum maps can be found on the Google Drive, enabling all teachers to have access to viewing, editing, and collaborating. The curriculum maps took into account the CPS Sequencing and pacing guides found in the Knowledge Center. Thematic units are being created and implemented across grade levels. Essential questions and big ideas are focused on in each unit of study.

Formative assessments and summative assessments are used to drive instruction. Teachers are becoming more effective at using data to improve student achievement through whole group, strategic small groups, and targeted individualized instruction. Performance assessments address taught standards, as well: CCSS and NGSS. Diverse learners follow CCSS for each grade level and work is modified according to student's individual goals in their IEP's. ELL's follow the WIDA standards and the ELPT standards in accord with CCSS. ESL teachers use a variety of ESL strategies to support language development within the general education population. "Check-In" "Check-Out" intervention is being used to support social-emotional development. Project-based learning is used throughout the school across the curriculum, including encore classes.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Instructional Materials:

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

Score

1   2   3   **4**

Teachers plan activities to scaffold and differentiate student learning. Teachers use basals as supplemental materials to support student learning. Teachers are using leveled readers throughout the curriculum (lexiled). A variety of complex texts are used throughout the units. Novel studies are frequently used throughout the school. LEXIA is used for primary grades, EL students, and diverse learners. Teachers are implementing technology in a variety of creative ways to support learning in their classrooms, such as Duolingo, Brainpop, GoMath, Memrise, NewsELA, Reading A-Z, etc. Technology provides rigorous tasks according to varying ability levels. Teachers coordinate and schedule the use of computer labs in an equitable manner during periods in which the lab is not being used by the computer-science teacher. Teachers have resources available for 1-to-1 instruction via Chromebooks and I-Pads. Diverse learners and EL students use a variety of devices and applications to address their individual needs. Teachers use the GoNoodle online program and Second Step to support social-emotional aspect of student development. Reading Plus and ALEX are used by EL students and Tier 3 students under the guidance of the MTSS team.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> Students continuously monitor their progress in their student planners. Some students are developing their own academic goals and keep track of their progress toward success. They then reflect and adjust based on their outcomes. This creates an environment where students assume responsibility for learning the common core standards versus completing a task. Grade level meetings regularly examine the performance of their students. Teachers analyze student work and data from standardized tests and classroom assessments to inform grouping and tailor instruction. Teachers use CPS Knowledge Center Performance Assessments for summative and formative assessments, such as, MARS Tasks and Math Talks. Collaboration of students is a priority and is rubric scored. Teachers are collaborating to develop vertically planned rubrics for our 3 powerful practices: Collaborative Conversations, Citing Evidence, and Close Reading. Students create authentic work for real audiences to meet standards and engage in critical analysis when developing and presenting for Science Fair, Art Fair, and Literacy Night.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

Diverse learners have transitional goals addressed in their IEP's. EXPLORE is used to guide students down possible pathways for future learning. Professionals from the community introduce possible career paths when visiting the classroom. High school fair is held annually. Students shadow high school students. GEAR UP is a program that supports students from 6th grade through college. Field trips are made to local colleges and universities. Algebra is available to 8th grade students. Metropolitan Family Services and Arab-American Action Network provides sustained summer learning to minimize learning loss.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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**

All teachers have standards-based learning objectives that are communicated to students, as evidenced by REACH evaluations and in student reflection. Teachers use powerful practices such as are Collaborative Conversations, Close Reading, and Citing Evidence. Teachers implement common practices across classrooms and grade levels, to help ensure students success, as found by common anchor charts and annotations posted in all classrooms. Teachers have continually improved their sequencing and alignment of standards-based objective within their unit plans. Teachers are scaffolding instruction for all students (ELs and Diverse Learners alike). Assessments are aligned in order for students to meet Unit plan objectives. Teachers provide challenging and differentiated instruction to build and nurture dynamic collaborative learning communities. Our teachers challenge higher performing students to exceed the standards, and support students who are not meeting the standards. Aligning our curriculum to Common core standards provides our students with rigorous instruction and helps develop higher-order thinking skills that make our students college and career ready. Various levels of questioning and differentiated vocabulary are evident in classroom instruction. We ensure student participation and equity of voice by using rigorous text-dependent questions, collaborative conversation, and close reading. Additionally, teachers use peer observations-PQS, informal observations, flexible grouping, standards-based learning objectives, use of oral and written language, differentiated instruction, group students according to RIT scores and change groups as new data becomes available. Software and technology, such as Lexia, Accelerated Reader, Newsela, News to You, TumbleBooks, Tumble Readables, Reading A to Z, Raz Kids, Facts4Me, and Flocabulary, etc allow teachers to provide an integrated approach to literacy instruction. Teachers use Common Core standards to develop true collaborative unit plans using UBD for reading and math during weekly common planning time. Teachers will continue to participate in professional development on Common Core Standards, lesson planning, assessment, data analysis, writing across the curriculum, and differentiation. Teachers will implement a Balanced Literacy approach with emphasis on phonics, phonemic awareness, word knowledge, comprehension, fluency, and writing that uses Questioning and Discussion Techniques that incorporate all learning styles. We further these efforts by holding an annual Family Literacy Nights, in both buildings to engage community stakeholders.

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.

> Assessment of student learning plays an important role in instruction. Teachers recognize that assessment is an integral part of instruction and not the end of instruction. Teachers monitor student understanding and offer them one-on-one feedback. Teachers use standardized testing data as a resource to better develop instruction and assessment of concept mastery. MAP data is available and teachers have access to view individual student historical data or whole class data sheets. Students are organized by MAP RIT Bands to receive targeted differentiated instruction. Teachers also use grade-level data to apply grouping strategies. We subscribe to Pearson for the majority of our curriculum which provides differentiated materials and resources based on student results. The online component creates personalized work to address the standardized content. Teachers converse with students and parents for MAP goal setting and individualized action plans. Accommodations and modifications are in place in assessments and classwork as required. Teachers evaluate and align progress monitoring tools (both digital and print-based) for Tier II and Tier III instruction to ensure accurate measurement of student progress within the targeted area of instruction. Teachers will continue to analyze data from weekly assessments to differentiate instruction. Instructional materials in English and Spanish are available to support learning activities aligned with Common Core Standards. We conduct an annual Needs Assessment involving all faculty and staff to identify current needs for all instruction and support. We are closing the achievement gap through progress monitoring of all student achievements in all student groups and sub-groups.

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

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.

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. The school has established a MTSS team which has created and implemented a successful method of intervention for students. This team utilizes an array of resources to best address the needs of our students. Teachers and staff have been provided with PD on the progress monitoring of this framework. We have begun to implement these interventions in our classrooms. These interventions include, but are not limited to; One-on-One instruction, small group instruction, After-School Tutoring, Daily Check-In/Check-out monitoring, Common Grade level prep periods. This allows teachers to provide a challenging instructional program that includes differentiated activities for our Tier 1, 2, and 3 students. As an additional component of MTSS, to meet our students' needs, we are providing before and after school tutoring for all students, including bilingual tutoring for ELs, in reading. We also support the instruction and assessment of our ELs with a focus on oral reading and language development, with an emphasis on literacy across all content areas. Teachers will utilize progress monitoring tools for Tier II and Tier III instruction to ensure accurate measurements of student progress within the targeted area of instruction after review and analysis of available tools. Teachers will teach students through hands-on methods and the use of manipulatives, multiple ways to solve problems along with the ability to explain how they solved them verbally and in writing, using proper math vocabulary.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Culture for Learning:

Score

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
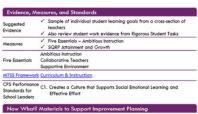
1   2   3   **4**

general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

The teachers use positive reinforcement, goal setting, celebrations, and other strategies to develop student efficacy. Teachers collaborate daily and weekly on instruction, curriculum, and lesson planning. Teachers are developing their ability to analyze data to drive instructional strategies to improve student achievement. Students are instructed in whole group, small group, and targeted individualized instruction. Students are provided with a variety of complex texts that are leveled by Lexile numbers. Teachers differentiate instruction to teach students at their level and support student efficacy. Teachers reflect on successes and areas of growth to build their efficacy. Teachers incorporate Lexia, RAZ-kids, Accelerated Reader, Think Through Math for students, allowing access in the classroom and at home to support student achievement.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   3   **4**

The rules and expectations for the classrooms and entire school are followed by the students and modeled by the staff. The students are supported by the school social workers, counselors, and other staff in their social and emotional development. Teachers and students follow cohesive school-wide rules: Be Respectful, Be Responsible, and Be Safe. MAS, BAC, and PAC collaborate with staff to plan and participate in activities such as Literacy Night, Field Day, and others. Teachers and staff understand the importance of the privacy and confidentiality of student information. Teachers use a variety of strategies (Peace Circles, Restorative Approaches, and Teacher-Student Conferences) to develop academic and personal connections.
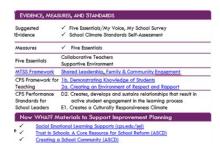
Guide for Relational Trust

- ○ **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - ▪ Adults are responsible for occasional check-ins or serve as mentors.
- ○ **Adult-student interactions are positive, caring, and respectful.**
  - ▪ Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- ○ **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - ▪ Create opportunities for students to build positive relationships with peers.
  - ▪ Create opportunities for older students to mentor younger students.
- ○ **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - ▪ Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).

- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Supportive Environment rated Very Strong on the Five Essentials survey. Stevenson provides an array of sport teams through CPS Score.
> We also have an International Choir and Guitar Club. 2nd-8th grade students may attend extracurricular art club. Our students are also active in our Recycle Club. . The Main Building has also added a Student Council the past couple of years. Teachers are learning to analyze assignments and assessments for cohesion and rigor. Students are taught civic responsibility during the unit on the US and Illinois Constitution. Teachers teach about government without inserting their own bias, by presenting information objectively.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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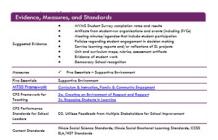- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers.
    Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance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

- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 **4**

> Stevenson has off duty police officer security guards at both buildings throughout the school day. The staff uses positive approaches to discipline by using behavior management strategies that focus on positive behaviors. Check-in/check-out protocol is used to address the behaviors of a small number of students who struggle with making good decisions. EAGLE tokens are used as part of PBIS. The staff enforces the "see a square/skip a square" procedure in all our hallways in an effort to maintain safe and orderly hallways. The staff and students have practiced fire, tornado, and shelter in place drills to give the students a sense of preparedness and safety in any situation. The classrooms and hallways have fire evacuation routes posted. The administration has developed suggested arrival and dismissal routes for student drop-off and pick-up.

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).
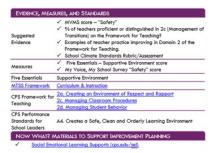 - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative 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:

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

Score

1 **2** 3 4

The teachers use incentives to maximize positive behaviors and minimize need for consequences. Some behavior management programs include Class Dojo, Check-in/Check-out, and shared google drive documents with classroom and individualized anecdotal records. Teachers are learning to use restorative approaches to discipline. Fix-it plans, reflection sections, and peace circles are being used in varying levels of effectiveness. The administration, case manager, school counselor and other pertinent staff are supportive in the process of changing inappropriate behavior to appropriate behavior. The student code of conduct is used to guide the process of discipline.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1   2   3   **4**

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

The parents and staff partner to develop our annual Literacy night event, Art Exhibit, annual Spring Assembly, annual Mother's Day assembly, and during school dances and celebrations. The parents decorate the halls at the branch with motivational and inspirational sayings. Several parents volunteered to paint the bathrooms at the Branch. Parents volunteer to help monitor students during lunch and recess at the Branch. Teachers communicate with parents in agendas, by telephone, text, email, informal and formal meetings. Teachers make themselves accessible to parents in order to develop positive relationships and to foster student achievement. Teachers use newsletters in English and Spanish to inform parents of weekly/monthly information. A monthly newsletter is shared by administration in Spanish and English to keep parents up-to-date on the events at Stevenson. Stevenson has after school programs with Arab American Network and Metropolitan Family services. We have an annual open-house to give parents an early opportunity for meeting the teachers and staff.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.

- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - **Provide proactive communication (e.g. parent handbook and resources).**
  - **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 **4** 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
While we averaged in the middle of the pack at 66 % on growth percentile in 2015, we rated very highly with a big jump in growth in 2016 to 76%. While our attainment remains high, our 2017 percentile has not trended upward. However, optimistically, we are projecting a SMART goal five percent higher from 2016 to each subsequent year.	76.00	71.00	80.00	85.00	90.00
National School Growth Percentile - Math					
We are trending upward with a 15% increase from 2016 to 2017. We are projecting a SMART goal of 70% by 2020.	27.00	42.00	50.00	60.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
While we made nominal gains from 2015-16 to 2016-17, we hope to see a greater increase in our % of students meeting/exceeding national average growth norms. We are projecting a SMART goal five percent higher for each of the next two school years.	54.00	56.10	60.00	65.00	70.00
African-American Growth Percentile - Reading					
We did not have sufficient numbers of African-American students in 2015 for the scores to register and count. In the 2016-17 SQRP, this priority group had a growth percentile of 50% and is now at 73% at the end of last school year. We are hopeful that the trajectory of growth remains steep with 6% annual increases over the length of this CIWP.	50.00	73.00	80.00	85.00	90.00
Hispanic Growth Percentile - Reading					
While we averaged in the middle of the pack on growth percentile in 2015, we rated very highly with a 12% increase in 2016-17. Yet, we are projecting a SMART goal five percent higher for the next two years, based on the EOY results in 2016-2017 and our anticipated goal for this school year.	78.00	68.00	80.00	85.00	90.00
English Learner Growth Percentile - Reading					
While our attainment remains high, it becomes more difficult to achieve growth with high attainment. The current percentile has taken a dramatic decline, yet we remain optimistic the scores will bounce back by the end of year. However, achieving 81% in 2016-2017 sets a very high bar, particularly for the typical pace of growth for EL students. Therefore, we are projecting SMART goals that increase at a rate of 3% annually over the next 3 school years.	81.00	50.00	84.00	87.00	90.00
Diverse Learner Growth Percentile - Reading					
We had a significant drop in growth percentile in 2015, we had great gains in 2016 to 96%. We are back to a more typical and expected trend at 66% and anticipate an average level of growth for the next two years. We are projecting SMART goals that increase by 5% each of the following two school years.	96.00	66.00	71.00	76.00	81.00
African-American Growth Percentile - Math					
We did not have sufficient numbers of African-American students in 2015 for the scores to register and count. We project growth percentile to reach 60% by 2020.	53.00	20.00	40.00	50.00	60.00
Hispanic Growth Percentile - Math					
We are currently 15% above our 2016-2017 SQRP. We are projecting a SMART goal that strives for 60% by 2020.	25.00	40.00	50.00	55.00	60.00
English Learner Growth Percentile - Math					

In 2016 the EL priority group had a score of 52%. Our projected SMART goal was 57 % and we ended at 37% for the previous years SQRP. Therefore, we are adjusting our current SMART goals to increase from the previous year by 2% and 5% for each of the subsequent school years.	52.00	37.00	54.00	59.00	62.00

Diverse Learner Growth Percentile - Math

In 2016-17 the Diverse Learner priority group had a 31% growth. We are projecting to have a growth percentile of 50% by 2020.	31.00	18.00	37.00	43.00	50.00

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

The attainment percentile for grades 3-8 in reading only showed a growth of 1% from 2015 to 2016. We are projecting a steeper increase to reach 90% by 2020.	69.00	70.00	77.00	84.00	90.00

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

The attainment percentile for grades 3-8 in math had a decrease of 2% from 2016 to 2017. We are projecting 5% growth from the 2016 attainment percentile over each of the next 3 school years.	62.00	60.00	67.00	72.00	77.00

National School Attainment Percentile - Reading (Grade 2)

The attainment percentile for grade 2 in reading had a significant increase of 8% from 2016 to 2017. We are projecting 5% growth from the 2017 attainment percentile over each of the next 3 school years.	70.00	78.00	83.00	88.00	93.00

National School Attainment Percentile - Math (Grade 2)

The attainment percentile for grade 2 in math had a significant decrease of 20% from 2016 to 2017. We are projecting 90% attainment by 2020.	74.00	54.00	79.00	84.00	90.00

% of Students Making Sufficient Annual Progress on ACCESS

We are projecting a 5% annual growth of students making sufficient annual progress on ACCESS.	47.30	(Blank)	52.00	57.00	62.00

Average Daily Attendance Rate

Our attendance rate has been good historically as we emphasize attendance. We expect to continue to be at or above 96%.	96.40	95.60	96.00	96.00	96.00

My Voice, My School 5 Essentials Survey

We expect to do well as we did last year, particularly for being well-organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
engage ALL stakeholders in building the culture and practices in order to understand, demonstrate, and implement Restorative Justice Approaches to Discipline.	ALL stakeholders will apply proactive practices for restorative justice where the instruction of RJ is integrated into core content. Furthermore, students will take ownership of their actions, resolve conflict, and learn from their actions.	a more effective approach for addressing the social and emotional needs of ALL children by reducing the percentage of misconducts resulting in out of school suspension from 6.5% to less than 5%.

Tags:
Climate and Culture, Behavior support plan, Bullying, Restorative practices, Behavior expectations, Reflective practice, Behavior mtss, Classroom managment, Behavior management

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
A RJ PLC will be created to research current best practices and to develop the culture and practices to be shared with ALL staff.	Mr. Condon, Mrs. Ortega, identified staff	Jun 1, 2018 to Aug 31, 2018	Not started

Climate and Culture, Restorative justice, Behavior support plan, Restorative discipline

Identified member(s) of the staff will become a Restorative Justice Practitioner Affiliate to act as a consultant/trainer to the staff. This person shall use the August PD days to develop the culture and practices for RJ.	Mr. Condon, Mrs. Ortega	Apr 1, 2018 to May 31, 2018	On-Track

Climate and Culture, Bullying, Restorative practices, Class management, Behavior expectations, Reflective practice, Behavior mtss, Behavior management

The RJ PLC will engage in self-selected professional learning about the implementation of current best practices and will share that learning with the rest of the staff.	Members of the RJ team	Jul 1, 2018 to Jan 1, 2019	On-Track

Climate and Culture, Bullying, Restorative practices, Behavior expectations, Reflective practice, Behavior mtss, Classroom managment, Behavior management

Teachers will be trained in the implementation of building community in the classroom and implement advisory time that may include Talking Circles or Calm Classroom to support social and emotional development and to intentionally teach competencies outlined in SEL Standards.	All teachers	Sep 17, 2018 to May 25, 2019	Not started

Climate and Culture, Classroom management, Bullying, Behavior expectations, Behavior management, Restorative climate

Identified staff will be trained in the implementation of Calm Classroom techniques and strategies to support SEL development and to intentionally teach competencies outlined in SEL Standards	Mrs. Ortega and Mr. Condon	May 11, 2018 to Jun 14, 2019	On-Track

Professional development, Calm classroom, Sel instruction

If we provide Amplify PD, then we will see improved instructional practice that leads to increased student achievement/growth.	Grade 4	Sep 26, 2018 to Apr 26, 2019	On-Track

Professional Learning, Academic success

If kindergarten teachers attend Summit Professional Learning on Guided Reading and implement those practices then at least 50% will be at TRC Level D by EOY.	Grade K	Sep 27, 2018 to May 24, 2019	On-Track

1 guided reading

Strategy 2

If we do...	...then we see...	...which leads to...
implement and sustain on-going, job-embedded professional learning (PL)	professionals will broaden their networks to bring new knowledge and resources to the learning environment. and teachers will initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill	staff development that is meaningful and useful to improve instruction and increase student achievement by increasing math and reading attainment and growth percentiles from the previous year in each respective classroom.

Tags:
Cycles of professional learning, Cycles of learning, Professional development plan

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
A survey will be developed in google forms to be shared and completed by the staff to give options for professional learning that will include opportunity for teachers to engage in Professional Learning Communities (PLC) for learning aligned with our CIWP priorities. Time for this learning will be spread across the school year through the implementation of flex days.	Principal, assistant principal, ELPT, case manager, reading interventionist, ILT, teachers	May 31, 2018 to Aug 31, 2018	Not started

Cycles of professional learning, Cycles of learning, Professional development plan

An ongoing professional development calendar will be developed to address the areas of professional learning for the staff.	Principal, assistant principal, ELPT, case manager, ILT, teachers	Jun 21, 2018 to Jun 24, 2020	Not started

Cycles of professional learning, Cycles of learning, Professional development plan

Teachers will engage in professional learning through Professional Learning Communities during their scheduled flex time.	identified staff	Aug 27, 2018 to Jun 20, 2019	Not started

Cycles of professional learning, Professional development plan

Strategy 3

If we do...

create a system of balanced assessments to include multiple measures of formative and summative assessments that are responsive to the needs of all students, including diverse learners and English learners

...then we see...

actionable data to inform planning for instruction, academic supports and resource allocation

...which leads to...

increased numbers of students who are well prepared for high school, college, and careers

Tags:
Professional development, Balanced grading and assessment, Instructional strategy, Common core alignment

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
a balanced assessment plan will be developed by the ILT	CPS, ILT, and staff	May 2, 2018 to Aug 31, 2018	On-Track

Balanced grading and assessment, Assessment plan

Action step	Responsible	Timeframe	Status
teachers, bilingual coordinator, and special education staff will meet periodically to develop accommodations and modifications, where needed, to ensure DL and EL's individual needs are met.	teachers, special education case manager, and bilingual coordinator	Aug 27, 2018 to Jun 21, 2019	Not started

Accommodations, Balanced assessment and grading, Assessment plan

Action step	Responsible	Timeframe	Status
Grade level teams will implement the DDI process to foster the culture, assessment, analysis, and action steps for raising student achievement	admin, teachers, ILT	Aug 20, 2018 to Jun 21, 2019	On-Track

Differentiation, Balanced assessment and grading, Data analysis protocol, Data action plans

Strategy 4

If we do...

authentically engage families and communities at large to build relationships and seek input from all stakeholders.

...then we see...

consistent school-wide(by grade bands) communication and outreach where opportunities are provided that support the cultures and language of our community

...which leads to...

a continued strong measure of involved families as evidenced by the large numbers of parents who attend BAC and PAC Meetings, school events, such as assemblies, and Report Card Pick-up.

Tags:
Parental involvement, Academic expectations

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Quarterly parent portal enrollments at school events	Staff, tech coordinator	Apr 1, 2018 to Jun 19, 2019	On-Track

Parent involvement, Parental partnerships

Action step	Responsible	Timeframe	Status
Monthly newsletters will transition from paper to electronic in Parent Portal/Aspen in January 2019	admin, clerk, and tech	Jan 1, 2019 to Jun 19, 2020	Not started

Parental involvement, Parents correspondence letters

Action step	Responsible	Timeframe	Status
Parent Academies (workshops and ambassadors for new families) to welcome new families to the Stevenson Community and to develop learning opportunities for parents	Mrs. DeLaHuerta, MAS, identified parents	Aug 27, 2018 to Dec 31, 2018	Not started

Parental partnerships

Action Plan

Strategy 1

ON-TRACK   The RJ PLC will engage in self-selected professional learning about the implementation of current best practices and will share that learning with the rest of the staff."

Jul 01, 2018 to Jan 01, 2019 - Members of the RJ team

Status history

Jun 3

ON-TRACK	Jun 03, 2018

Evidence
Evidence of completion documents.

ON-TRACK

Identified member(s) of the staff will become a Restorative Justice Practitioner Affiliate to act as a consultant/trainer to the staff. This person shall use the August PD days to develop the culture and practices for RJ."

Apr 01, 2018 to May 31, 2018 - Mr. Condon, Mrs. Ortega

Status history

Jun 3

ON-TRACK	Jun 03, 2018

Evidence
Staff PD in August sign in and EXIT SLIPS

NOT STARTED

Teachers will be trained in the implementation of building community in the classroom and implement advisory time that may include Talking Circles or Calm Classroom to support social and emotional development and to intentionally teach competencies outlined in SEL Standards."

Sep 17, 2018 to May 25, 2019 - All teachers

Status history

Jun 3

NOT STARTED	Jun 03, 2018

Evidence
Teachers will implement SEL practices such as Calm Classroom and Talking Circles at least twice a week.

NOT STARTED

A RJ PLC will be created to research current best practices and to develop the culture and practices to be shared with ALL staff."

Jun 01, 2018 to Aug 31, 2018 - Mr. Condon, Mrs. Ortega, identified staff

Status history

Jun 3

NOT STARTED	Jun 03, 2018

Evidence
Agendas from RJ team meetings will be evidence. Misconduct will reduce from 6.5% to less than 5%.

ON-TRACK

Identified staff will be trained in the implementation of Calm Classroom techniques and strategies to support SEL development and to intentionally teach competencies outlined in SEL Standards"

May 11, 2018 to Jun 14, 2019 - Mrs. Ortega and Mr. Condon

Status history

Jun 3

ON-TRACK	Jun 03, 2018

Evidence
Completion of Calm Classroom, Train the Trainer Cohort

ON-TRACK

If we provide Amplify PD, then we will see improved instructional practice that leads to increased student achievement/growth."

Sep 26, 2018 to Apr 26, 2019 - Grade 4

Status history

ON-TRACK

If kindergarten teachers attend Summit Professional Learning on Guided Reading and implement those practices then at least 50% will be at TRC Level D by EOY."

Sep 27, 2018 to May 24, 2019 - Grade K

Status history

Strategy 2

NOT STARTED

A survey will be developed in google forms to be shared and completed by the staff to give options for professional learning that will include opportunity for teachers to engage in Professional Learning Communities (PLC) for learning aligned with our CIWP priorities. Time for this learning will be spread across the school year through the implementation of flex days."

May 31, 2018 to Aug 31, 2018 - Principal, assistant principal, ELPT, case manager, reading interventionist, ILT, teachers

Status history

Jun 3

NOT STARTED
Jun 03, 2018
Evidence
Completion of survey. PD plan for 2018-2019. Teachers' REACH evaluations will reflect improvement to their craft. Teacher PLC teams will create and present Capstone projects developed during their flex time.

NOT STARTED
An ongoing professional development calendar will be developed to address the areas of professional learning for the staff."

Jun 21, 2018 to Jun 24, 2020 - Principal, assistant principal, ELPT, case manager, ILT, teachers

Status history

Jun 3

NOT STARTED
Jun 03, 2018
Evidence
Agendas for PDs and sign-in sheets, documents of evidence of completion, EOY Capstone Project, PD plan for 2018-2019. Teachers' REACH evaluations will reflect improvement to their craft and will include teacher participation on the Capstone for Domain 4.

NOT STARTED
Teachers will engage in professional learning through Professional Learning Communities during their scheduled flex time."

Aug 27, 2018 to Jun 20, 2019 - identified staff

Status history

Jun 3

NOT STARTED
Jun 03, 2018
Evidence
Agenda for PDs and sign in sheets, documents of evidence of completion. PD plan for 2018-2019. Teachers' REACH evaluations will reflect improvement to their craft. PLC Capstone Projects.

Strategy 3

ON-TRACK
a balanced assessment plan will be developed by the ILT"

May 02, 2018 to Aug 31, 2018 - CPS, ILT, and staff

Status history

Jun 3

ON-TRACK
Jun 03, 2018
Evidence
Google Drive will have a completed spreadsheet of the assessment calendar to identify the multiple measures of formative assessment. Gradebook and Aspen, starting in January,

will reflect the adherence to the assessment calendar. MAP Scores will reflect an increase in student achievement

NOT STARTED

teachers, bilingual coordinator, and special education staff will meet periodically to develop accommodations and modifications, where needed, to ensure DL and EL's individual needs are met."

Aug 27, 2018 to Jun 21, 2019 - teachers, special education case manager, and bilingual coordinator

Status history

Jun 3

NOT STARTED

Jun 03, 2018
Evidence
signed agendas of participants with notes for content of discussion. SQRP and MAP scores will show an increase in student achievement for DLs and ELs in both Reading and Math MAP scores and classwork and assessments.

ON-TRACK

Grade level teams will implement the DDI process to foster the culture, assessment, analysis, and action steps for raising student achievement"

Aug 20, 2018 to Jun 21, 2019 - admin, teachers, ILT

Status history

Jun 3

ON-TRACK

Jun 03, 2018
Evidence
Completion of ATLAS Protocol, GL agendas, increase in student achievement in both Reading and Math on summative assessments and MAP scores

Strategy 4

ON-TRACK

Quarterly parent portal enrollments at school events"

Apr 01, 2018 to Jun 19, 2019 - Staff, tech coordinator

Status history

Jun 3

ON-TRACK

Jun 03, 2018
Evidence
722 family accounts as of May 4 and growing

NOT STARTED

Monthly newsletters will transition from paper to electronic in Parent Portal/Aspen in January 2019"

Jan 01, 2019 to Jun 19, 2020 - admin, clerk, and tech

Status history

Jun 3

NOT STARTED

Jun 03, 2018
Evidence
Newsletter that is electronic only

NOT STARTED

Parent Academies (workshops and ambassadors for new families) to welcome new families to the Stevenson Community and to develop learning opportunities for parents"

Aug 27, 2018 to Dec 31, 2018 - Mrs. DeLaHuerta, MAS, identified parents

Status history

Jun 3

NOT STARTED

Jun 03, 2018
Evidence
A list generated that identifies parent ambassadors for welcoming new parents to Stevenson. A schedule of workshops for parents for 2018 -2019.

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> The Principal will convene the first PAC informational meeting in September each school year so that parents can review and approve the Parental Involvement Plan and Policy and the Parent Compact. The 2018-19 school year meeting will be held on September 28, 2018 at 8:45 AM in the parent room. All relevant documents/budget will be shared and discussed with those in attendance. The parents will be invited to edit the plan as needed.

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

> The school will hold the Annual Title I Meeting on September 28, 2018 at 8:45 AM. The organizational meeting will follow on the same date and all relevant documentation will be shared with those in attendance. Officers for the PAC will be elected and meeting dates/times will be voted on. The school will hold PAC meetings at regularly scheduled dates and times set by the parents and PAC officers. Parents will receive information about the meetings in the school newsletter, through the posting of the agendas at the entrance of the main doors, through the Remind app that parents will sign up for at the first PAC org meeting, through ClassDojo, and through the use of the school marquee.

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.

> In addition to the PAC meetings, Stevenson School offers BAC and LSC monthly meetings, and through Metropolitan Family services "Cafe Con Leche" for parental involvement. The principal and assistant principal are reaching out to other community organizations to plan parent workshops, parent meetings, and parent and community involvement opportunities. As parents make suggestions, the PAC, BAC, and LSC members will consider them and act accordingly on those suggestions that meet the approval of the majority of the members present.

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.

> Stevenson School shares student progress reports on standardized assessments as they become available by sending them home with each child, or, more desirably, sharing them with parents at Report Card Pickup. Regardless of how the results go home, teachers are available at Report Card Pickup and during the school day during their prep periods to meet with parents and review data. In addition, the administration is available to review test results with parents as well.

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

All parents will receive notice in October notifying them of the highly qualified status of their child's teacher. Stevenson School's teachers are all highly qualified. In the event that a class is covered temporarily by a teacher for longer than four weeks who is not highly qualified due to an unanticipated leave of absence, the school will send home written notice to each child in the room.

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

During the Annual NCLB Meeting in October, the agenda will include the Common Core State Standards, the state and local assessments, NCLB requirements, how parents can monitor their children's progress, and how to work with teachers. In addition, each child has an agenda book to facilitate the home-school connection.

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.

In collaboration with our PAC, we will provide technology literacy training for parents. We are also seeking collaboration with community groups that might offer such workshops and classes such as GED and ESL for parents.

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.

The principal and assistant principal provide professional development to all staff members throughout the year. This PD includes the importance of the home-school connection in providing our students with the best possible educational experience.

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.

Stevenson School is committed to providing integrated services to our students and their families. The preschool teachers hold regular meetings with preschool parents. The kindergarten teachers hold a separate kindergarten Open House and distribute a Kindergarten Parent Handbook. Classrooms of all grade levels encourage parents to volunteer in the classrooms and/or act as chaperones on educational field trips throughout the school year.

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.

To serve our community population, all communications go home in English and Spanish, including a monthly newsletter and school calendar.

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.)

The Stevenson Learning Community will collaborate and contribute together to provide a safe, supportive, and nurturing environment where every student is career and college ready. Through collaborative planning and examination of data, teachers will develop lessons using the Common Core Standards and implement research-based best practices for teaching and learning.

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.

The Stevenson School Open House will be held in September every year. This will provide parents with an informal opportunity to acquaint themselves with teachers, staff, and curricula. The Stevenson School will hold two Report Card Pickup Days during the school year. They will provide parents with a one-on-one opportunity to meet with their children's individual teachers and discuss each child's individual academic progress. Report Card Pickup dates are typically in November and April.

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

Quarterly Progress Reports go home the fifth week of each quarter to inform parents how their children are doing halfway through each quarter. Quarterly Report Cards go home at the end of each quarter and include parent-teacher conferences at the end of the first and third quarters. In addition, agenda books go home daily and contain student progress and homework information. Also, many teachers utilize ClassDojo to communicate with parents on a daily basis.

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

The administration has an Open Door Policy and will meet with parents when available in the office. In addition, parents may schedule formal appointments to meet with administration. Teachers are available during their preparation periods or before/after school by appointment.

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

Parents are encouraged to volunteer for all special school events and classroom educational field trips. Parents, who wish to volunteer to chaperone a trip or on a regular basis to assist with parent patrol, hallway monitoring, or in the classroom at the request of a classroom teacher, will complete the online CPS Parent Volunteer process.

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

Parents will check their children's agenda book daily to make sure children complete all homework assignments. Parents will review homework assignments with their children to check for understanding. Parents will listen to their child read aloud each evening for at least twenty minutes to encourage fluency development. Parents will make sure that their children come to school in uniform on time every day ready to learn. In addition to the Principal Newsletter, some homerooms send home Classroom Newsletters. Parents have indicated that these classroom newsletters contain valuable information about what is taking place in the classroom and they have indicated that they would like to see more teachers send them home. Parents have also requested that the school provide parent workshops on current teaching strategies for math concepts and skills used in the classroom. In addition parents who have their children in a classroom where the teacher uses ClassDojo will communicate via the app with the teacher.

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 have the opportunity to participate in decisions relating to the education of their children by attending BAC, LSC, and PAC meetings. They will also attend scheduled and requested parent-teacher conferences and special education staffings as necessary.

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

Students will come to school on time in uniform every day ready to learn. Students will Be Respectful, Be Responsible, and Be Safe. Students will complete all assigned classwork and homework. Students will bring their agenda book to all classes and take it home each evening. All students complete Goal Setting Worksheets to improve their MAP scores.
Students will be able to answer the Four Standards-Bused Questions for Learning:
1. What is the standard for this grade level and subject that I am working to master?
2. What is the learning activity that I am doing and how does it help me to master the standard?
3. What will I know and be able to do when I've mastered the standard?
4. How will the teacher assess whether I have mastered the standard?

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.

-Parents will learn how to help their children at home with literacy and math strategies that will help the children have more academic success in school.
September 2018-May 2019
-Parents will be aware of the different issues that their children may be experiencing at school with peers and friends such as bullying and peer pressure. September 2018-May 2019
-Parents will create action plans to address these issues. September 2018-May 2019
-Parents will have access to different programs, workshops, and online resources to help build their parenting skills. September 2018-June 2019

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1000 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1000 .00

| 54125 | **Consultants** | $ | 1308 | .00 |
| | 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) | | | |

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

| <p>54205</p> | **Travel** | $ | 500 | .00 |
| | 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. | | | |

| <p>54565</p> | **Reimbursements** | $ | 1000 | .00 |
| | 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. | | | |

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

| 53306 | **Software** | $ | 2000 | .00 |
| | Must be educational and for parent use only. | | | |

| 55005 | **Furniture and Equipment** | $ | 500 | .00 |
| | Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | | | |