Francis W Parker Elementary Community Academy / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Rufina Brown	Principal	rdbrown@cps.edu	Has access
Aaron Brown	Assistant Principal	adbrown1@cps.edu	No Access
Latanya Waters	Upper Science	lawaters@cps.edu	No Access
Keva Ambrose	Upper Math Teacher	kmabrose@cps.edu	No Access
Largenette Redding	Intermediate Literacy Teacher	lhawkins2@cps.edu	No Access
Freda Hughey	School Counselor	fjhughey@cps.edu	No Access
Ben White	Community School Resource	bwhite@youth-guidance.org	No Access
Otis Frison	Head of Security	opfrisonjr@cps.edu	No Access
Yvetta Hall	Special Education Teacher	yjhall@cps.edu	No Access
Songa Baker	Pre School Head Teacher	smbaker@cps.edu	No Access
Yvonne Holbrook	Intermediate Math Teacher	YPHolbrook@cps.edu	No Access
Andrea McCauley	Primary Teacher	arfeit@cps.edu	No Access

Team meetings

Date	Participants	Topic
02/15/2018		Discussion of the CIWP Process
03/06/2018		SEF Scoring
		SEF Scoring
03/15/2018		Discussion of Goals
		Input on strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

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

- Principal worked with the stakeholders in developing an understanding of the school vision? - Principal provides different opportunity for school community and parents to engage in formal and informal discussions regarding the vision of the school and how various activities align with the overall mission. Principal holds parent monthly "chat and chew" sessions, 2nd and 4th Thursday Parent Meeting during the Healthy Kid Market, Child Parent Center Meeting that incorporate activities connected to the school goals and childhood center goals, and Parent Advisory Council Meeting?- Principal ensures that new partnerships align with the mission and vision of the school. (Partnerships include Depaul University; Math for All; Fractions for all; Erickson Institute; Ounce of Prevention; Youth Guidance, Working on Womanhood; Becoming a Man; Successful Inspirations, T-Shirt Store, Commonwealth Edison, Art Institute, OSEL-Restorative Practice)?- Principal uses milestones to drive decisions of the school?- Principal empowers others (parents, teachers and stakeholders) to influence decisions in alignment with the vision and mission of the school. (Parent voice through PAC)?- Principal use CPS Framework for Teaching for teacher, PE, Related Service Providers and results from CLASS (Classroom Assessment Scoring Systems) to guide instructional coaching and supports.?- Principal employs various techniques to incorporate shared leaderships by capitalizing on the leadership skills of staff (- Principal uses system to communicate and provide teachers with specific feedback from class visits and grade checks. ?- Principal maintains open communication focused on specific improvements while promoting leadership capacity of others (so that supports are specific to the needs of the individuals. Measures from the 5 Essential Survey for 2017 - Program Coherence moved from neutral to strong and has trended upward with a 2013 score of 38 to 65 which is strong.?Measure from 5 Essential Survey for 2017 - Instructional Leader is at "Strong"? (67))- Measure from the 5 Essential Survey for 2016 - Collaborative Teacher performance is "Strong". The four indicators are:?- School Commitment (Neutral - 59) - increased from 36 in 2015; Teacher Trust (Strong) - increased from 50 in 2015 to 70 in 2017?- Quality of Professional Development (Strong) - Collective Responsibility (Strong) increased from 47 in 2015 to 76 in 2017?-Measure from the 5 Essential Survey for Effective Leadership increased by 2 points?- Program Coherence Strong - from 58 to 66?- Teacher Principal Trust Neutral - from 36 to 45?- Teacher Influence Weak - from 36 to 46 - Instructional Leadership - Strong?5 Essential Survey results indicates that 97% report that the principal communicates a clear vision.

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

- ILT consist of specific members from each grade level band, content area instructor, counselor, administration and ancillary team member; -ILT team reviews data from assessments, feedback from class visits, attendance and student behavior. Team does not consistently use problem solving structures to determine root causes. - Team members provide feedback, suggestions for improvement and action items. Team monitors progress to determine effectiveness of stated goals ?- Team discusses data collected from various sources that include and are not limited to (leadership observation walks, information from class visits or school walks)?- Teacher leads support with coaching, instruction - 2017 5 Essential Survey Performance for collaborative teachers is Neutral with strong indicators for collaborative practices, collective responsibility and Quality Professional Development. The indicator scores for school commitment and teacher-teacher trust were neutral.?- 2017 5 Essential Survey Performance for Instructional Leadership - Strong?97 % report that Principal knows what's going on in my classroom; 97% report that principal provides me with useful feedback to improve my teaching?94% indicates that the principal provides me with the support I need to improve my teaching;?97% report that the principal presses teachers to implement what they have learned in Professional Development?97% report that the principal communicates a clear vision for the school?97% indicated that the principal makes clear to the staff the leadership expectations for meeting instructional goals. ILT teams meet regularly as scheduled with agenda and specified protocols?- ILT meeting consist of an agenda, specific team member roles for each meeting and action items. Action items are reviewed at each meeting and progress is unevenly monitored

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
    - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
    - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
    - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
    - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
    - Organize the team around a common understanding of team's purpose and instructional priorities.
    - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
    - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
    - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
    - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.

- Systematically consider root cause(s) based on thorough review of evidence.
  - **Use timely and relevant data/evidence sources.**
    - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
    - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
  - **Schedule and structure frequent meetings.**
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
  - **Collaborate effectively, value transparency, and inform and engage stakeholders.**
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
  - **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   **3**   4

- Data was used from observations, pop in visits and reflect and learn have been used to guide professional development support.
- Teacher created personal professional learning plans aligned with specific needs
- Teachers have participated in learning rounds where they have worked with team members to plan, observe and provide feedback to each other about a lesson.
- Teachers initiate professional inquiries and learning supports based upon deficiencies and specific areas of concern.
- Teacher participated in an professional learning opportunities aligned with their growth area (Pre-K teachers have been involved in training around using data to support pre-school students & improving the social emotional support for pre-school students; K, 1st, 2nd – Improving Literacy through Guided Reading; School Wide (K-8th grade) – Increasing Student Agency, Identity and Authority in the Learning Process and Improving Restorative Practices in the school;
- Professional Anchor text has been used for support teacher improvement as it pertained to Agency, Identity and Authority – High Expectation Teaching (Jon Saphier)
- Teachers have access to a professional library of text and additional resources to support with professional growth.
- Teacher participates in a school wide professional read and use information to guide their professional practices. Teacher engage in professional conversation regarding the professional articles.?- Based upon identified problems, teacher teams have taken the initiative to engage in additional professional inquiry to improve - School has a teacher professional library?- Teachers have participated in peer observations, class visits and cross grade level collaboration to improve professional practices.?- Teachers and administrations have engaged class support personnel in professional learning activities to help guide practices.
- School has a lead teacher who serves as a Framework Specialist; School also has teachers who pre-k, kindergarten, 1st and 2nd grade teacher who serve as demonstration classroom support for other educators in the district.
- Teachers and Ancillary staff members have served as leads around restorative practices. Team members provided other teachers and staff with coaching support.
- Principal and Assistant principal conduct non-reach observations and provide teachers with feedback.
- Leader uses a class visit system to gather information and address trends overtime. Information is used to provide teachers with specific supports.
- School has teachers who participate in other professional development opportunities focused on improving instruction and student engagement in the learning process (ART Team – 5th and 4th grade teacher; DePaul Collaborative Coaching (4 teachers); Calm Classroom – Social Emotional Learning (6 teachers.
- Results from the Five Essential Survey indicated that the area of Collaborative Teachers is Strong; Collaborative Practice (72 – Strong); This is an upward trend from a lower neutral rating in contrast to the downward rating of the district ; Collective Responsibility – (76 – Strong); Quality Professional Development (69 – Strong); School Commitment (57 – Neutral) ; Teacher-Teacher Trust (70 – Strong)

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

- Schedule is developed in according with the CPS instruction time guidelines; School seeks grant opportunities and access to other resources to supplement needs of the school. Supplemental funds are used to provide students with additional academic supports. School uses human resources to provide additional supports to specific groups of students.
- School ensures that students have access to high-quality teachers by hiring individuals with the proper endorsements
- Funds are allocated to support purchase of material aligned with the tiered needs of the students (STLS Programming, technology, small class support)?- School aligns budget to the CIWP priorities and communicated milestones?- School seeks and has been a recipient of grant funding and partnerships?Creative Arts Grant - in school programming to support a 10 week art program?SS Grin; Bounce Back - Social Emotional Support?; Illinois State Board of Education CCLC - Century 21 Grant - Community School Support and afterschool programming (5 years) Calm Classroom – (Erikson Institute); ?(AKA, Dear Santa, America Airline) - additional supports for students?Greater Food Depository - Healthy Kid Market (weekly distribution)?Learn Well - Fresh Fruit and Vegetable program (fresh fruit and vegetable distribution twice per week)?World Vision - (Student and Teacher school supplies)?Parker Alumni Association (Donations)?Anonymous Yearly Donor-- Teacher supports and student supports?- School has used supplemental funding to support priority group (tutor support, class size, support personnel, additional programing)

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

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

- School adheres to the CPS content framework for literacy, math, science and social studies.? - Through the planning process, the teachers use the network pacing guide and district information to guide the content to be covered. Use of backward planning is not evident in the school as a result of adherence to Network monitored expectations. Pre-k adopts structures of creative curriculum. Grade levels maintains collaborative educations experiences with externals partners to help enhance the learning experiences and connection to the real world. (External partners include Commonwealth Edison; Art Museum; Lincoln Park Zoo; and several other educational partnerships; The school also has partnerships with colleges that assist with the implementation of research based programs through DePaul. (Erikson Institute) In addition, the school incorporates the use of community based organizations (BAM, WOW, Youth Guidance,) to enhance the learning experience and provide real life application for students based on in school experiences. Thematic Units are created by Kindergarten through 2nd grade teachers and is layered with N11 expectations. Lesson plans are created that align with the pacing guide. Teachers create plans that consist of assessments to support the specific unit of study or common core standard and objectives that were created. Teacher work collaboratively with their grade level team members to create cohesiveness in what is being covered. Teacher review student data as grade levels and develops instructional strategies to support student. Teachers work together to develop materials and activities for their students.Teachers work to ensure that the lesson are appropriately paced. Teacher use supplemental components of the adopted material to provide students with additional supports. Supplemental material is used to provide the tiered level of support for students who struggle with the content or student who are advance. Technology (IXL, Compass, RAZ kids, Students at various levels are provide opportunities to engage in lessons that meet their needs. Some units are tied into real life application of learning task. According to the Five Essential survey, Ambitious Instruction is classified as very strong. English Instruction (Score - 75 strong); Math Instruction (Score - 85 strong); Academic Press (Score 92 - strong) ; Quality of Student Discussion (Score 71 - Strong); Effective Leadership - score of 56 with Program Coherence (66 - strong); teacher influence (46 - neutral) and instructional leadership (67 - strong); Collaborative Teachers (Score of 69 - strong) ; Collaborative Practices (72 - strong); Collective responsibility (76 - strong) ; Quality professional development (69 - strong) school commitment (57 - neutral) ; teacher to teacher trust (70 strong) Collaborative practices has increased from an score of 45 to 69.

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

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:

Score

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

1   2   **3**   4

School maintains consistent use of the Network 11 Scope and Sequence Pacing Guidelines for Literacy and Math?- School implements the CPS Adopted Math Series from Kindergarten through 8th Grade?- Pre-School uses Creative Curriculum for the Pre-School students?- School uses the Scholastic Series and Story work to support literacy instruction?- Material is presented through multiple modalities (manipulative, technology, educational games, and other media sources)?- Material are current and integrate learning experiences that adapt according to the needs of the students.?- Supplemental materials exist to support the multiple levels of students and consist of pre-assessments to guide a learning path - School ensures that teachers and students have access to high quality, standard based instructional material and resources -Teacher have high quality, standard-aligned instructional materials ad resources?- Materials and technology are available for circulation throughout the building?(Literacy Learning Intervention Kits, FOSS Kits, Math Manipulative, Chromebooks, Ipads) - School has leveled reading series to support an array of fiction and non fiction literacy at all reading levels.?- School maintains book room to house novel sets, resources and other material needed to implement hands on activities?- Access to technology and other resources connected to the the adopted Math series are available for use.?- Classrooms are equipped with library sets, etc?- School has various resources to provide access to alternative pathways?to learning. - School has technology supports (RAZ Kids, Compass Learning, Reflex Math, IXL, and other tech) to provide additional access.?-Technology resource include an array of thinking requires. - Teacher models use of the materials with SMART boards, document projectors and other available media to model instruction.?- Teacher uses cd players and other?- The material provides opportunities for connections to real life through instructional delivery.?- Consumables are general printed supplies aligned with a specific content area; school should increase use. Students have access to a variety of activities, materials and learning task at the learning centers. More choice should be adopted.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

1 **2** 3 4

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)

> The school provides students and families with resources to support their learning.?- Teachers provide students with guidelines and exposure to content at the next grade level.?- Teacher make parents aware of academic opportunities and supports for their students however, parent responsiveness to the information is limited.?- Some teacher have invested in additional methods of communication to assist with maintenance of assignments, task, resources and other information that would help the child.?- Students are provided access to 8th grade Algebra however student are not receiving advanced support for literacy.?- Through the support of external partners, students school wide have engaged in conversation regarding college and employment opportunities?- Some teacher provide students with consistent information regarding careers, college and beyond.?- School must increase student exposure to a range of college paths and educational opportunities?- School conducts High School Fair each year for 8th grade students?- School partner (BAM and WOW) provide college tour for 7th and 8th graders.

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

> The school provides students and families with resources to support their learning.?- Teachers provide students with guidelines and exposure to content at the next grade level.?- Teacher make parents aware of academic opportunities and supports for their students however, parent responsiveness to the information is limited.?- Some teacher have invested in additional methods of communication to assist with maintenance of assignments, task, resources and other information that would help the child.?- Students are provided access to 8th grade Algebra however student are not receiving advanced support for literacy.?- Through the support of external partners, students school wide have engaged in conversation regarding college and employment opportunities?- Some teacher provide students with consistent information regarding careers, college and beyond.?- School must increase student exposure to a range of college paths and educational opportunities?- School conducts High School Fair each year for 8th grade students?- School partner (BAM and WOW) provide college tour for 7th and 8th graders.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

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

CPS SCHOOL EXCELLENCE FRAMEWORK   17

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

Teachers communicate objective to students.?- Teacher communicates objectives in various forms and has students communicate the objective as well. Teacher's integrate connections between the learning objective and student interest. Academic language is taught as connected to the lesson concept. Students generally use the academic language or are corrected by classmates when appropriate language is not used. There is some teacher planning for support with misconceptions. Most teachers consistently use a variety of questions. Most teachers use both the reading and common core bookmarks to ensure language and appropriate skills are taught. Teachers keep various forms of running records to monitor how students are progressing towards understanding the taught concepts. - Teacher and classmate practice requiring citation of textual evidence when engaged in discussion or when answering questions.?- Teachers (some) use a combination of strategies increase voice equity throughout the learning process.?- Teacher generally lead the conversations and should incorporate a range of strategies to consistently increase peer to peer dialogue.?- Teachers use various organizers to promote student thinking?- Strategies evident in specific grade levels (4-7) where students engage in more questioning of each other.?- Evidence of use of question stems and accountability stems by students to promote question types aligned to the standard. (40% of the classroom)?- Evidence of vocabulary development as evidence by use of tiered word walls in pre-k through 2nd grade class?- Evidence in lesson plans and classroom on vocabulary instruction embedded in structure of all content areas.??- Anchor Charts and other instructional supports are visible in the classroom aligned with teacher instruction?- Implementation of various engagement strategies are viewed within grade level bands, however, consistency is not evident throughout the building.?- Teacher incorporate a variety of instructional strategies to support student learning modalities. Progress monitoring exist through the school but should increase and align with how students are rotated or supported in small groups.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK 10

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

> School uses formative and informative assessment tools. Tools provide limited structure to monitor student progress. School utilized district-centralized assessments and network generated interim assessment tools. Teachers build assessments through tools provided by the adopted instructional material. Limited teachers use progress monitoring tools that communicate student growth. Grade levels work to develop and discuss assessments to be used. Grade levels teacher participate in limited discussions about the student work and misconception.- Grading system exist and is communication to all students and their parents.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

✓ CPS Balanced Assessment Framework & Assessment Models
✓ Assessment Design Toolkit
✓ Teacher Made Assessment Basics
✓ Grading principals and guidelines
✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

Score

1 **2** 3 4

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.

- Teachers collaborate with related service provider and counselor to provide immediate support for students.?- Counselor, teacher and team identified specific students to provide supports for students.?- Professional Learning Plans are developed for students in a collaborative manner.?- A progress monitoring tool exist to communicate how students are supported but it must be used with fidelity?- Behavior Attendance Grade reports are generated and used by teacher to conference with student (and parents). Plans are developed and used by some teachers to guide specific step of supporting students.
- Teacher communicate with parents on interventions that will be provided.?- School began additional support mid-year through the use of tutoring and the external partner.?- School implemented during school?- Specific groups of students receive supports from external partners (BAM, WOW, Grin) to improve behavior?- Midwest Expansion project allocated additional support in the budget for a class aid for second grade students and pre-school classes.?- Teachers developed data binders and use information to plan and support students.?- ILT reviewed students who were off-track with grades, attendance and behavior. Team worked with teacher around increasing monitoring and providing specific support for those students.?- Though system exist in the school, more intentional effort with progress monitoring

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

1   2   **3**   4

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

Teacher works with students to encourage good attendance. Teachers establish reward systems to encourage students to complete assignments. Teachers celebrate student work. Teacher provides students with feedback and various levels of praise. Teachers are promoting growth mindset by encouraging students to use the positive stems when interacting with each other. Teachers were using the "High Expectation Teaching" which included various strategies to promote student agency, identity and authority. Teacher would encourage various forms of self-assessment. Students work with each other and are heard encouraging each other through the activities. Students are heard using accountability stems and promoting each other to cite textual evidence or provide justification of an answer that they have given. Students are also heard asking classmates questions about their responses. During quick walk and class visits, information has been captured that supports students are practicing active listening as they engage in discussion about the lesson or responses to answers. Teachers use accountability stems. Teacher utilize rubric or other practices to help students structure their learning.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
    - Use strategies to reinforce and cultivate student curiosity.
    - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
    - Consistently communicate the expectation that all students can achieve at high levels.
    - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
    - Clearly display school-wide expectations for academic and personal success throughout the building.
    - Set high expectations according to grade-appropriate learning objectives.
    - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
    - Recognize high levels of student achievement. All students receive recognition.
    - Encourage student resilience and hard work.
    - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering,**

initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
  - **Provide students frequent, informative feedback.**
    - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
    - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
    - Employ strategies including ongoing monitoring and support of students' academic behaviors.
    - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

Score

1 **2** 3 4

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

Teachers, ESP and security staff members have received training that pertains to building relationships and increasing student mindfulness. School has Restorative Practice Teacher leads and and External RP coach who provide staff training on restorative language and improved relationships with students / each other. Adults in the building serve as mentors?- Certain groups of students, including 8th graders have check in check out mentors.?- Teacher and staff provide students with support in an effort to deter unwanted behavior?- Students are provided multiple opportunities beyond the classroom to build relationships (sports teams, community school programming and in-class group task)?- Some opportunities have been created to allow older students to work with younger students. Member from the Office of Social Emotion Learning have provided staff training and embedded information about building trust. The school uses adult-student relations to prevent or de-escalate situation especially with students who a "high-flyers". 504 plans have been created for certain student that include support from trusted adults (staff & non-staff (BAM/WOW counselor) ; 8th grade and other students have "adoptee" parents in the school who provide additional supports to students. Principal to Teacher relationship is neutral; Teacher to Teacher Relationship is strong; Teacher to student relationship is weak. School does not have enough opportunities for students to build relationships beyond the scope of the classroom. Through support of the Calm Classroom Coaching, OSEL coach, Restorative Practice Lead, student peer leaders and intentional efforts of the school, students are learning social and emotional skills, social awareness and relationship building.

Guide for Relational Trust
- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.

- Respect colleagues who are experts at their craft.
- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
  - **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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

> Teachers have taught about the structures and functions of the government. Teachers have involved students in various activities to inform them of both community and global events and have incorporated it into the curriculum (especially reading and social studies). Students have been engaged in discussions around controversial events. School has an elected student council. School has a group of students who are being trained to served on the peer council. With the support of the teacher, lower grade students participated in a protest around school "attendance incentives". School has a student voice committee. School has community school partner who provides after school opportunities.?- Students have participated in understanding their role in the community and have learned how to make positive contributions

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

The school has clear procedures for reporting or responding to safety concerns. School has established protocol for response to crisis issues. CHAMP posters are posted throughout the building and referenced as student as transitioning throughout the building. Hallway expectations are posted and referenced as students are moving throughout the building. Arrivals and dismissals are safe and orderly. Staff members are posted at various locations and maintain order. Schools has an established process for students arriving late and who are picked up after dismissal times. School personnel are positioned at various locations to ensure staff transitions in the halls and in other common areas of the school. School uses a logging system to document behaviors. Teacher are clear on the office referrals versus class management behaviors. Classes have expectations posted and reference them to redirect students. Over 90% of the teachers are proficient in management of transitions. Score for safety is "weak" as a result of an exceptionally low score for students feeling safe on the way to school. School has security and staff posted around the school with ___ % of incidents occurring afterschool on school grounds, yet according to MVMS survey 71% do not feel safe outside around the school. 56% reporting not feeling safe when traveling between home and school; 40% do not feel safe in the bathrooms; 6% do not feel safe in the hallway; 2% do not fee safe in their classes. School security ensure safety on the campus in the main building, on the groups and in the Child Parent Center. - Routines are established in the classrooms

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

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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

School uses restorative practices.?- School has a restorative plan that incorporates staff, student and parent training around the use of restorative language. Lead staff attends the RP professional development provided by the Office of Social Emotional Learning. Restorative Lead staff have provided teachers with professional development and coaching around implementation of restorative practices in their classroom. Lead team has provide tachrs with training on the use of "circles" to support with improving the class and school environment. Students are receiving training to serve as peer leads for their students so they can work with the adults to engage in restorative sessions. Teachers have received and encouraged to practice restorative language while interacting with the students. School has a logging system to document restorative conversations and agreements that lead towards improvements. School has an "alternative to suspension" program that is used to provide students with reflective time and study around making better choices. Discipline team uses the peer process?- Parker PRIDE and other routines are established for behavior in common areas of the school. Rituals and Routines are established in the class settings?- Parents are provided communication on the process implemented by the school as it pertains to the restorative practices of the school?.

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.

Parents are provided workshops assist with support of their children. -School creates a handbook to communicate main policies to parents - School provides a location for parent support. Parents are provided opportunities to engage in various types of workshops and training opportunities to provide academic, social, emotional or physical support. School has external partners who provide parents with training (BePoud, BAM and WOW); Teachers incorporate the use of homework or communication loggers that allow parents to engage in two way conversation. Teacher provide parents with their email information and access to other digital forms of communication so parents can initiate conversations. Teacher schedule meetings and make calls during their prep time and after school to engage in additional conversation with the parents. School uses "handbook" to provide parents with foundational information. School uses BAG reports and other reporting avenues to communicate academic information with the parent. School has a PAC and LSC. Attendance at those meeting are fairly low. School has various events that showcase the students. School uses those events the monthly "chat and chew", and the bi-weekly Healthy Kid Market as an opportunity to communicate with parents. The school promotes use of parent portal as another access point for parents regarding the progress of their child.

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: Instructional Leadership Team	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 **3** 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Curriculum	1 **2** 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 **4** 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	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					
Teachers will be involved in the use of common planning, review at student work, professional support on instructional practices, equitable practices and use of common assessments aligned with the standards, students should be able to engage in learning experiences that are cognitively demanding and that integrate progress monitoring that informs the teachers planning.	73.00	92.00	65.00	46.50	52.00
National School Growth Percentile - Math					
Parker will improve its use of data driven instructional practices, cycle of continuous improvement, use of common assessments, and data conferences with students/family to increase the % of students experiencing growth in Math. Teachers in the primary, middle school and upper grade cycle are receiving additional training through the DePaul Collaborative and the CPS Summits. These structures will help to promote student ownerships in the learning process and provide teachers with strategies to improve the rigor and cognitive demand of task in the classroom. Teachers are also participating in professional collaborative conversations around student work, common assessments and misconceptions that impact students understanding. With collective work around improved instructional practices and students supports, the school will expect to see growth.	31.00	83.00	75.00	57.40	60.00
% of Students Meeting/Exceeding National Ave Growth Norms					
As Parker improves its use of the data driven instructional practices, cycle of continuous improvement, use of common assessments and data conferences with students/family, it will enhance its ability to increase the % of students meeting or exceeding national average growth norms. Teachers are receiving additional training that will provide them with additional strategies to build their ability to improve instructional practices. Through the school professional development and the information from the summit, teacher will develop better structures around planning, instructing and using assessment to inform how students are supported in the class. In addition, information that teacher will continue to learn through the professional developments at the school level, teachers will learn more about providing students with better access so they are able to engage appropriate cognitive demanding experiences that will improve their engagement in the learning process thusly increasing their ability to meet or exceed national average growth norms. Teachers will also increase student ownership in the learning process so the students are able to engage in productive struggle that promotes understanding and acquisition of information needed to experience growth. As teachers continue to work collaborative and engage in conversations around student work, common assessments and misconceptions, they should be able to collectively improve how students are responding to instruction.	49.40	61.60	75.00	52.00	56.00
African-American Growth Percentile - Reading					
As Parker continues to improve on its use of data to inform instructional practices, we will also ensure that we are integrating culturally responsive instruction strategies. Integrating this strategies will help to improve instruction and integrate learning styles that encompass the social dynamics and life experiences that elicit student interest and engagement in the learning process. As teacher continue to develop an understanding of how to empower learner by building equity through social emotional engagement, instructional practices, student engagement and learning opportunities, the school should expect to see inspired learners who become more invested in the learning process thusly translating to an increase in the percent of African-American experiencing growth in reading.	73.00	92.00	65.00	42.00	50.00

Hispanic Growth Percentile - Reading

Not enough students for data	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Reading

Not enough students for data	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Reading

Through the use of a strong climate of school wide teacher professional learning systems, teacher teams will work together with the diverse learner educator to ensure that the learning experiences reflect those of the general class setting. In addition, the Diverse Learner teacher will integrate the use of an assessments system to monitor how students in the diverse learner setting are progressing in alignment with the IEP goals and common core standards. DL teacher will ensure that students are provided the appropriate experiences in reading so that the students are able to experience growth in reading.	22.00	(Blank)	8.00	10.00	12.00

African-American Growth Percentile - Math

As Parker continues to improve on its use of data to inform instructional practices, we will also ensure that we are integrating culturally responsive instruction strategies that promote student interest in Math. By integrating these instructional strategies that integrate learning styles that encompass the social dynamics and life experiences of African American students, we should see an increase in the interest level and engagement of students in the learning process. As teachers continue to develop an understanding of how to empower learner by building equity through social emotional engagement, instructional practices, student engagement and learning opportunities, the school should expect to see inspired learners who become more invested in the learning process thusly translating to an increase in the percent of African-American experiencing growth in Math.	30.00	83.00	75.00	63.00	65.00

Hispanic Growth Percentile - Math

Not enough students for data	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Math

Not enough students for data	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

Through the use of a strong climate of school wide teacher professional learning systems, teacher teams will work together with the diverse learner educator to ensure that the learning experiences reflect those of the general class setting. In addition, the Diverse Learner teacher will integrate the use of an assessments system to monitor how students in the diverse learner setting are progressing in alignment with the IEP goals and common core standards. DL teacher will ensure that students are provided the appropriate experiences in reading so that the students are able to experience growth in Math.	4.00	(Blank)	25.00	55.00	60.00

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

The school will maintain school wide teacher professional learning systems. Teacher teams will work together in practicing current, researched based instructional practices and accept feedback from colleagues and administration. Teachers will be provided additional guidance and support on instructional practices by engaging in professional inquiry around problems of practices which have adversely impacted student attainment. Parker teachers will continue to work as teams to review student data generated from common assessments and student work. Information will be used to guide how teacher plan, instruct, assess and monitor student progress towards mastery of the standard and the specific area that impacts the student's attainment. Teachers will monitor how students are responding to instruction so they can provide students access needed to reach the national attainment percentile. Teachers will also use various levels of student responses to guide how to support the students during the instructional process. Students will become active participants in goal setting and monitoring progress towards obtaining their goals. If we maintain these systems we should expect growth and attainment levels to reach our desired goals.	17.00	38.00	25.00	42.00	50.00

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

The school will maintain a strong climate of school wide teacher professional learning systems. Teacher teams will work together in practicing current, researched based instructional practices, with feedback from colleagues and administration. Teachers will be provided additional guidance and support on instructional practices from colleagues who participated in the DePaul Collaborative. In addition, Parker teachers will continue to work as teams to review student data generated from common assessments and student work. Information will be used to inform how students are responding to instruction so teachers are able to make the necessary instructional shifts as necessary. Teachers will also use various levels of student responses to guide how students are supported during the instructional process. Students will become active participants in goal setting and monitoring their progress. If we maintain these systems we should expect growth and attainment levels to reach our desired goals.	11.00	26.00	25.00	50.00	55.00

National School Attainment Percentile - Reading (Grade 2)

The second grade teachers continue to work together and utilize the instructional practices they learned through the Balanced Literacy training offered by the network. In addition, the teacher will work collaborative and plan for instruction. Teachers will use structures to provide students with support to help move them towards attainment. Teacher will provide instruction and use common learning task and assessment information to inform how to provide students with support. Teacher in the 2nd grade will use data from assessment (class, interim and NWEA) to inform their instructional practices as it pertains to providing students with support as communicated by the assessment tool. In addition, teachers will use the Level Literacy series to engage learners and monitor how students are responding to instruction in the class. Teachers will continue to work collectively to determine how to provide equitable access to students so that more students are able to reach the nation school attainment targets. The 2nd grade teacher who is a part of the Balance Literacy Training with exchange professional practices to promote enhanced learning experiences for both set of second grade students. Teachers will also ensure adherence to the components of the literacy block to ensure that students are receiving the foundational skills needed to become fluent readers and writers.	6.00	18.00	40.00	23.00	27.00

National School Attainment Percentile - Math (Grade 2)

As the teacher teams continue to work together for planning, instructing and assessing students using common standards based learning task, there should be an increase in the percent of students who reach attainment. Teacher in the 2nd grade will use data from assessment (class, interim and NWEA) to inform their instructional practices as it pertains to supporting the learners in their class. Teachers will actively use progress monitoring to provide information on how students are responding to instruction in the class. Teachers will continue to work collectively to determine how to provide equitable access to students so that more students are able to reach the nation school attainment targets. The 2nd grade teacher who is a part of the DePaul collaborative with exchange professional practices to promote enhanced learning experiences for both set of second grade students. If this process is actively used this monitoring, more 2nd graders should reach the attainment target.	6.00	26.00	65.00	20.00	25.00

% of Students Making Sufficient Annual Progress on ACCESS

Not enough students for data	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

We will incorporate several strategies to improve attendance: incentive programs, outreach, mentor ship, acknowledgement and recognition, and attendance data collection procedures. If we are able to utilize these strategies, then we expect to maintain levels of high attendance of greater than 97% ADA.	94.30	94.50	96.00	95.00	96.00

My Voice, My School 5 Essentials Survey

Our 5 Essential survey indicates low areas in School Safety; reported value of 10, while the CPS average is 50. When we drill the data down, our students report being safe in the classroom. However, we see that students are reporting low numbers of being safe outside of the school. We will work with our community partners, parents, and students to ensure that students have a safe passage when walking to and from school. Additionally, we will work on improving trusting relationships between teachers and students. We believe that our social emotional professional learning opportunities have improved this area and we will continue to provide teachers and students opportunities to work on their relationships. In addition, if we maintain the collaborative practices, build collective accountability, make intentional effort to improve the academic press, then the school should be able to maintain its current status.	(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...
improve instruction through appropriate pedagogical practices, questioning & discussion and student engagement	an increase in the percent of students who are on-track and cognitively engaged in the learning process	an increase in the number of students who move towards grade level proficiency (65% on-track) and who demonstrate growth; specifically 80% demonstrating growth on NWEA EOY and over 50% attainment on NWEA EOY.

Tags:
Cognitive demand, Student engagement, Pedagogy, On-track, Questioning

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Involve teachers in job-embedded professional development focused on integration of research-based instructional techniques that increase student discourse, cognitive engagement and promote student to student purposeful conversation with purposeful	Teacher, Principal, and Assistant Principal	Aug 27, 2018 to Jun 19, 2020	Completed

ILT, Professional development, Collaborative learning, Research based practices

Involve teachers in safe, risk-free practices of implementing "3 acts" and "3 read" in the math classrooms grades 3rd through 6th. Teachers will work in teams to observe colleague instruction an provide feedback.	3rd through 6th grade teachers	Jul 1, 2018 to Jun 30, 2020	Behind

3 reads, Math framework, Collaborative feedback, Math professional development

Incorporate consistent systems of differentiated progress monitoring with timely feedback on lesson plans (and incorporation of effective research based practices), assessments and class instruction	Principal and Assistant Principal	Jul 1, 2018 to Jun 30, 2020	On-Track

Assessment, Progress moniorting, Observation and feedback, Lesson plan

Reserve funds for class assistant or bucketed tutors to provide additional assistance in the class for individual students or groups of students needing various levels of support	Principal	Jul 1, 2018 to Jul 31, 2018	Completed
Adapt age-appropriate school wide systems that; 1) foster student voice & choice in the instructional process; 2) integrates structures of discussion that enhance student discourse (student to student conversation & feedback), 3) increase evidence of advanced student thinking and 4) promote use of metacognitive techniques. (Incorporate age-appropriate components of RAAD, integration of thought organizers, visuals, note catchers, etc)	Teachers	Jun 1, 2018 to Jun 14, 2019	Not started
Reserve funds in the budget for professional development training, substitute coverage, anchor text and resources to support implementation of the emphasized strategies (pedagogical practices, questioning & discussion and student engagement)	Principal	Jul 1, 2018 to Jul 31, 2018	Not started
Conduct class visits, monitor use of strategies and provide feedback to teacher on their implementation of the targeted strategy	Principal / assistant principal	Sep 3, 2018 to Jun 21, 2019	On-Track
Provide time for teachers to collaborate on developing a bank of universal task, instructional strategies and assessments that allow multiple pathways of inquiry and access for students so they can demonstrate progress towards mastery of the objectives	Teachers	Jul 1, 2018 to Dec 21, 2018	Not started

Tasks, Inquiry, Instruction planning, Access, Instructional strategies

Develop and use structures of progress monitoring to determine the effectiveness of the strategies used to support individual or groups of students	Teachers	Aug 31, 2018 to May 31, 2019	Not started

Strategies, Classroom visits, Progess monitor

Schedule and have teachers participate in quarterly planning time to develop, progress monitor & evaluate universal school structures and systems being used to improve instruction.	Teachers	Jul 1, 2018 to Jun 14, 2019	Not started

Planning, Progress monitoring

Schedule time in grade level and after school so teachers are able to analyze data (from student work, assessments or interventions) and create plans for instructional changes as necessary	Teachers	Jul 1, 2018 to Nov 30, 2018	Not started
Work with teacher team to create universal lesson plan structures, class expectations and bank of instructional practices	Teachers	Aug 1, 2018 to Jun 21, 2019	On-Track
Involve teachers in professional development learning experiences provided through DePaul Collaborative Partnership and/or teacher professional inquiry on developing cognitively demanding learning task that promote student to student discourse, collaborative learning structures and opportunities for learning through multiple modalities	Teachers	Oct 1, 2018 to May 31, 2019	Not started

Professional development;cognitive demand; student to student

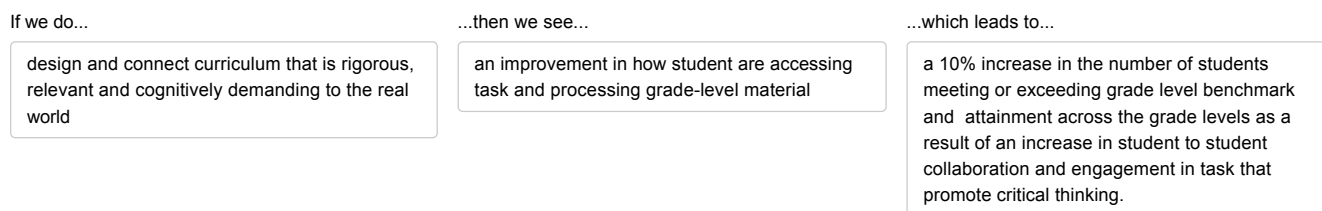|			
Teachers will integrate the use of research based culturally responsive instructional strategies through the use of engagement (i.e. cooperative learning) structures and feedback to promote equity in the class environment.	Administrator	Oct 1, 2018 to May 31, 2019	On-Track

Feedback, Cooperative learning, Lesson planning, Instructional strategies, Monitoring, Culturally responsive teaching

Involve teachers in professional training about building equity in the classroom. Through professional development and professional inquiry, teacher will learn about building equity and engagement in culturally responsive instruction	Teacher	Oct 1, 2018 to May 31, 2019	Not started

Professional development, Equity, Culturally responsive instruction

Monitor instruction and use of culturally responsive instructional strategies through pop in, class walks and look for tools	ILT Principal	Oct 1, 2018 to May 31, 2019	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
design and connect curriculum that is rigorous, relevant and cognitively demanding to the real world	an improvement in how student are accessing task and processing grade-level material	a 10% increase in the number of students meeting or exceeding grade level benchmark and attainment across the grade levels as a result of an increase in student to student collaboration and engagement in task that promote critical thinking.

Tags:
Curriculum, Professional development, Rigorous tasks, Cognitive demand

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Maintain a repository where materials and resources connected to the curriculum are stored for teacher accessiblity	ILT	Jul 2, 2018 to Jul 1, 2020	Behind

Material and resorces

Develop / adapt scope and sequence that is aligned with the common core standards	Teachers	select	On-Track

Scope and sequence, Universal design for learning, Common core standard

Invest funds to purchase adopted-text, material, supplemental items and technology (with the appropriate text complexity for the grade level)	Principal	select	Completed

Instructional material, technology, supplemental material, funds, purchase

Engage all teachers and support staff in professional development at the beginning of the year that provides training on implementation of the selected material and its components	Principal	select	Behind

Professional development

		select	
Invest funds and provide time during the summer for teacher to integrate elements of Universal Design to support with creation of units of study, thematic units and lesson plans that reflect integration of proper pacing and integration of speaking, writing, technology and social emotional learning across the curriculum	Principal		Behind

Lesson plans, Pacing guide, Thematic units

		select	
Invest funds for materials and plan time in the schedule for programming that promotes structures for universal behavioral expectations	Assistant Principal / Principal		Behind

Behavior expectations, School wide norms, School wide behavior

		select	
Maintain partnerships with Art Institute, Erikson Institute, Museums, Lincoln Park Zoo, Forward Momentum, Com Ed and other entities to promote real-world connection with curriculum design. Develop partnerships for each grade level by end of year.	Teachers		On-Track

Partnerships, Museum

		select	
Allocate and invest funds for supplemental resources so systematic supports can be provided for students who require assistance as a result of non-response to the curriculum	Principal, ILT		Behind

Analysis of data, progress monitoring, rit instruction, small group instruction, Supplemental material

		select	
Create time in the schedule and ensure that teachers work together to analyze student work and response to curriculum	Assistant Principal, Teacher teams		Behind

Scheduling, Analyze student work

		select	
Reserve funds for class assistant or bucketed tutors to provide additional assistance in the class for implementation of the curricular design	principal		Behind

Student support, Funds, Bucket position, Class aid, Intensive

		select	
Provide opportunities to communicate curriculum to parents through both formal and informal structures. (parent meetings, chat/chew	principal		Behind

Parent meetings

Conduct class observations and provide teachers with feedback on pedagogical practices and methodologies used to teach the skills, task or instructional content.	Principal, Assistant Principal, Teacher Teams	Sep 1, 2018 to Jun 21, 2019	Not started

		select	
Maintain bank of accomodations,	*(Blank)*		Not started

Strategy 3

If we do...	...then we see...	...which leads to...
implement and utilize a balanced assessment system of screening, diagnostic and prescriptive support. This allows teachers to monitor individual student's mastery of the curriculum in response to instruction	improvement in teaching structures and how students are supported during the learning in process in grades 2nd through 8th.	leads to a 10% increase in the number of students on-track (place specific number) and who need Tier 2 and 3 support

Tags:
Growth mindset, Cycles of continuous improvement, Assessment data, Assessment cycles

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Grade level teams will create and administer weekly/biweekly common math assessments using problem-attic, compass or identified assessment tool. Afterwards teacher teams will analyze data and create re-engagement activities for students.	Teacher teams; ILT and GLT	Jul 2, 2018 to Jun 30, 2020	Not started

Common asssessments, Analyze data, Assessment cycles, Common assessments math, Cycle of continuous

In quarters 1 and 3, teachers in grades 2 through 8 will participate in "looking and student work protocols"	Teacher teams; GLT	Jul 1, 2018 to Jun 30, 2020	Not started

Student work protocol, Analyze student work, Looking at student work

ILT will create a framework for conducting growth mindset student conferences. Then, the classroom teachers will conduct student conferences every five weeks in grades 3 through 8.	ILT	Jul 1, 2018 to Jul 1, 2020	Not started

Growth mindsets, Student accountability, Student data talks, Data conversation

Create assessment calendar	Principal	Aug 1, 2018 to Oct 5, 2018	Not started
Create time for teacher conduct an item analysis from the NWEA results. Information should be used to determine instructional emphasis.	Principal Teacher	Aug 1, 2018 to Dec 14, 2018	Not started
Provide grade level teams with an opportunity to analyze the assessment results and use information to create small and strategy groups.	Grade Level Teams	Sep 4, 2018 to May 31, 2019	Not started
Structure common planning time to allow DL instructors to work collaboratively with classroom teachers to collaborate on student work and accommodations for DL students.	Principal Teacher	Aug 1, 2018 to Dec 14, 2018	Not started
Monitor lesson plans and grade book to ensure a combination of formal and informal assessments that provide a comprehensive picture of student learning.	Principal	Sep 4, 2018 to Jun 14, 2019	Not started
Utilize interim assessment to determine impact of instruction. Analyze data and use the information to create "reteach" or "re-engagement for students. Develop 6-week instructional plan.	Teacher	Sep 4, 2018 to Jun 14, 2019	Not started
Schedule time for teacher / administrative review of data results and structured time to discuss results and action plans for student re-engagement.	Principal	Sep 4, 2018 to Apr 19, 2019	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
create the systems and structures that promote relational trust, collective leadership and a culture of collaboration	higher likelihood of positive social exchanges within the school community that foster conditions in the school that make it more conducive for individuals to initiate and sustain the kinds of activities necessary to affect productivity improvements	improvement in the school climate as evidenced by a 10% reduction in misconducts for the logged group 1& 2 infractions; 10% improvement in trust relations as evidenced according to the results from the My Voice My School survey; a increase in attendance and in parental involvement

Tags:

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Provide training and coaching for all staff on strategies for developing supportive relationships with students through restorative conversations and practices.	Restorative Practice Lead Teacher / Coach	Aug 1, 2018 to Jun 30, 2019	Not started
School will continue partnership with external partners and Youth Guidance to provide social emotional supports for students with high levels of needs.	Counselor	Sep 4, 2018 to Jun 7, 2019	Not started
Allocate funds for training through external or internal partners on use of de-escalation techniques and other structures to support with building trusting relationships.	Principal	Jul 1, 2018 to Dec 7, 2018	Not started
Allocate funding, plan and implement activities, curriculum and school-wide systems that engage students in social emotional skills that include social awareness, relationship building, empathy and efficacy training.	Principal, Counselor Behavior Health Team	Jul 2, 2018 to Jun 14, 2019	Not started
Create calendar of specific "team building" opportunities for students to build positive relationships with peer and resolve conflicts peacefully	Counselor RP Team	Jul 2, 2018 to Sep 28, 2018	Not started
Implement programming which offers academic, art and/or social emotional learning opportunities supported by community school & external partners	Principal	Sep 4, 2018 to May 31, 2019	Not started
Develop a student council leadership team and student voice committee designed to be role models and key partners in various school processes.	Counselor	Sep 4, 2018 to Nov 14, 2018	Not started
Invest funding for continued professional development and resources to implement restorative practices and relationship building training. Schedule time for teacher led coaching sessions and professional development on RP, use of peace circles and instruction of SEL skills .	Principal	Aug 1, 2018 to Oct 26, 2018	Not started
Counselor, RP Leadership team and community school partner will create structures to increase student voice through structured student led activities and student council. Students will host a minimum of one quarterly event to engage in dialogue around social and community issues	Counselor	Aug 1, 2018 to Dec 21, 2018	Not started

Schools will create (alternative to suspension program that provides students with counseling support or in-school suspension and/or detentions as an alternative to OSS	Dean Principal	Sep 4, 2018 to Nov 2, 2018	Not started
Schedule time, space and money in the budget for MTSS Professional Development calendar	Principal	Aug 1, 2018 to Sep 28, 2018	Not started
Schools will invest funds for resources to support the implementation of school-wide SEL Tier 1 curriculum	Principal	Aug 1, 2018 to Dec 14, 2018	Not started
School care team will develop partnerships with internal and external entities who will focus on creating a plan to engage students in Tier 2 and Tier 3 supports in an effort to improve the school culture and climate.	Behavior Health Team	Sep 4, 2018 to Jun 7, 2019	Not started
School will allocate funds as necessary and provide space for community school and other external partners that facilitate student and family support aligned with the Six Developmental Pathways. School and partners will help students develop the self-management, decision-making and relationship skills required to meet the academic, social and emotional demands.	Principal	Aug 1, 2018 to Oct 26, 2018	Not started
Funds will be allocated to prepare parent handbooks and guides around the school wide common expectations.	Principal	Jul 2, 2018 to Aug 31, 2018	Not started
Provide After school / community school programming for student which will be coordinated by hired Community School Resource coordinator	Principal	Sep 4, 2018 to Jan 31, 2019	Not started
School will invest funds and solicit partnerships to provide K-3 students with early behavior interventions supports.	Head Teacher Principal	Aug 1, 2018 to Jun 7, 2019	Not started
School will set aside funding for student living in transitional housing.	Principal	Jul 2, 2018 to Aug 31, 2018	Not started
Funding will be allocated and the school will schedule additional time in the day to invest in wellness programs for the students to increase their awareness of fitness and well-being.	Pricipal	Jul 2, 2018 to Aug 31, 2018	Not started
Increase family engagement and coordinated supports that are aligned with the social emotional developmental programs of the school.	Counselor	Sep 4, 2018 to Dec 14, 2018	Not started
Hire Recess coordinators and invest in necessary resources to ensure safe student play.	Principal	Aug 1, 2018 to Oct 1, 2018	Not started

Action Plan

Strategy 1

COMPLETED

Involve teachers in job-embedded professional development focused on integration of research-based instructional techniques that increase student discourse, cognitive engagement and promote student to student purposeful conversation with purposeful"

Aug 27, 2018 to Jun 19, 2020 - Teacher, Principal, and Assistant Principal

Status history

Aug 25

COMPLETED
Aug 25, 2018
Evidence
Qualitative: quarterly ILT instructional walks; Administration teacher pop ins; Quantitative: growth and attainment numbers on NWEA MOY and EOY

ON-TRACK

Incorporate consistent systems of differentiated progress monitoring with timely feedback on lesson plans (and incorporation of effective research based practices), assessments and class instruction"

Jul 01, 2018 to Jun 30, 2020 - Principal and Assistant Principal

Status history

Aug 25

ON-TRACK   Aug 25, 2018
Evidence
Weekly teacher lesson plan, lesson, and assessment checks Weekly teacher feedback with timelines for improvement

BEHIND

Involve teachers in safe, risk-free practices of implementing "3 acts" and "3 read" in the math classrooms grades 3rd through 6th. Teachers will work in teams to observe colleague instruction an provide feedback."

Jul 01, 2018 to Jun 30, 2020 - 3rd through 6th grade teachers

Status history
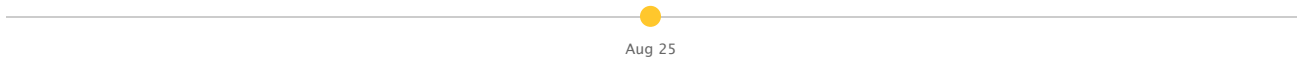
Aug 25

BEHIND   Aug 25, 2018
Problem
Qualitative: collaborative coaching documents and Quantitative: growth and attainment numbers on NWEA MOY and EOY
Root Cause
Next steps

COMPLETED

Reserve funds for class assistant or bucketed tutors to provide additional assistance in the class for individual students or groups of students needing various levels of support"

Jul 01, 2018 to Jul 31, 2018 - Principal

Status history

| 27. Aug | 3. Sep | 10. Sep | 17. Sep | 24. Sep | 1. Oct | 8. Oct | 15. Oct | 22. Oct | 29. Oct | 5. Nov | 12. Nov | 19. Nov | 26. Nov |

COMPLETED   Nov 28, 2018
Evidence
Budget funds have been reserve and the adults are working as part-time seasonal workers.

BEHIND   Aug 25, 2018
Problem

Root Cause
Next steps

NOT STARTED

Adapt age-appropriate school wide systems that; 1) foster student voice & choice in the instructional process; 2) integrates structures of discussion that enhance student discourse (student to student conversation & feedback), 3) increase evidence of advanced student thinking and 4) promote use of metacognitive techniques. (Incorporate age-appropriate components of RAAD, integration of thought organizers, visuals, note catchers, etc)"

Jun 01, 2018 to Jun 14, 2019 - Teachers

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence
Evidence in unit/ lesson planning and class visits)

NOT STARTED

Reserve funds in the budget for professional development training, substitute coverage, anchor text and resources to support implementation of the emphasized strategies (pedagogical practices, questioning & discussion and student engagement)"

Jul 01, 2018 to Jul 31, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

ON-TRACK   Conduct class visits, monitor use of strategies and provide feedback to teacher on their implementation of the targeted strategy"

Sep 03, 2018 to Jun 21, 2019 - Principal / assistant principal

Status history

3. Sep   17. Sep   1. Oct   15. Oct   29. Oct   12. Nov   26. Nov

ON-TRACK   Nov 28, 2018
Evidence
Pop In Google Logs are maintained in the principal artifact folder.

ON-TRACK   Sep 17, 2018
Evidence
Pop In log - Response document captures feedback items.

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Provide time for teachers to collaborate on developing a bank of universal task, instructional strategies and assessments that allow multiple pathways of inquiry and access for students so they can demonstrate progress towards mastery of the objectives"

Jul 01, 2018 to Dec 21, 2018 - Teachers

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Develop and use structures of progress monitoring to determine the effectiveness of the strategies used to support individual or groups of students"

Aug 31, 2018 to May 31, 2019 - Teachers

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED

Schedule and have teachers participate in quarterly planning time to develop, progress monitor & evaluate universal school structures and systems being used to improve instruction."

Jul 01, 2018 to Jun 14, 2019 - Teachers

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED

Schedule time in grade level and after school so teachers are able to analyze data (from student work, assessments or interventions) and create plans for instructional changes as necessary"

Jul 01, 2018 to Nov 30, 2018 - Teachers

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

ON-TRACK   Work with teacher team to create universal lesson plan structures, class expectations and bank of instructional practices"

Aug 01, 2018 to Jun 21, 2019 - Teachers

Status history

Aug 25

ON-TRACK   Aug 25, 2018
            Evidence

NOT STARTED

Involve teachers in professional development learning experiences provided through DePaul Collaborative Partnership and/or teacher professional inquiry on developing cognitively demanding learning task that promote student to student discourse, collaborative learning structures and opportunities for learning through multiple modalities"

Oct 01, 2018 to May 31, 2019 - Teachers

Status history

ON-TRACK

Teachers will integrate the use of research based culturally responsive instructional strategies through the use of engagement (i.e. cooperative learning) structures and feedback to promote equity in the class environment."

Oct 01, 2018 to May 31, 2019 - Administrator

Status history

Oct 1

ON-TRACK   Oct 01, 2018
Evidence
Use of responsive instructional strategies are integrated in the lesson plans; practices are captured in some feedback responses.

NOT STARTED

Involve teachers in professional training about building equity in the classroom. Through professional development and professional inquiry, teacher will learn about building equity and engagement in culturally responsive instruction"

Oct 01, 2018 to May 31, 2019 - Teacher

Status history

NOT STARTED   Monitor instruction and use of culturally responsive instructional strategies through pop in, class walks and look for tools"

Oct 01, 2018 to May 31, 2019 - ILT Principal

Status history

Strategy 2

BEHIND   Maintain a repository where materials and resources connected to the curriculum are stored for teacher accessiblity"

Jul 02, 2018 to Jul 01, 2020 - ILT

Status history

Aug 25

BEHIND   Aug 25, 2018
Problem
Root Cause
Next steps

ON-TRACK   Develop / adapt scope and sequence that is aligned with the common core standards"

- Teachers

Status history

Aug 26 Aug 28 Aug 30 Sep 1 Sep 3 Sep 5 Sep 7 Sep 9 Sep 11 Sep 13 Sep 15 Sep 17

ON-TRACK   Sep 17, 2018
Evidence
- Use of N11 Scope & Sequence; Lesson plans ; class visit confirm scope and sequence alignment.

BEHIND   Aug 25, 2018
Problem
Root Cause
Next steps

COMPLETED

Invest funds to purchase adopted-text, material, supplemental items and technology (with the appropriate text complexity for the grade level)"

- Principal

Status history

Aug 26 Aug 28 Aug 30 Sep 1 Sep 3 Sep 5 Sep 7 Sep 9 Sep 11 Sep 13 Sep 15 Sep 17 Sep 19 Sep 21 Sep 23 Sep 25 Sep 27 Sep 29 Oct 1

COMPLETED	Oct 01, 2018

Evidence

Purchase Order - Budget to confirm fund investment and use for materials and technology

RAZ, IXL, Pearson

BEHIND	Aug 25, 2018

Problem
Root Cause
Next steps

BEHIND

Engage all teachers and support staff in professional development at the beginning of the year that provides training on implementation of the selected material and its components"

- Principal

Status history

Aug 25

BEHIND	Aug 25, 2018

Problem
Root Cause
Next steps

BEHIND

Invest funds and provide time during the summer for teacher to integrate elements of Universal Design to support with creation of units of study, thematic units and lesson plans that reflect integration of proper pacing and integration of speaking, writing, technology and social emotional learning across the curriculum"

- Principal

Status history
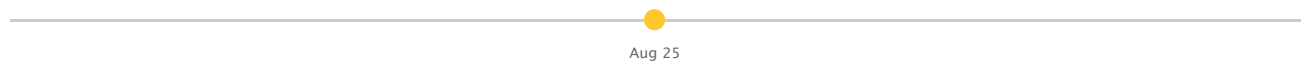
Aug 25

BEHIND	Aug 25, 2018

Problem
Root Cause
Next steps

BEHIND

Invest funds for materials and plan time in the schedule for programming that promotes structures for universal behavioral expectations"

- Assistant Principal / Principal

Status history

Aug 20 12:00 Aug 21 12:00 Aug 22 12:00 Aug 23 12:00 Aug 24 12:00 Aug 25

BEHIND	Aug 25, 2018

Problem
Root Cause
Next steps

COMPLETED	Aug 20, 2018

Evidence

Final Product - School Wide Expectations ;

ON-TRACK

Maintain partnerships with Art Institute, Erikson Institute, Museums, Lincoln Park Zoo, Forward Momentum, Com Ed and other entities to promote real-world

connection with curriculum design. Develop partnerships for each grade level by end of year."

- Teachers

Status history

Aug 26   Aug 28   Aug 30   Sep 1   Sep 3   Sep 5   Sep 7   Sep 9

ON-TRACK
Sep 10, 2018
Evidence
School has maintained partnerships with organizations listed. School has also forged additional partnerships to support with enhancing the learning experience for students.

BEHIND   Aug 25, 2018
Problem
Root Cause
Next steps

BEHIND
Allocate and invest funds for supplemental resources so systematic supports can be provided for students who require assistance as a result of non-response to the curriculum"

- Principal, ILT

Status history
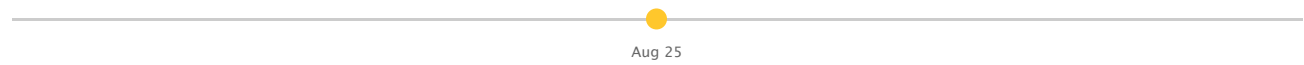
Aug 25

BEHIND   Aug 25, 2018
Problem
Root Cause
Next steps

BEHIND   Create time in the schedule and ensure that teachers work together to analyze student work and response to curriculum"

- Assistant Principal, Teacher teams

Status history
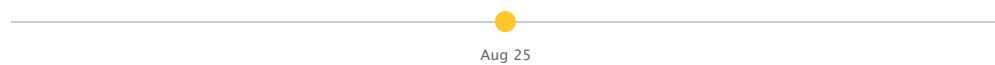
Aug 25

BEHIND   Aug 25, 2018
Problem
Root Cause
Next steps

BEHIND   Reserve funds for class assistant or bucketed tutors to provide additional assistance in the class for implementation of the curricular design"

- principal

Status history
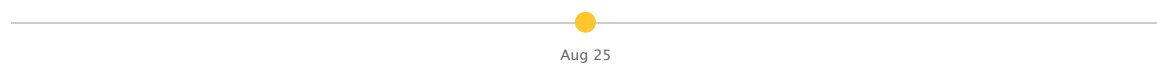
Aug 25

BEHIND   Aug 25, 2018
Problem
Root Cause
Next steps

BEHIND   Provide opportunities to communicate curriculum to parents through both formal and informal structures. (parent meetings, chat/chew"

- principal

Status history

BEHIND   Aug 25, 2018
Problem
Root Cause
Next steps

NOT STARTED

Conduct class observations and provide teachers with feedback on pedagogical practices and methodologies used to teach the skills, task or instructional content."

Sep 01, 2018 to Jun 21, 2019 - Principal, Assistant Principal, Teacher Teams

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED   Maintain bank of accomodations,"

-

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

Strategy 3

NOT STARTED

Grade level teams will create and administer weekly/biweekly common math assessments using problem-attic, compass or identified assessment tool. Afterwards teacher teams will analyze data and create re-engagement activities for students."

Jul 02, 2018 to Jun 30, 2020 - Teacher teams; ILT and GLT

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence
Quantitative: improvement on common math assessments in grades 1st through 6th. On-track data

NOT STARTED   In quarters 1 and 3, teachers in grades 2 through 8 will participate in "looking and student work protocols""

Jul 01, 2018 to Jun 30, 2020 - Teacher teams; GLT

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence
Agenda items on GLT meetings, student work samples and feedback

NOT STARTED

ILT will create a framework for conducting growth mindset student conferences. Then, the classroom teachers will conduct student conferences every five weeks in grades 3 through 8."

Jul 01, 2018 to Jul 01, 2020 - ILT

Status history

Aug 25

NOT STARTED

Aug 25, 2018
Evidence
A completed framework for student data conferences

NOT STARTED

Create assessment calendar"

Aug 01, 2018 to Oct 05, 2018 - Principal

Status history

NOT STARTED

Create time for teacher conduct an item analysis from the NWEA results. Information should be used to determine instructional emphasis."

Aug 01, 2018 to Dec 14, 2018 - Principal Teacher

Status history

NOT STARTED

Provide grade level teams with an opportunity to analyze the assessment results and use information to create small and strategy groups."

Sep 04, 2018 to May 31, 2019 - Grade Level Teams

Status history

NOT STARTED

Structure common planning time to allow DL instructors to work collaboratively with classroom teachers to collaborate on student work and accommodations for DL students."

Aug 01, 2018 to Dec 14, 2018 - Principal Teacher

Status history

NOT STARTED

Monitor lesson plans and grade book to ensure a combination of formal and informal assessments that provide a comprehensive picture of student learning."

Sep 04, 2018 to Jun 14, 2019 - Principal

Status history

NOT STARTED

Utilize interim assessment to determine impact of instruction. Analyze data and use the information to create "reteach" or "re-engagement for students. Develop 6-week instructional plan."

Sep 04, 2018 to Jun 14, 2019 - Teacher

Status history

NOT STARTED

Schedule time for teacher / administrative review of data results and structured time to discuss results and action plans for student re-engagement."

Sep 04, 2018 to Apr 19, 2019 - Principal

Status history

Strategy 4

NOT STARTED

Provide training and coaching for all staff on strategies for developing supportive relationships with students through restorative conversations and practices."

Aug 01, 2018 to Jun 30, 2019 - Restorative Practice Lead Teacher / Coach

Status history

Aug 25

NOT STARTED | Aug 25, 2018
Evidence

NOT STARTED

School will continue partnership with external partners and Youth Guidance to provide social emotional supports for students with high levels of needs."

Sep 04, 2018 to Jun 07, 2019 - Counselor

Status history

Aug 25

NOT STARTED | Aug 25, 2018
Evidence

NOT STARTED

Allocate funds for training through external or internal partners on use of de-escalation techniques and other structures to support with building trusting relationships."

Jul 01, 2018 to Dec 07, 2018 - Principal

Status history

Aug 25

NOT STARTED | Aug 25, 2018
Evidence

NOT STARTED

Allocate funding, plan and implement activities, curriculum and school-wide systems that engage students in social emotional skills that include social awareness, relationship building, empathy and efficacy training."

Jul 02, 2018 to Jun 14, 2019 - Principal, Counselor Behavior Health Team

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Create calendar of specific "team building" opportunities for students to build positive relationships with peer and resolve conflicts peacefully"

Jul 02, 2018 to Sep 28, 2018 - Counselor RP Team

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Implement programming which offers academic, art and/or social emotional learning opportunities supported by community school & external partners"

Sep 04, 2018 to May 31, 2019 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Develop a student council leadership team and student voice committee designed to be role models and key partners in various school processes."

Sep 04, 2018 to Nov 14, 2018 - Counselor

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Invest funding for continued professional development and resources to implement restorative practices and relationship building training. Schedule time for teacher led coaching sessions and professional development on RP, use of peace circles and instruction of SEL skills ."

Aug 01, 2018 to Oct 26, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Counselor, RP Leadership team and community school partner will create structures to increase student voice through structured student led activities and student council. Students will host a minimum of one quarterly event to engage in dialogue around social and community issues"

Aug 01, 2018 to Dec 21, 2018 - Counselor

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

Schools will create (alternative to suspension program that provides students with counseling support or in-school suspension and/or detentions as an alternative to OSS"

Sep 04, 2018 to Nov 02, 2018 - Dean Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED   Schedule time, space and money in the budget for MTSS Professional Development calendar"

Aug 01, 2018 to Sep 28, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED   Schools will invest funds for resources to support the implementation of school-wide SEL Tier 1 curriculum"

Aug 01, 2018 to Dec 14, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

School care team will develop partnerships with internal and external entities who will focus on creating a plan to engage students in Tier 2 and Tier 3 supports in an effort to improve the school culture and climate."

Sep 04, 2018 to Jun 07, 2019 - Behavior Health Team

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

NOT STARTED

School will allocate funds as necessary and provide space for community school and other external partners that facilitate student and family support aligned with the Six Developmental Pathways. School and partners will help students develop the self-management, decision-making and relationship skills required to meet the academic, social and emotional demands."

Aug 01, 2018 to Oct 26, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED   Funds will be allocated to prepare parent handbooks and guides around the school wide common expectations."

               Jul 02, 2018 to Aug 31, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED

Provide After school / community school programming for student which will be coordinated by hired Community School Resource coordinator"

Sep 04, 2018 to Jan 31, 2019 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED   School will invest funds and solicit partnerships to provide K-3 students with early behavior interventions supports."

               Aug 01, 2018 to Jun 07, 2019 - Head Teacher Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED   School will set aside funding for student living in transitional housing."

               Jul 02, 2018 to Aug 31, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED

Funding will be allocated and the school will schedule additional time in the day to invest in wellness programs for the students to increase their awareness of fitness and well-being."

Jul 02, 2018 to Aug 31, 2018 - Pricipal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
               Evidence

NOT STARTED

Increase family engagement and coordinated supports that are aligned with the social emotional developmental programs of the school."

Sep 04, 2018 to Dec 14, 2018 - Counselor

Status history

Aug 25

Aug 25, 2018
Evidence

NOT STARTED   Hire Recess coordinators and invest in necessary resources to ensure safe student play."

Aug 01, 2018 to Oct 01, 2018 - Principal

Status history

Aug 25

NOT STARTED   Aug 25, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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 school will provide parents with an opportunity to be a part of the joint development and periodic review of the parental involvement plan and policy. Information will be retained in the "parent room" with open opportunities to provide input. In addition, structured opportunities of input will be announced through flyers, phone calls, text messaging, website postings, email.

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 provide monthly meetings that vary in time and location. Sessions will be held in both the Child Parent Center and Main Building throughout the course of the school year. The sessions will be conducted on a rotating schedule to accommodate the needs of the parents. The school will utilize the flyers,school website, word of mouth, the school marquee, parent contact, phone calls and other modes to communicate information regarding the meetings. The school will conduct its Principal's Title 1 Annual Informational meeting on September 27, 2018 at 8:30am. The PAC Organizational Meeting will be held on September 27, 2018 at 10:30am.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> The school will allow shared governance to the parents of Parker Community Academy. The school will work with Chairperson of the Parent Advisory Council to schedule meetings for parents and provide them the opportunity to partake in the decision making process regarding the educational choices made regarding their child. Parents will also have an opportunity to partake in information sessions that provide them with background knowledge needed to make informed decisions.

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.

> As the school receives the Parent Reports generated by the Illinois State Board of Education, it will disseminate the reports upon receipt to the school. To ensure that parents and guardians understand the content of the report, an information session will be scheduled. In addition, a school representative (counselor, guidance counselor ILT members, reading or math coach, or other administrator) will be available to provide the parent with an analysis of the report. The school will also provide students in regular conferences around their data so that they are able to articulate the information to their parents (parent/student conference day - proposed).

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.

> In accordance to the guidelines outlined by the Illinois State Board of Education and CPS policies/procedures, parents will receive notification in a timely manner regarding their child's assignment to a class being taught by a teacher who is not "highly qualified". This will occur for at least four consecutive weeks in alignment with state and district level policies.

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

> The school will maintain an area within the school library and a parent room which provides parents with resource information, video instructional tapes, literature and technology access in order to assist parents with their children to improve academic achievement. It will also assist with increasing parental involvement. The school will maintain resources aimed at supporting students with learning disabilities as well as supporting students within at least restrictive learning environments. The school will plan workshop presentations conducted by not only school personnel but also external partners trained to support parents.

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

> The school will maintain an area within the school library and a parent room which provides parents with resource information, video instructional tapes, literature and technology access in order to assist parents with their children to improve academic achievement. It will also assist with increasing parental involvement. The school will maintain resources aimed at supporting students with learning disabilities as well as supporting students within at least restrictive learning environments. The school will plan workshop presentations conducted by not only school personnel but also external partners trained to support 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 school will work with parent organizations that can provide the school with the support needed to build the relationships between staff and parents. Training modules and workshops will be conducted based upon the needs of the school, staff and parents as it relates to coordinating parent programs and enhances the connections between the school community and parents. The school will accomplish this through a continued partnership with Youth Guidance Community School Initiative Program.

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.

The school will conduct parent workshops, hands on activities, information sessions and training for parents in an effort to encourage parent support in the education of their children. The school will also assist parents in these areas of concentration: Child Development, Personal Development/ Self Esteem, Parenting, Consumerism, Home Arts/Sewing/Crafts, Cooking/Nutrition, Literacy Development/Readiness, Field experiences, and Health/Safety.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

The school will continue to provide parents with information regarding the various events in the school. Flyers will be sent home. Information will be posted around the school to communicate information regarding the event. In addition, information regarding the events will be placed in school newspaper, on the school calendar and on the school website. The parents will also receive information during the LSC meetings, PAC meetings, PTA meetings, and other parent workshops.

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 mission of Parker Community Academy is to maximize the learning experiences of every child by working collaboratively with the students, parents and community partners to provide a safe, supportive environment while promoting college and career readiness, integrating technology, creating critical thinkers, and promoting conflict resolution skills.

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.

he school will hold parent teacher conferences quarterly at the report card pick up dates and when progress reports are generated. The school will also provide opportunities for parent teacher conferences daily and at times conducive to both the teacher and parent. 1. Parent-Teacher conferences will be held on scheduled report card pick up days during the first and third quarter. Parents will also have the opportunity participate in parent-teacher conferences on a daily basis during preps and after-school. The parents will also have the option of meeting with the teachers during the common prep times which have not been designated as school/district meeting times. Parents will also be able to schedule appointments with the classroom teacher.

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

The school will provide parents a progress report on the fifth, fifteenth, twenty-fifth and thirty-fifth week of school. The reports will be available online for parent review in the CPS Impact system. The parents will also receive a printed copy of the report which will be disseminated on the pre-set CPS dates. As the school receives the Parent Reports generated by the Illinois State Board of Education, it will disseminate the reports upon receipt to the school. To ensure that parents and guardians understand the content of the report, an information session will be scheduled. In addition, a school representative (counselor, ILT, math coach, or other administrator) will be available to provide the parent with an analysis of the report. Quarterly progress reports will be generated and distributed for parental review.

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

The school will provide parents with access to teachers during prep each day. The parents will also have the option to schedule an appointment with the classroom teacher before, during, or after school hours based on appointment. Additionally, parents can schedule time during the teacher's preparation period. The parents will meet with the teacher in the classroom or at another pre-determined location.The school will provide parents access to the staff prior to student arrival, during preparation periods or at the end of the instructional day. The meeting can convene in the class room, the multipurpose room or an administrator's office. In addition to teaching staff being available at pre-described times, other resource personal will be available during scheduled times during the day

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.

In accordance with the policy set forth by the Chicago Board of Education, parents will have the opportunity to volunteer and participate in classroom activities. Upon the teacher or administrator request, parents will have an opportunity to observe classroom activities.

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

The parents will support their children's learning by providing assistance with homework and projects sent home by the teacher. They will also work with their child based on information communicated by the teacher regarding the specific needs of the child

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

Parents will participate in the Local School Council, the Parent Advisory Council, and the Parent-Teacher Association which will allow the parents to participate in the decisions related to their child's education

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).

The student will uphold to their commitment to be responsible for their learning. The student will practice practice coming to school prepared with the necessary material and supplies needed to complete assignments. They will also complete school and homework as well as be active learners. They will improve the level of academic achievement by applying themselves during the learning process and using skills needed to be career and college ready. The shift towards career and college readiness will be embraced by students as teachers continue to provide students with skills needed to for the achievement of academic success.

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.

Improve student academic achievement though parent and family engagement in workshops, training sessions and monthly collaborative meetings that provide strategies focussed on structures to build the "whole child" .

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.	$ 453 .00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	735	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	300	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	1200	.00
54205 Travel	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.00
54565 Reimbursements	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	50	.00
53510 Postage	Must be used for parent and family engagement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	200	.00