



John L Marsh Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/14/2018	Torres-Romero Ana, Avila, Armando, Rico Hector, O'Brien Michael, Nevarez Antonio	Go over Components of CIWP; Team, Framework, Goals, and Strategies.
02/21/2018	Torres-Romero Ana, Avila Armando, Rico Hector, O'Brien Michael, Nevarez Antonio, Tellez Cathy, Sullivan Kathleen, Daley Laura, Carrillo Ariel, Torres Jose	SEF & The 4 Step Process
02/28/2018	Torres-Romero Ana, Avila Armando, Rico Hector, O'Brien Michael, Nevarez Antonio, Tellez Cathy, Sullivan Kathleen, Carrillo Ariel, Torres Jose	Priorities & Goals
03/07/2018	Torres-Romero Ana, Avila Armando, O'Brien Michael, Nevarez Antonio, Diaz Monica, Tellez Cathy, Sullivan Kathleen, Carrillo Ariel, Daley Laura, Torres Jose	Goals & Strategies
03/08/2018	Torres-Romero Ana, Avila Armando, Sullivan Kathleen, Tellez Catherine	Goal, Strategy and Action Plan
03/14/2018	Torres-Romero Ana, Avila Armando, Rico Hector, O'Brien Michael, Torres Jose, Nevarez, Antonio, Sullivan Kathleen, Daley Laura, Carrillo Ariel	Strategies & Next Steps
03/21/2018	Torres-Romero Ana, Avila Armando, Rico Hector, O'Brien Michael, Torres Jose, Nevarez, Antonio, Sullivan Kathleen, Daley Laura, Carrillo Ariel	Strategies & Next Steps
04/04/2018	Torres-Romero Ana, Avila Armando, O'Brien Michael, Torres Jose, Nevarez, Antonio, Sullivan Kathleen, Daley Laura, Carrillo Ariel	Strategies & Next Steps, Share out of Professional Readings focused on Balanced Assessments and Grading, Balanced Assessment and Grading Survey
04/11/2018	Torres-Romero Ana, Avila Armando, O'Brien Michael, Nevarez, Antonio, Sullivan Kathleen, Carrillo Ariel	Balanced Assessment and Grading Discussion/Next Steps
04/25/2018	Torres-Romero Ana, Avila Armando, O'Brien Michael, Rico Hector, Sullivan Kathleen, Carrillo Ariel, Daley Laura	Making Modifications based on Network ISL Recommendations

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

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

Score

1 2 **3** 4

Functional ILT that meets twice a month, calendar of meetings created for school year 17-18. ILT leads instructional priorities as dictated per data, grade level teams, and current CIWP. Learning Walks take place to assess implementation of initiatives and provide feedback for ILT to continue planning. Team of Teacher Leaders receive training on district's instructional initiatives and return to offer PD to rest of staff. SEL guided meetings, led by counselor, take place monthly to support teachers with social-emotional learning. Calendar of SEL grade level meetings has been established for SY 17-18. Opportunities are provided for teachers to attend conferences and workshops to expand on knowledge and strategies to support student achievement (IB trainings, DLs, PE, ELL, Music, Instructional strategies, Framework Fests and Workshops). Parent groups are an essential component of Marsh School, functional BAC, PAC and LSC. Parent committees are continually being informed of school's academic and social initiatives, data, goals.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### 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

Functional ILT meets twice a month, calendar of meetings created for school year 17-18. ILT team consists of 12 members representing all school departments (ELs, DLS, IB, EPSs/PRSPs, Gen Ed teachers & Admin). The team focuses on CIWPs priorities and works toward achieving them through Learning Walks, PD, and peer collaboration. Team is currently focused on writing initiatives, has began to integrate Summit Cycle content into observation tool for Learning Walks. ILT analysis Learning Walk data to inform next steps for student growth and achievement.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

### 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

The 5 Essentials Report rated collaborative practice as "weak". 41% of teachers rated "gone over student assessment data with other teachers to make instructional decisions never, once, or twice. 38% of teachers rated " worked with other teachers to develop materials or activities for particular classes as never, once, or twice. 36% of teachers rated "worked on instructional strategies with other teachers" as never, once, or twice. Teacher grade level common planning time is available daily. DL collaboration occurs once per month at teacher grade level meetings. Calendar for grade level meetings, vertical grade team meetings and DL teams have been established. 95% of teachers rated "observed another teacher's classroom to offer feedback" as never, once, or twice. 74% of teachers rated "observed another teacher's classroom to get ideas for your own instruction" as never, once, or twice. Teacher Leaders planned PD around CIWP priorities and presented to departments at our School Improvement Day. We are in the process of teacher led collaboration that allows teachers to observe peers, implement, and receive feedback on new Network strategies. Teachers were given the freedom to choose new strategies that they wanted to observe and try. Trained Teacher Leaders created a schedule for peers to sign up to observe. They presented new content then observed teachers implementing strategies to provide feedback.

## Guide for Professional Learning

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback: surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

Teacher schedules reflect recommended instructional minutes and content blocks. Hiring of new teachers is completed through a hiring team, composed of various stakeholders (grade level members, parents, DLs, and support personnel) to ensure selection of best candidate. Partnerships with external agencies to ensure opportunities for students, parents and teachers (Metropolitan Family Services, Bears Clinics, Ronald McDonlad's health van, and Asthma Vans.

## 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	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4a. Demonstrating Professionalism</a>
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	
✓	<a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a>
✓	<a href="#">Instructional Supports</a>
✓	<a href="#">Strategic Source Vendor List</a>
✓	<a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a>
✓	<a href="#">CPS Instructional Time Guidelines: High School Overview</a>
✓	<a href="#">CPS Instructional Block Guidance: K-2 Literacy</a>
✓	<a href="#">CPS Instructional Block Toolkits: Math</a>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

1 2 **3** 4

Curriculum: Unit Plans, REACH, Differentiation/Accommodations, Accountable Talk Stems, WIDA

### Guide for Curriculum

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

- Diverse learners to demonstrate core knowledge and skills.
- English Learners to develop academic language to demonstrate mastery.
  - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
  - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
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	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### Instructional Materials:

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

Score

1 2 3 4

Instructional Materials—1:1 technology through ipads and laptops; Achieve 3000, IXL, TTM, RAZ Kids, smartboards, elmos, projectors, instruction in coding (K-5), Unit Plans, Curriculum Guides, Envision Mathematics, Heggerty Phonemic Awareness, Orton-Gillingham Multi-Sensory Education, Words Their Way, Writing Workshop, Daily 5, leveled texts, decodeable readers, novels, EL materials in native language (Spanish), hands on science lab experiences, Spark Kits, Training Heart Rate Program, manipulatives and student choice of materials. All materials support scope and sequence and are aligned to common core standards. Use of REACH performance task to demonstrate student knowledge in content areas.

Students have multiple opportunities to access a variety of instructional materials. Through Achieve3000 level set tests, base line assessments are given to general education students, diverse learners and English Language learners. This online assessment measures reading comprehension of nonfiction text in English and Spanish. Here a student's lexile level is determined and students are matched to text according to their lexile levels. Lexile levels for students are adjusted at the beginning of every month. Additionally, hands on materials through our Envision math program help students think and reason in a more meaningful ways. Use of manipulative during math as well as reading, science, social studies, music and gym assists students in integrating knowledge and gain a deeper understanding of content. Our 5Essential survey indicates Ambitious Instruction and Supportive Environment are Neutral. Teachers analyze data from Reach assessments by test, standard, section and skill. Results will guide groups for differentiated instruction, schedule lessons, units and determine instructional material to meet standards.

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

Rigorous Student Tasks: Unit Plans, Assessment Data, Walkthroughs, REACH, Summit Cycle 1-3

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.



- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

### Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

Transitions, College & Career Access & Persistence: High School Fairs and Visits, Orientations, IB, Community Projects, Monitoring, Data Analysis Selective Enrollment, Naviance

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Identity Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for	<a href="#">C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</a>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ <a href="#">Researching College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Preventing college plans from melting away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSB, 2006)</a></li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

#### ILT Learning Walks:

Learning walks were done with a focus on writing initiatives/ Tool shared with teachers.

Data was gathered by ILT team:

Evidence gathered shows clear directions are given to students. Word walls are present throughout classrooms. Data walls show TRC results for BOY with goals set. Anchor charts follow guided reading skills. Teachers use good use of space by providing a rich print environment and a variety of leveled books.

Evidence for guided reading throughout the class through goal setting walls, student binders, and guiding reading groups.

Teachers use pre-reading strategies, model, read alouds, and teacher prompts.

#### Small Group Instruction:

Students use reading binders in their guided reading groups. Daily Five provides student choice in the primary grades. Teachers use mClass and NWEA data. Progress monitor checks assess student growth in DIBELS, TRC, and mClass math. Teachers analyze the current data to provide additional support. Evidence of the Illinois Spanish standards and WIDA Can Do Descriptors are present in teacher plans.

#### Peer Observations:

Summit Team Leaders shared a calendar for teachers to observe strategies from the summit.

Kindergarten observed second grade math in March. First grade observed second grade language arts in March.

#### 5 Essentials: Ambitious Instruction-Neutral

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced (not measured), and
- aligned across grades (not measured).

English Instruction-Students interact with course material and one another to build and apply critical reading and writing skills:

Strong 62%

Math Instruction-Students interact with course material and one another to build and apply knowledge in their math class: Neutral 49%

Academic Press- Teachers expect students to do their best and to meet academic demands: Neutral 57%

Quality of Student Discussion- Students participate in classroom discussions that build their critical thinking skills: Strong 62%

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

Score

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.

1 2 3 4

Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. For the most part analyzing the Gradebook in Impact, grading is inconsistent across grade levels and grade clusters. These inconsistencies can be found in terms of the category properties assigned for grading, the percentage of weight applied to the grade for each category, the final grade assigned to an assignment not completed by students, or the number of grades assigned to a category for the marking period. There is an opportunity for teacher collaboration and teachers want to collaborate. According to the CPS 5 Essentials 2016-2017 survey measuring Collaborative Practices, "Teachers observe each others' practice and work together to review assessment data and develop instructional strategies," only 50% of the respondents responded there was adequate collaboration in this practice. For the most, part there is a cycle of assessment being administered to students across all grade levels. Teachers are assigning units of learning that include baseline assessments, pretest, or activities that check their students' prior knowledge or understanding of the concepts in the unit. Reviewing units it's evident that summative assessments are administered at the end of the learning units, but what is evident looking through some of the units is that the frequency of formative assessments administered during the units should be increased. There needs to be a balance in assessment that permits more varied formative assessments that will allow teachers to make instructional decisions that permit scaffold instruction, adjustments in instructional strategies and ultimately more positive learning outcomes. According to a recently distributed Google Form survey, the majority of teachers create their own quizzes or test or use purchased teacher created materials.

### 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
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Five Essentials	✓ SGRP Attainment and Growth
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	Curriculum & Instruction
	<a href="#">1.c. Selecting Learning Objectives</a>
	<a href="#">1.e. Designing Student Assessment</a>
	<a href="#">3.d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3.e. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4.b. Maintaining Accurate Records</a>
81. Implements Curricular Scope and Sequence and Reviews Instructional Practices	
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### Multi-Tiered System of Supports:

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

Score

1 2 3 4

Lack of evidence of student learning plans, personalized learning rubrics, and evidence of on track monitoring and supports. Dashboard reports to indicate on track data and misconducts. Also the use of NWEA data and progress monitoring using classroom screeners such EZ and CBM based on skill strand target interventions.

### Guide for Multi-Tiered System of Supports

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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

Looking at data from our 5 essentials we scored a (43 - Neutral) on peer support for academic work and (53 - Neutral) on academic professionalism. Students are asked to engage in a variety of projects and lessons that broaden their understanding of what it means to be a global citizen. Community based projects help students make that connection. The IB program allows our students to make educational connections which can then be applied into real world situations. Students at International Baccalaureate (IB) World Schools are given a unique education. They will:

be encouraged to think independently and drive their own learning  
 take part in programs of education that can lead them to some of the highest ranking universities around the world  
 become more culturally aware, through the development of a second language  
 Be able to engage with people in an increasingly globalized, rapidly changing world.

Students are required to complete an 8th grade community project that allows them to apply what they are learning in the classroom into the real world. Teachers and staff are asked to help guide students during these community projects. Teachers can sign up to guide students in small groups.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 **3** 4

According to our Key indicators for supportive environment John L Marsh scored a Student-Teacher Trust score of (56 - Neutral)  
 Implementation of SEL initiatives for Student : CICO, Peace Circles, Restorative Conversations, Talking Circles  
 Implementation of CHAMPS school wide.  
 SEL weekly meetings with all students K-8.  
 Teacher positive communication logs with parents.  
 Cafe with the Principal, open dialogue to address concerns or suggestions: Parent and Teacher Sessions

## Guide for Relational Trust

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

when people disagree, individuals can still feel valued if others respect their opinions.

- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Students are able to participate in student council. The student council mission is to advocate for marsh students, create fun and supportive school environment, and celebrate the school community. The vision established by the student council is to establish a school culture that embraces, involves and empowers all students.

Students surveys

Student surveys are implemented to give students an opportunity to voice their opinions and concerns. Student surveys are done via google docs which makes the experience user friendly. Teachers can then look at the data from the survey and see in what ways they can improve their learning instruction.

## 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	
<b>Suggested Evidence</b>	<ul style="list-style-type: none"> <li>▪ INVNS Student Survey completion rates and results</li> <li>▪ Artifact from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
<b>Measure</b>	✓ Five Essentials – Supportive Environment
<b>Five Essentials</b>	Supportive Environment
<b>MTSS Framework</b>	Curriculum & Instruction, Family & Community Engagement
<b>CPS Framework for Teaching</b>	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
<b>CPS Performance Standards for School Leaders</b>	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
<b>Content Standards</b>	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

We scored a (48 - Neutral) on safety according to our 5 essentials data. We plan to improve this score with a Implementation of CHAMPS school wide. Implementation of SEL initiatives for Students: CICO, Peace Circles, Restorative Conversations, Talking Circles. Safety Plans put in place as necessary, in collaboration of specialized team. CHAMPS refresher PD for staff annually.

### Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### 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.

Our SEL specialist leads weekly discussions with students. Our current procedures allows for our SEL specialist to meet with the entire grade level student body and lead discussions on various topics and issues that relate to our students. Our school implements restorative justice approaches such as peace circles. The restorative approach at Marsh focuses on people and the relationships that are violated, accountability in terms of understanding the effects of the offense and repairing any harm opportunity for offenders to make amends and express remorse

Student surveys, study groups and peer mentoring can be procedures used to help raise our supportive environment performance.

Implementation of SEL initiatives for Student : CICO, Peace Circles, Restorative Conversations, Talking Circles  
 Implementation of CHAMPS school wide.  
 SEL weekly meetings with all students in grades K-8, addressing various SEL topics.  
 CHAMPS PD Refreshers for staff annually.

### Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

Score

1 2 3 4

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

Our results in the 5 essentials reported our Involved families performance strong. Our Escore of 61 represents its aggregate performance across four key indicators of involved families:  
 Teacher-Parent Trust ( 65-Strong)  
 Parent Involvement in School (56- Neutral)  
 Parent Influence on decision making in schools (62-Strong)  
 Cafe with the Principal monthly sessions.  
 BAC, PAC, LSC monthly meetings to share school updates and opportunities to share concerns/suggestions.  
 Parent Portal Trainings.

### Guide for Parent and Family Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 <b>4</b> 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <b>2</b> 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 <b>5</b> ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<b>1</b> 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 <b>3</b> 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: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐

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
<b>National School Growth Percentile - Reading</b>					
Data in reading growth has shown that our students have performed in the average zone in NWEA Reading Attainment consistently year after year and we are looking to break that pattern by increasing the rigor and reaching 90% growth.	83.00	81.00	80.00	85.00	90.00
<b>National School Growth Percentile - Math</b>					
Data in reading growth has shown that our students have performed in the average zone in NWEA Reading Attainment consistently year after year and we are looking to break that pattern by increasing the rigor and reaching 85% growth.	66.00	76.00	80.00	83.00	85.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
We need to increase to 73% the number of students that meet and exceed their expected growth to close the attainment gap by 10% of the achievement gap each year.	61.10	61.60	65.00	70.00	73.00
<b>African-American Growth Percentile - Reading</b>					
Analyze NWEA reading student data to determine if there is a significant achievement gap difference between African-American students vs. the rest of the student population to modify Tier 1 and Tier 2 reading interventions and to provide Tier 3 support where deficiency gaps are higher in this particular subgroup.	58.00	90.00	74.00	85.00	90.00
<b>Hispanic Growth Percentile - Reading</b>					
Analyze NWEA reading student data to determine if there is a significant achievement gap difference between Hispanic students vs. the rest of the student population to modify Tier 1 and Tier 2 reading interventions and to provide Tier 3 support where deficiency gaps are higher in this particular subgroup.	86.00	79.00	75.00	85.00	90.00
<b>English Learner Growth Percentile - Reading</b>					
Analyze NWEA reading student data to determine if there is a significant achievement gap difference between English Learners vs. the rest of the student population to modify Tier 1 and Tier 2 reading interventions and to provide Tier 3 support where deficiency gaps are higher in this particular subgroup, to include analysis of ACCESS scores to address oral/written language and vocabulary instruction.	92.00	89.00	78.00	85.00	90.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Analyze NWEA reading student data to determine if there is a significant achievement gap difference between Diverse Learners vs. the rest of the student population to modify Tier 1 and Tier 2 reading interventions and to provide Tier 3 support where deficiency gaps are higher in this particular subgroup, to include analysis of IEPs to address student goals.	73.00	54.00	50.00	85.00	90.00
<b>African-American Growth Percentile - Math</b>					
Analyze student math NWEA data to determine if there is a significant achievement gap difference between African-American students vs. the rest of the student population to modify Tier 1 and Tier 2 math interventions and to provide Tier 3 support where deficiency gaps are higher in this particular subgroup.	13.00	42.00	51.00	83.00	85.00

**Hispanic Growth Percentile - Math**

Analyze student math NWEA data to determine if there is a significant achievement gap difference between Hispanic students vs. the rest of the student population to modify Tier 1 and Tier 2 math interventions and to provide Tier 3 support where deficiency gaps are higher in this particular subgroup.

70.00 78.00 60.00 83.00 85.00

**English Learner Growth Percentile - Math**

Analyze student math NWEA data to determine if there is a significant achievement gap difference between English Learners vs. the rest of the student population to modify Tier 1 and Tier 2 math interventions and to provide Tier 3 support where deficiency gaps are higher in this particular subgroup. To include analysis of ACCESS scores to address oral/written language and vocabulary development to support the implementation of mathematical practices in instruction.

69.00 78.00 50.00 83.00 85.00

**Diverse Learner Growth Percentile - Math**

Analyze student math NWEA data to determine if there is a significant achievement gap difference between Diverse Learners vs. the rest of the student population to modify Tier 1 and Tier 2 math interventions and to provide Tier 3 supports where deficiency gaps are higher in this particular subgroup, to include analysis of IEPs to address student goals.

31.00 40.00 45.00 83.00 85.00

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

Our goal is to close the achievement gap by 10% of the achievement gap deficiency annually through the increase in rigorous instruction using close reading strategies, writing across the curriculum and developing vocabulary root word analysis.

56.00 59.00 70.00 73.00 76.00

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

Our goal is to close the achievement gap by 10% of the gap deficiency annually through the increase of differentiation of instruction and small grouping focusing on developing the conceptual knowledge of mathematics.

48.00 50.00 60.00 65.00 70.00

**National School Attainment Percentile - Reading (Grade 2)**

This is the first time that students take Reading NWEA MAP which requires for them to have a higher reading proficiency for comprehension skills. Increasing these skills will take a strong emphasis on prek-2 phonemic instruction which is one of our customize goals for the 2016-2017 school year.

26.00 51.00 60.00 65.00 70.00

**National School Attainment Percentile - Math (Grade 2)**

This is the first time that students take Math NWEA MAP which requires for them to have a higher math conceptual understanding and critical thinking skills. Increasing these skills will take a strong emphasis on prek-2 math talks, MARS Tasks and real world applications which is one of our customize goals for the 2016-2017 school year.

35.00 38.00 50.00 55.00 60.00

**% of Students Making Sufficient Annual Progress on ACCESS**

We are focused on increasing the English proficiency of our ELs so that they can successfully transition into the general program of instruction. This is one of the metrics in which each year our most successful students are transitioned from the EL population and a new group of ELs joins the subgroup.

38.50 (Blank) 60.00 64.00 68.00

**Average Daily Attendance Rate**

In order for our school to achieve the maximum level of points on the SQRP 96% is the very minimum. We are always seeking new strategies and incentives to increase attendance to maximize instructional time. Attendance incentives and recognition awards are implemented at grade levels and school wide.

96.10 95.90 96.50 96.50 96.50

**My Voice, My School 5 Essentials Survey**

We will be sharing results with all our stakeholder and analyzing responses to carry out a root cause analysis on the results and the perception of the res ponders. This will lead to an action plan to disseminate information, make changes to school protocols and practices to meet the deficiencies identified by the survey. Our goal is to move from organized in school year 2015-2016 to well organized in the year 2016-2017.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

4 of 4 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Professional Learning Around Rigorous Tasks

Based on previous learning walks, we have identified a need for teachers to be trained on creating rigorous student tasks. Teachers will first create rigorous summative tasks and then create the scaffolded experiences needed to ensure all students are able to succeed at the tasks. Through classroom visits and learning walks the percentage of implementation of rigorous tasks will be monitored.

0.00

0.00

0.00

70.00

90.00

Promoting Balanced Assessments Across Grade Levels

Implementation of common language across grade levels and disciplines to ensure consistency and protocols in equitable assessments and student proficiency levels.

0.00

0.00

0.00

70.00

90.00

MTSS Steps to Reaching Culture of Learning Success

Target students in Tier 2 to move into Tier 1 using evidence-based strategies to integrate academic and behavioral MTSS to promote academic growth. Students that are being intervened with Tier 2 interventions are going to be monitored by grades, weekly progress monitoring data sheets, Achieve 3000 and IXL data. A count of students will be monitored to calculate the percentage of students in these Tiers and students moving into Tier 1.

0.00

0.00

0.00

50.00

70.00

MTSS Steps to Reaching Culture of Learning Success

Target students in Tier 3 to move into Tier 2 using evidence-based strategies to integrate academic and behavioral MTSS to promote academic growth. Students that are being intervened with Tier 3 interventions are going to be monitored by grades, weekly progress monitoring data sheets, Achieve 3000 and IXL data. A count of students will be monitored to calculate the percentage of students in these Tiers and students moving into Tier 2.

0.00

0.00

0.00

50.00

70.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Teacher teams analyze student work for rigor

Teachers create activities and tasks that have a level of complexity that is challenging for all students

Increase student attainment in Reading and math to have 75% of students on track to by June 2020

Tags:

Cognitive demand, Classroom rigor, Collaborative planning, Classroom assignments

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Evaluate tasks for rigor	All staff	Aug 27, 2018 to Jun 19, 2020	Not started
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**Academic expectations, Academic rigor, Academic learning**

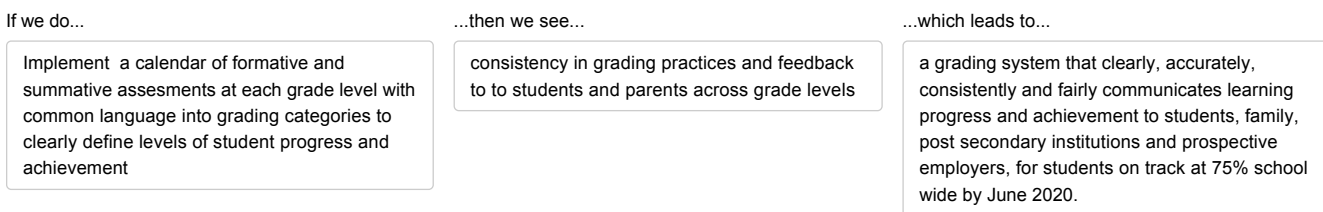
Evaluate interdisciplinary unit plans for scaffolding and pacing	All staff	Aug 27, 2018 to Jun 19, 2020	Not started
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**Academic expectations, Academic rigor, Academic learning**

Evaluate student work	All staff	Aug 27, 2018 to Jun 19, 2020	Not started
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**Academic expectations, Academic rigor, Academic learning**

**Strategy 2**



Tags:  
Balanced grading and assessment, Collaborative planning, School wide expectation

Area(s) of focus:  
2

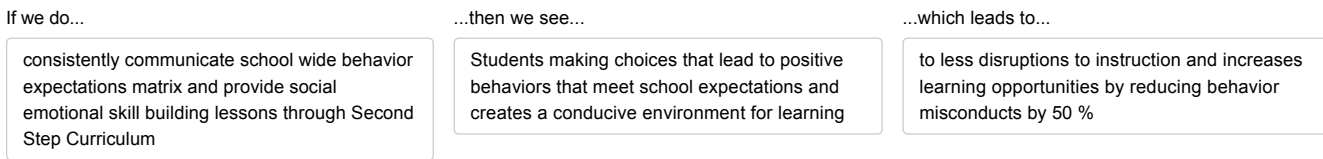
Action step	Responsible	Timeframe	Status
Connect the primary grade levels to components of the IB PYP assessments/rubrics to correlate with MYP of the middle school grades.	General Education teachers, Diverse Learner teachers, ancillary staff, paraprofessionals	Aug 27, 2018 to Jun 19, 2020	Not started

**Assessments**

Exploring an effective grading system through professional readings and discussion to establish consistent guidelines for grading across grade levels, to include category weights and the case for the zero grade.	ILT, Grade Levels, Administration	Aug 27, 2018 to Jun 19, 2020	Not started
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**Gradebook, Grade system, Grading policy**

**Strategy 3**



Tags:  
Climate and Culture, SEL, Self assessment, Academic achievement

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
Weekly SEL student seminar	Principal, Assistant Principal, School Counselor	Aug 27, 2018 to Jun 19, 2020	Not started

**SEL, Academic achievement**



Reflective Journals	Teachers	Aug 27, 2018 to Jun 19, 2020	Not started
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**Reflection, Self assessment, School culture**

Community/Parent workshops	Family Engagement Specialist	Aug 27, 2018 to Jun 19, 2020	Not started
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**Community events, School and home**

Sensitivity Training	School Counselor, All Staff	Aug 27, 2018 to Jun 19, 2020	Not started
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**Student Health & Wellness, Student voice, Teacher reflection**

**Strategy 4**

If we do... support teacher professional development and growth through teacher collaboration and external professional development	...then we see... teachers are implementing a variety of researched based strategies and practices to personalize student learning	...which leads to... students meeting projected assesment goals and attainment to 76% in reading and 68% in math by the end of June 2020.
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Tags:  
Professional development, Achievement

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Status
Continue implementation of active teacher learning communities	Principal, Assistant Principal, Scheduling Team, ILT	Aug 27, 2018 to Sep 27, 2018	Not started

**Teacher capacity, Teacher to teacher trust, Collaborative feedback**

Engage in reflective collaboration	Vertical Teams, Grade Level Teams, Diverse Learner Teams, ILT	Aug 27, 2018 to Jun 19, 2020	Not started
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**Growth mindset, Self assessment, Collective responsibility, Collaborative review**

Analysis of classroom assessment data to drive instructional practices that will lead to academic student achievement.	Grade Level Teams	Aug 27, 2018 to Aug 27, 2018	Not started
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**Teacher reflection, Aligned assessments, Analyze data, Planning for instruction**

**Strategy 5**

If we do... train teachers in effectively differentiating instruction for all students in Tiers I, II, and III.	...then we see... Teachers incorporating strategies to make instruction accessible to all students in MTSS.	...which leads to... Increase NWEA annual reading growth to 76% and Math growth to 68% in all student populations, including DL, EL by June 19, 2020.
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Tags:  
MTSS, Tier 2 & 3, Differentiation, Tier 1 instruction

Area(s) of focus:  
5

Action step	Responsible	Timeframe	Status
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Professional Development for staff on implementation of Tier 1 and Tier 2 strategies in the general education classroom	Classroom Teachers, Para Professionals, ILT Members, MTSS Staff	Aug 27, 2018 to Jun 19, 2020	Not started
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**MTSS, Differentiated instruction, Tier 2 & 3, Tier 1 instruction**

Attend external professional development on small group instruction	Teacher leaders from grade level clusters	Jun 30, 2020 to Jun 30, 2020	Not started
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**Professional development**

Action Plan

Strategy 1

**NOT STARTED** Evaluate tasks for rigor"  
 Aug 27, 2018 to Jun 19, 2020 - All staff

**Status history**

May 21

**NOT STARTED** May 21, 2018  
**Evidence**  
 Review tasks

**NOT STARTED** Evaluate interdisciplinary unit plans for scaffolding and pacing"  
 Aug 27, 2018 to Jun 19, 2020 - All staff

**Status history**

May 21

**NOT STARTED** May 21, 2018  
**Evidence**  
 Unit plans, PLC agendas

**NOT STARTED** Evaluate student work"  
 Aug 27, 2018 to Jun 19, 2020 - All staff

**Status history**

May 21

**NOT STARTED** May 21, 2018  
**Evidence**  
 Student work, PLC agendas, rubrics

Strategy 2

\_\_\_\_\_

NOT STARTED

Connect the primary grade levels to components of the IB PYP assessments/rubrics to correlate with MYP of the middle school grades."

Aug 27, 2018 to Jun 19, 2020 - General Education teachers, Diverse Learner teachers, ancillary staff, paraprofessionals

### Status history



NOT STARTED

May 21, 2018  
**Evidence**

Unit plans with formative and summative assessments, assessment calendars, Grade book grades, progress monitor tools

NOT STARTED

Exploring an effective grading system through professional readings and discussion to establish consistent guidelines for grading across grade levels, to include category weights and the case for the zero grade."

Aug 27, 2018 to Jun 19, 2020 - ILT, Grade Levels, Administration

### Status history



NOT STARTED

May 21, 2018  
**Evidence**  
Grade Book

### Strategy 3

NOT STARTED

Weekly SEL student seminar"

Aug 27, 2018 to Jun 19, 2020 - Principal, Assistant Principal, School Counselor

### Status history



NOT STARTED

May 21, 2018  
**Evidence**

Student journals, attendance records, counselor feedback and agendas

NOT STARTED

Reflective Journals"

Aug 27, 2018 to Jun 19, 2020 - Teachers

### Status history



NOT STARTED

May 21, 2018  
**Evidence**

Student Journals, Teacher conferencing

NOT STARTED

Community/Parent workshops"

Aug 27, 2018 to Jun 19, 2020 - Family Engagement Specialist

### Status history



NOT STARTED

May 21, 2018  
**Evidence**

agendas, flyers and sign in sheets

NOT STARTED

Sensitivity Training"

Aug 27, 2018 to Jun 19, 2020 - School Counselor, All Staff

### Status history



NOT STARTED

May 21, 2018

**Evidence**

Agendas, surveys, professional readings

## Strategy 4

NOT STARTED

Continue implementation of active teacher learning communities"

Aug 27, 2018 to Sep 27, 2018 - Principal, Assistant Principal, Scheduling Team, ILT

### Status history



NOT STARTED

May 21, 2018

**Evidence**

Meeting Minutes, Attendance Records, 5 Essentials Survey

NOT STARTED

Engage in reflective collaboration"

Aug 27, 2018 to Jun 19, 2020 - Vertical Teams, Grade Level Teams, Diverse Learner Teams, ILT

### Status history



NOT STARTED

May 21, 2018

**Evidence**

Teacher to Teacher Feedback, Weekly Meetings Agendas, Attendance records, 5 Essentials Survey

NOT STARTED

Analysis of classroom assessment data to drive instructional practices that will lead to academic student achievement."

Aug 27, 2018 to Aug 27, 2018 - Grade Level Teams

### Status history



NOT STARTED

May 21, 2018

**Evidence**

Weekly Lesson or Unit Plans, Teacher Reflections, Grade Level/Vertical Planning Minutes, 5 Essentials Survey

## Strategy 5

NOT STARTED

Professional Development for staff on implementation of Tier 1 and Tier 2 strategies in the general education classroom"

Aug 27, 2018 to Jun 19, 2020 - Classroom Teachers, Para Professionals, ILT Members, MTSS Staff

### Status history



NOT STARTED

May 21, 2018

**Evidence**

RDA teacher cohort survey, 5 Essentials Survey, RDA Summer PLC, Teacher planning periods with DL teachers

NOT STARTED

Attend external professional development on small group instruction\*

Jun 30, 2020 to Jun 30, 2020 - Teacher leaders from grade level clusters

### Status history



NOT STARTED

May 21, 2018

**Evidence**

Professional Development Plan, Agendas and meeting minutes

### Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

Input from parent, members of the Local School Council, Bilingual Advisory Committee and Title 1 Parent Advisory Council will be solicited at their regular meetings. Parent input will be obtained through surveys and questionnaires distributed and collected at the annual Open House and the Report Card Pick Up sessions. The results will be compiled and disseminated for review and discussion by various school organizations in developing the parental involvement plan and policy

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

Parents will be informed of the school's participation in Title 1 PAC Informative meeting to be held the third Friday of September 2018/2019. The PAC Organizational meeting will held on the first Friday of October 2018/2019. Additional opportunities to inform parents will be held at the annual Marsh Open House held during the second week of September 2018/2019. Additional meetings will be held monthly: PAC third Friday, BAC second Tuesday, Principal Cafe and LSC third Wednesday.

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.

Parent feedback and discussion of current school issues will be included on the Title 1, BAC and LSC agendas and at the monthly Principal Cafe, where parents set the agenda, giving parents the opportunity to formulate suggestions and participate in the decision making process.

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.

State assessment results and NWEA fall scores are shared with parents during the November report card pick up session. Winter NWEA results are shared with parents at grade level data meetings lead by the principal. Reports are presented in writing to parents by teacher/principal during the session. Interpreters are available to assist parents where needed.

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.

Title 1 letters are sent home to parents of students who are taught by teachers considered "Not Highly Qualified".

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.

Monthly workshops will be held for parents of Title 1 students to explain the various standards and assessments. In addition, workshops will be given on understanding NWEA results, the Parent Portal, Achieve 3000 and IXL. Also, parent book clubs where parents learn about the various reading strategies students use throughout the learning process. Parents can communicate with school personnel, administration and teachers via email, phone calls and conferences.

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.

Parent workshops and trainings are held on a variety of topics: The Core at home, What is Algebra, Parent Portal, Homework help, Achieve 3000, Everyday Science, The Road to College, Parent Book Clubs. English as a Second Language classes are also provided for parents.

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

Staff will be provided with professional development and workshop activities during the school year focusing on parents as partners in the educational process. The procedures

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.

Chicago Ready To Learn program will inform parents regularly by implementing procedures established by the Office of Early Childhood Education which include regular staff training, distribution of monthly parent newsletters, volunteer sign-up, nutrition education activities, lesson plans with long and short term goals, regular field trips and maintaining reports.

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.

Parents will be informed of all parent programs, meetings and other school activities via monthly flyers, calendars, website, facebook, twitter and CPS out calling system. All communications are in English and Spanish

#### Policy Implementation Activities

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

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

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

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

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

n/a

#### School-Parent Compact

Complete

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

The distinctive vision of John L. Marsh is to foster excellence in education for all students and provide fundamental learning experiences that create lifelong learners and college and career ready students. This is done through a blending of MTSS, creative teaching and parent and community involvement. John L. Marsh provides a positive and caring community for all students with the primary emphasis on education. All course work and programs are challenging and rich in cultural experiences.

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.

Formal parent-teacher conferences are scheduled for the Wednesday after the first and third quarter. Other parent-teacher conferences are scheduled upon request or as needed. Interpreters are provided upon request.

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

Parents are informed of children's progress through 5 week progress reports in addition to promotion and retention conferences. IMPACT Parent Portal, IEP team day, teacher phone calls and other scheduled meetings throughout the year.

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

parent-teacher conferences are scheduled upon request or as needed before and after school.

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

Parent volunteer opportunities are communicated through newsletters and phone calls. Parents are given the opportunity to volunteer at the annual Pumpkin Patch, school dances, assemblies, fitness day, attendance incentives, field trips and other school activities.

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

Parent support their children's learning through various techniques which include: daily monitoring of assignment/homework, school website, emails and phone calls to teachers, automated attendance phone dialer and through instructional parent workshops.

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 decision making process by attending meetings of the LSC, BAC and PAC. also, by participating in focus groups, IBMYP meetings and parent workshop. Parent input is also obtained through parent surveys (both school and citywide).

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

Students will take accountability for their academic achievement through various means: IMPACT Student Portal, student-teacher conferences, the assingment/homework, classroom, attendance and behavior incentives. Students will also set personal NWEA goals for fall and spring testing.

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.

This years goal is to provide opportunities for parents to gain understanding of common core standards, cultural awareness and diversity, and college and career readiness. Meetings will be held on the third Friday of each month. Training topics will include:.....

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1000 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	800 .00
54125	<b>Consultants</b> 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)	\$	1500 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	1000 .00
<p>54205</p>	<b>Travel</b> 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.	\$	1000 .00
<p>54565</p>	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
<p>53510</p>	<b>Postage</b> Must be used for parent and family engagement programs only.	\$	Amount .00



53306 **Software**  
Must be educational and for parent use only.

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

\$	Amount	.00
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