



John D Shoop Math-Science Technical Academy ES / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
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Art Jackson	Shoop 49ers and Parent Volunteer	artjackson37@aol.com	No Access
Yolanda McMillan	Counselor	ylmcmillan@cps.edu	Has access
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Arlene Williams	Parent	arlenewilliams.re@gmail.com	No Access

Team meetings

Date	Participants	Topic
02/20/2018	Shoop Grade Level Teams: K-2, 3/4, 5/6, and 7/8	Self-assess the School Excellence Framework
02/27/2018	Johnson, Principal Mukarram, Topps, McMillan, Green, Langston, Kintz, and Burt	School Excellence Framework
03/12/2018	Johnson, Principal Mukarram, Topps, McMillan, Green, Langston, Kintz, and Burt	Goals and Strategies
03/13/2018	Shoop Grade Level Teams: K-2, 3/4, 5/6, and 7/8	Goals and Strategies
04/13/2018	Principal Mukarram and Arlene Williams (Parent)	Parent Plan
02/24/2018	Principal Mukarram, Art Jackson, Latonja Ellis	CIWP Partnerships

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

1 2 3 4

We are continuously self-reflecting on best practices utilized in the classroom, and we continue to improve with using the data to drive our instructional practices. Teachers progress monitor and conduct data analysis and action planning for BOY, MOY, and EOY.

A shared vision of success is articulated several ways. The state of the school address that the principal delivers is one way that this vision is shared. The teachers' monthly grade level newsletters are an opportunity to disseminate information pertaining to what is happening in the various grade levels to parents and community members. The school website, Facebook, and Twitter are also opportunities for the school vision to be shared with all stakeholders.

Teacher leaders and Instructional Leadership Team members present to fellow colleagues during weekly grade level meetings based on decisions and foci as identified by the leadership team. As indicated on the 5 Essentials Survey, program coherence is 84%.

**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

The ILT meets bi-weekly, and consistently delivers effective communication (expectations for school-wide initiatives) and (provide instructional) strategies to other staff members within their grade band at our weekly grade level meetings. Agendas with a clear focus are distributed during grade level meetings. The ILT established the student goal setting protocol and MOY data analysis protocol. ILT determined the quality of the students' instructional tasks using the EQUIP rubric rating various teachers work samples. The ILT also utilizes the EQUIP rubric to assess the quality of the rigor in teachers lesson plans. According to the 5 Essentials, the instructional leadership team is strong with a score of 69. Additionally, this team seeks to build teacher capacity by using grade level meetings to share and equip teachers with the knowledge they have gained.

## 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

Staff members attend Network PD's, principal-directed professional development, provide colleagues with feedback, and attend teacher grade level meetings. All of the meetings are designed to provide feedback on the rigor in the content of the lesson plans and student work. Teachers and grade level teams participate in internal learning walks with a specified criteria as determined by the ILT and the input of grade level teams. 5 Essentials data indicate that professional development is rigorous and focused on student learning.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <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	Effective Leaders Collaborative Teachers
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	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <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

The community partners that support our vision and mission are as follows: Shoop 49ers, Museum of Science and Industry partnership, Becoming a Man (B.A.M), Let Us Make Men mentoring, Beth Eden Church, Mount Calvary Church, J.U.M.P (Just us Morgan Parkers), Communities in Schools Chicago, Gift of Hope, Polished Pebbles, Arnett Chapel, Maple Park/Morgan Park Ministerial Alliance, and Bethany Union Church. We have also enrolled more than 25 volunteers who have an opportunity to support as classroom assistants, field trip supervisors, and office assistants.

### Guide for Aligned Resources

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
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="#">4e. 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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

1 2 **3** 4

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.

The Scope and Sequence is aligned to the Common Core standards and followed by all of the teachers. Content area teachers meet quarterly for vertical conversations and planning. Curriculum maps are followed and provided by the Network along with resources for all content areas. Lesson plans are submitted weekly to the Google Drive managed by the school. Assessments aligned to the scope and sequence and Common Core State Standards are administered every five weeks. Stride Academy is used to create these assessments.

As indicated on the school progress report, student growth is above average and attainment is average. Shoop received a score of 91 on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential:

- English Instruction (86 - Very Strong)
- Math Instruction (99 - Very Strong)
- Academic Press (99 - Very Strong)
- Quality Of Student Discussion (79 - Strong)

### 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	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</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>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Content Frameworks: Math, Science, Social Science, and 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

Go Math, Engage NY, enVisions, Khan Academy, Stride Academy, and Mathletics are utilized in Mathematics. Reading Street, myPerspectives, Readworks, Reading A to Z, classroom libraries, Scholastic magazines, and Stride Academy are utilized for Reading. Instruction is aligned to the Common Core State Standards, Standards of Mathematical Practices, and the Next Generation Science Standards. There are several teachers in the building who have invested in edhelper.com and resources from Teachers Pay Teachers are also utilized.

Shoop's score of 62 represents its aggregate performance across four key indicators of supportive environment:

- Peer Support For Academic Work (52 - Neutral)
- Academic Personalism (79 - Strong)
- Safety (43 - Neutral)
- Student-Teacher Trust (73 - Strong)

## 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	<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>Supportive Environment</li></ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"><li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li><li><a href="#">1b. Demonstrating Knowledge of Students</a></li><li><a href="#">1c. Selecting Learning Objectives</a></li><li><a href="#">1d. Designing Coherent Instruction</a></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>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li><li>✓ <a href="#">UCA PD Modules</a></li><li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></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

In ILT and grade level meetings, we use the EQUIP student work rubric to determine the quality of the students' tasks in their small and whole groups. We also submit weekly work samples to examine the depth of rigor within the assignment. Feedback pertaining to if the tasks are rigorous and aligned with the standards based objective/s of the lesson are provided. Additionally, rigorous tasks are posted throughout the hallways on bulletin boards in the corridor and in classrooms. Student tasks are aligned to data and small groups.

## 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	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1.d. 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	81. 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 Assessments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQRP)</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)

The school counselor instructs students in grades 6-8 on college and career readiness. Naviance is utilized for the curriculum. Students in 7th and 8th grade have an opportunity to visit high schools, conduct a college research project, and participate in a career fair. We have an area in our building deemed as College Drive. In this area, students are exposed to college majors, the names of both HBCU's and PWI's, sororities and fraternities. A high school fair is hosted at Shoop, along with a career fair in the spring. Yearly, Coca-Cola also sponsors Junior Achievement. This exposes all of our students to a variety of professionals who talk about their career choices and how persistence played a role in their choice. 8th grade students also take an Algebra class. If the exam is passed successfully, students are able to earn credit for high school.

### 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="#">Everything 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 (CCAB, 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

We are continuously working on improving our instruction based on using DOK questions and techniques, engaging all students in learning and integrating formative assessments into instruction. Continuously using academic vocabulary, authentic discussions about content, and increase the number of peer observations throughout the school year has attributed to the instructional skills of our teachers. In looking at REACH Observation data, Using Questioning and Discussion Techniques (3B) continues to be an area of concern.

### 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>✓ SQRP 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><a href="#">Curriculum &amp; Instruction</a></li> <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 Framework for Teaching	<ul style="list-style-type: none"> <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:

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

Score

1 2 **3** 4

We continuously work to create a balanced assessment and grading system with the use of multiple sources. NWEA, Dibels, TRC, Stride Academy, teacher-created assessments, Readworks, News ELA, and KhanAcademy all attribute to the way students are assessed. Progress Monitoring Assessments in Stride Academy are utilized every five weeks for strategic grouping and to enhance teacher-made assessments by including a variety of questioning formats.

Gradebook audits are conducted at a minimum once per quarter. Assignments in gradebook align to classwork, homework, test/quizzes, and projects. All of the categories are weighted with the largest portion focused on classwork since it is in our sphere of influence.

Interventions are provided based on NWEA data and teacher assessments. Interventions are provided as needed and documented using the MTSS Logger tool.

Our current attendance rate is 96.3%. When students are absent, they are allowed an opportunity to make up the work that was missed.

### Guide for Balanced Assessment & Grading

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	✓ Ambitious Instruction
Five Essentials	Curriculum & Instruction
MTSS Framework	1.c. Selecting Learning Objectives 1.e. Designing Student Assessment 3.d. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records
CPS Framework for Teaching	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
CPS Performance Standards for School Leaders	
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

There are universal systems in place for academic and social supports of students at Shoop. Tier 1 includes: Go Math, enVisions, Pearson, myPersepctives, Second Step, Positive Behaviors Interventions and SUpports, and Stride Academy. Tier 2 and Tier 3 include: check-in and check-out, restorative conversations, mentoring of Tier 2 and Tier 3 (academic and behavioral) students, after school programs for males, Fountas & Pinnell Leveled literacy Intervention, and counseling services for targeted students from external partnerships. Students are awarded monthly for earning points (PBIS), allowed to shop in the Shoop Incentive Shop, incentivized for perfect attendance, honor roll, principal's list, and citizenship. A "most improved" pizza party is hosted by our community partner the Shoop 49ers. Teachers progress monitor every five weeks, updating data in the Drive, updating data in the MTSS logger tool, and contacting parents based on Off-Track data.

- **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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
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:**

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.

**Score**

1 **2** 3 4

The expectation that all students can and will achieve at high levels is a part of the culture and climate. Lesson plans aligned to the CCSS and at grade level are submitted weekly. Students are provided with frequent, informative and formative feedback on their work, to help the improve academically. Quarterly awards assembly are in place to recognize and honor academic success.

Agency, authority, and identity were the year-long focus of teacher summits this year. Students are given an opportunity to build on the ideas of others (using question stems when necessary), encouraged to engage and collaborate (i.e. Math talks and book studies), and expected to conduct themselves as thinkers and learners.

## 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>✓ SIGR: 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 (cps.edu/SEL)</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

Based on 5 Essentials Data teacher-to teacher trust is very strong and both parent-teacher and student-teacher trust is strong as well. Teachers have an opportunity to build trust and establish relationships with their colleagues during grade level meetings, school-wide professional development days, and after work events sponsored by the school (i.e. Holiday Party).

There is an open door policy where parents are invited to visit classrooms without advance notice. Additionally, parents may volunteer in the classroom and have a direct line of communication with teachers (via Remind App).

PBIS is a school-wide behavior system that encourages students to be respectful, responsible, and ready. The matrix was developed by teachers and staff members and outlines the way students should act and behave throughout the building. Students have the opportunity to earn points, earn non-food incentives, and attend field trips. There are also monthly school-wide themes. These teams are taught explicitly and a bulletin board highlights correlating student work every month. Second Step is implemented in classrooms which gives

### 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	
<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li>✓ <a href="#">Creating a School Community (ASCD)</a></li> </ul>	

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

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

Score

1 2 **3** 4

Students are exposed to various extracurricular activities. The School Student Council is for grades 4-8 and allows students an opportunity to voice concerns, advocate for policy changes, and contribute to the overall culture of the school. Sexual health is presented by Robert Crown and taught by the physical education and school counselor. Becoming a Man targets boys in grades 6-7. There is a specified curriculum that is implemented. Salvaging Sisterhood is a girls program for 8th grade girls that discusses a variety of topics, student driven. The Ned Show exposed students to the negative affects of bullying. Afterschool programs include: chess, computer kids, arts and crafts, intramural sports, boys drill team, science club, and Shoop Diamonds. Other programs and partnerships include: Let Us Make Men mentoring, Polished Pebbles mentoring, Gift of Hope partnership, and Museum of Science and Industry initiative.

Student council members were also able to present the benefits of donating organs and tissues.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IJVNS Student Survey completion rates and results</li> <li>• Artifacts 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>
Measure	✓ 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 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

### Safety & Order:

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

### Score

1 2 **3** 4



The 5 Essentials indicates safety to be scored as "neutral". To maintain a high level of safety and order, parents and visitors sign in at the security desk, proceed to the main office, and receive a hall pass to travel throughout the building. Teachers are supported when there is an imminent threat to the safety and security of students of themselves. Check-in/check-out is a Tier 2 and Tier 3 system used to monitor students required additional supports in this area. As a result of our structures, procedures, and protocols suspensions have been reduced to 0, behavior referrals for misconduct groups 4-6 have declined more than 50%.

Clear processes are in place for student arrival, student dismissal, lunch duty, recess, hall transitions, and bathroom usage. These protocols help to maintain a safe and orderly environment.

## 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	
	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Based on 2017-2018 data, we have 1 suspension for the current year. This is attributed to a school-wide behavioral system, incentives for students who earn their points, restorative conversations, talking circles, peace circles, community partners that support Tier 3 (CISC), use of the Remind application, Class Dojo, and reinforcement of PBIS by stations and modeling of expected behaviors.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.

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

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

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.

Score

1 2 **3** 4

Parent partnerships exist with participation on the Local School Council, school programs such as Family Literacy and Math Nights, Open House, report card pick-up, Parent Portal, Parent Advisory Council meetings, family movie night, opportunities to volunteer in classrooms, assemblies and student driven performances, field trip chaperones, CPR training and certification, and monthly chats with the principal. Parents are able to contact teachers using the Remind application, visiting classrooms, email, or contact through the school website.

### Guide for Parent and Family Partnership

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

**involvement in class and school projects in and out of school, and parent workshops).**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<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> <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
ATSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Homologizing Classroom Procedures etc. Communication 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: Leadership & Collective Responsibility	1 2 <b>3</b> 4 5 ☐
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	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	<b>1</b> 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: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 <b>4</b> 5 ☐

3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	<input type="radio"/>
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	<input type="radio"/>

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>					
Reading growth should improved based on CIWP strategies.	71.00	54.00	70.00	80.00	90.00
<b>National School Growth Percentile - Math</b>					
Math growth should stay high based on CIWP strategies.	68.00	95.00	95.00	95.00	95.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Improved reading growth and strong math growth should grow this metric.	57.40	58.30	70.00	80.00	85.00
<b>African-American Growth Percentile - Reading</b>					
Reading growth should improved based on CIWP strategies.	73.00	54.00	70.00	80.00	90.00
<b>Hispanic Growth Percentile - Reading</b>					
NA	(Blank)	(Blank)	0.00	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>					
NA	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Reading growth should improved based on CIWP strategies and concisely written and executed IEP goals.	38.00	30.00	50.00	60.00	60.00

**African-American Growth Percentile - Math**

Math growth should stay strong based on CIWP strategies.	68.00	95.00	95.00	95.00	95.00
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**Hispanic Growth Percentile - Math**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**English Learner Growth Percentile - Math**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

Math growth should stay strong based on CIWP strategies and concisely written and executed IEP goals.	65.00	99.00	90.00	70.00	70.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

The attainment will come with the increased growth percentile.	42.00	35.00	50.00	55.00	60.00
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**National School Attainment Percentile - Math (Grades 3-8)**

The attainment will come based on the expected growth outcomes	50.00	59.00	70.00	75.00	75.00
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**National School Attainment Percentile - Reading (Grade 2)**

Attainment should come based on progress monitoring and early interventions.	24.00	34.00	60.00	65.00	65.00
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**National School Attainment Percentile - Math (Grade 2)**

Attainment should come based on progress monitoring and early interventions.	40.00	55.00	65.00	70.00	70.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**Average Daily Attendance Rate**

Attendance goal of 96% reflects new attendance plan.	95.30	95.40	96.00	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics 0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Provide grade level instruction to all students across the content areas, small group instruction aligned to the Learning Continuum, Stride Progress Monitoring Assessments, as

Student tasks would demonstrate rigor as outlined by the Equip Student Work Protocol, collaborative teacher interventions would address the needs of students' not making

10% increase of on-track students per quarter, decrease in student referrals by 15%, and 100% of interventions provided as required.

well as interventions based on academic and social emotional needs, thus meeting the needs of all students.

adequate progress either academically or socially.

Tags:  
MTSS, Small group instruction, Learning continuum, Stride academy

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Status
Modify curriculum and resources based on NWEA data to support students who are failing or advancing successfully to accommodate their needs.	All Classroom Teachers	Aug 14, 2018 to Jul 31, 2020	Not started

**Differentiation, Learning continuum**

Incorporate a variety of teacher assessments aligned to the learning styles of the students.	All Classroom Teachers	Aug 14, 2018 to Jul 31, 2019	Not started
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**Auditory, Visual, Kinesthetic**

Use NWEA (universal screener) to identify students who are outliers and not identified as Tier 2 or Tier 3 on the MTSS logger tool.	All General Education Teachers	Aug 14, 2018 to Jul 31, 2020	Not started
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**Universal screener, Mtssloggertool**

Provide supports to all students according to their academic or social needs, beginning with Tier 1 as indicated on the menu of interventions and supports.	All Classroom Teachers	Aug 14, 2018 to Jul 31, 2020	Not started
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**Menu of interventions, Tier1**

Train teachers and staff on Positive Behaviors Interventions and Supports as needed to ensure consistency and ability to implement.	Administration SEL Team	Aug 14, 2018 to Jul 31, 2020	Not started
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**Pbis, School culture and climate**

Schedule community partners (Communities in Schools Chicago, Becoming a Man) to support the social needs of Tier 2 and Tier 3 students as needed.	Administration	Aug 14, 2018 to Jul 31, 2020	Not started
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**Bam, Cisc**

Progress monitor all students every five weeks based on interim assessments, teacher-created, and district-wide assessments.	All Classroom Teachers	Sep 4, 2018 to Jul 31, 2020	Not started
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**Progress monitoring, Interim assessment**

Strategy 2

If we do...

...then we see...

...which leads to...

Inspire a culture of collective responsibility by utilizing the strengths and areas of expertise within the building to inform and improve decisions that are aligned to the school's priorities.	Teachers facilitating professional development, peer to peer observations, vertical and horizontal meetings for all content areas, and teachers growing and developing as professionals.	An increase on the 5 Essentials data in the areas of Teacher Influence (Weak to Strong) and Collaborative Practices (Neutral to Strong).
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Tags:  
ILT, Teacher capacity, Leadership and collective responsibility, Teacher influence

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Status
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Conduct bi-monthly Instructional Leadership Team meetings.	Principal Assistant Principal	Aug 14, 2018 to Jul 31, 2020	Not started
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**ILT, Bimonthly**

Foster collaboration among grade band teachers in and out of the classroom to include vertical and horizontal instructional planning.	Teachers	Aug 14, 2018 to Jul 31, 2020	Not started
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**Vertical and horizontal alignment**

Build the capacity of teacher teams based on professional development needs (REACH data) and school-wide goals and priorities.	ILT/Principal and Assistant Principal	Aug 14, 2018 to Jul 31, 2020	Not started
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**Reach, Improving practices**

Demonstrate increased rigor in all classrooms as evidenced by Depths of Knowledge (DOK questions) evident in the lesson plans and student work.	All Classroom Teachers	Aug 14, 2018 to Jul 31, 2020	Not started
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**Dok**

Provide professional development to all teachers in grades 5-8 to support best practices for the Science Fair and implementation of the NGSS.	Science Team	Oct 1, 2018 to Oct 5, 2020	Not started
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**Professional development, Ngss, Science fair**

Initiate quarterly learning cycles and provide a "safe space" for teachers to try instructional strategies that will enhance student performance.	ILT and Grade Level Leads	Aug 14, 2018 to Jul 31, 2020	Not started
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**Learning cycles, Improved student performance**

Support classroom management (where needed) by determining strategies as appropriate, reinforcing protocols, and providing training and professional development as needed.	Administration	Aug 14, 2018 to Jul 31, 2020	Not started
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**Classroom management**

Engage parents and community members in academic and social activities to enhance and support student achievement and student success.	All	Aug 14, 2018 to Jun 26, 2020	Not started
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**Steam night, Literacy night**

Solicit volunteers to support school programming and needs as determined at BOY.	Administration	Aug 14, 2018 to Jun 26, 2020	Not started
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**Lli, Tutors**

Update the website, marquee, social media sites, and television monitors on a monthly basis to continually inform the community of school-wide events and activities.	Technology Coordinator and Administration	Aug 14, 2018 to Jun 26, 2020	Not started
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**Technology, Informed stakeholders**

**Strategy 3**

If we do...

...then we see...

...which leads to...

Establish, teach, and model high expectations and persistence in academic pursuits, thus	Teachers implementing strategies that cultivate student curiosity, promoting positive student	Increase in student attendance from 96.3% to 98%, decrease in student referrals by 15%,
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encouraging self-confidence and a sense of belonging to develop a growth mindset.

discourse, and establishing high expectations according to grade appropriate learning objectives.

and 70% of students meeting NWEA growth targets in Reading and Mathematics.

Tags:

Culture of learning, Growth mindset, High expectations

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Begin class daily with Do Nows aligned to the current Scope and Sequence.

All Teachers

Sep 4, 2018 to Jul 31, 2020

Not started

**Do now**

Implement a two hour uninterrupted Reading block for all grade levels 2-6.

2nd-6th Grade Reading Teachers  
School Leadership

Sep 4, 2018 to Jul 31, 2020

Not started

**Reading block**

Facilitate weekly Math drills for K-6 to enhance fact fluency in addition to the components of the Math block.

K-6 Math Teachers

Sep 4, 2018 to Jul 31, 2020

Not started

**Math drills, Addition facts**

Celebrate student academic and social success during quarterly assemblies.

All

Sep 4, 2018 to Jul 31, 2020

Not started

**Celebrate success**

Utilize Stride Academy and Khan Academy for a minimum of 60 minutes per week.

All K-8 Classrooms,  
Teachers, and  
Technology

Oct 1, 2018 to Jul 31, 2020

Not started

**Khan academy, Stride academy**

Implement weekly Talking Circles and/or Morning Meeting to allow students an opportunity to engage in positive discussion and set the tone for the week.

All Classrooms

Aug 14, 2018 to Jul 31, 2020

Not started

**SEL, Morning meeting**

Recognize students who achieve academic or social success with a picture on the Student of the Month bulletin board across from the main office.

SEL Team  
Classroom Teachers

Oct 2, 2018 to Jun 26, 2020

Not started

**Student of the month**

Identify and promote a Star Student from every classroom who exemplifies the core values of the school on a weekly basis, posting the picture outside the classroom door.

All Classroom  
Teachers

Sep 4, 2018 to Jun 26, 2020

Not started

**Star student**

Collaborate with general education teachers during grade level meetings in an effort to modify and develop lessons to support diverse learners according to their IEP.

Diverse Learner  
Teachers  
General Education  
Teachers

Aug 14, 2018 to Jun 26, 2020

Not started

**Collaborative teachers, Iep goals**



Strategy 4

If we do...

Construct quarterly assessments that allow students to demonstrate mastery of Common Core standards, promote flexibility in how students provide their answers while consistently communicating student progress to families.

...then we see...

Teachers collaborating among interdisciplinary teams to align tasks to the variety of learning styles and student investment in the learning outcomes.

...which leads to...

10% increase for on-track rates per quarter, 70% of students, meeting NWEA growth targets in Reading and Mathematics

Tags:

Ccss, Balanced grading and assessment, Student choice

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Develop interim assessments that provide at least three options for student products (student-choice) every quarter.

All Staff

Sep 4, 2018 to Jul 31, 2020

Not started

**Learning styles, Interim assessments**

Collaborate with all disciplinary teachers during grade level meetings to create teacher assessments aligned to the current units of study and different learning styles of the students.

All Classroom Teachers

Sep 4, 2018 to Jul 31, 2020

Not started

**Unit planning, All disciplines**

Use assessment data to plan and differentiate instruction

All Classroom Teachers

Sep 4, 2018 to Jul 31, 2020

Not started

**Differentiated instruction, Data cycles**

Utilize the school-wide grading policy with aligned categories and weights.

All Classroom Teachers

Sep 4, 2018 to Jul 31, 2020

Not started

**Grading policy**

Provide specific and actionable feedback on student assessments that will improve student performance.

All Classroom Teachers

Sep 4, 2018 to Jul 31, 2020

Not started

**Feedback, Component 3d**

Share assessment data with parents and families to increase collaboration, parental involvement, and articulation of goals.

All Classroom Teachers

Sep 4, 2018 to Jul 31, 2020

Not started

**Parent involvement, Student goal setting**

Monitor Gradebook for alignment of grades with CCSS and the Scope and Sequence.

Administration

Sep 4, 2018 to Jun 26, 2020

Not started

**Gradebook monitoring**

Action Plan

Strategy 1

\_\_\_\_\_

NOT STARTED

Modify curriculum and resources based on NWEA data to support students who are failing or advancing successfully to accommodate their needs."

Aug 14, 2018 to Jul 31, 2020 - All Classroom Teachers

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Incorporate a variety of teacher assessments aligned to the learning styles of the students."

Aug 14, 2018 to Jul 31, 2019 - All Classroom Teachers

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Use NWEA (universal screener) to identify students who are outliers and not identified as Tier 2 or Tier 3 on the MTSS logger tool."

Aug 14, 2018 to Jul 31, 2020 - All General Education Teachers

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Provide supports to all students according to their academic or social needs, beginning with Tier 1 as indicated on the menu of interventions and supports."

Aug 14, 2018 to Jul 31, 2020 - All Classroom Teachers

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Train teachers and staff on Positive Behaviors Interventions and Supports as needed to ensure consistency and ability to implement."

Aug 14, 2018 to Jul 31, 2020 - Administration SEL Team

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Schedule community partners (Communities in Schools Chicago, Becoming a Man) to support the social needs of Tier 2 and Tier 3 students as needed."

Aug 14, 2018 to Jul 31, 2020 - Administration

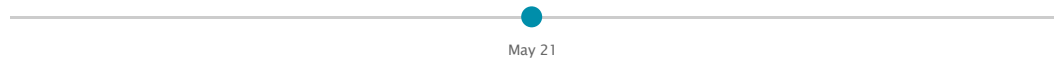
## Status history



NOT STARTED May 21, 2018  
**Evidence**

NOT STARTED Progress monitor all students every five weeks based on interim assessments, teacher-created, and district-wide assessments."  
Sep 04, 2018 to Jul 31, 2020 - All Classroom Teachers

### Status history



NOT STARTED May 21, 2018  
**Evidence**

## Strategy 2

NOT STARTED Conduct bi-monthly Instructional Leadership Team meetings."  
Aug 14, 2018 to Jul 31, 2020 - Principal Assistant Principal

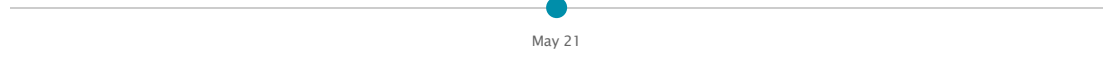
### Status history



NOT STARTED May 21, 2018  
**Evidence**

NOT STARTED Foster collaboration among grade band teachers in and out of the classroom to include vertical and horizontal instructional planning."  
Aug 14, 2018 to Jul 31, 2020 - Teachers

### Status history



NOT STARTED May 21, 2018  
**Evidence**

NOT STARTED Build the capacity of teacher teams based on professional development needs (REACH data) and school-wide goals and priorities."  
Aug 14, 2018 to Jul 31, 2020 - ILT/Principal and Assistant Principal

### Status history



NOT STARTED May 21, 2018  
**Evidence**

NOT STARTED Demonstrate increased rigor in all classrooms as evidenced by Depths of Knowledge (DOK questions) evident in the lesson plans and student work."  
Aug 14, 2018 to Jul 31, 2020 - All Classroom Teachers

### Status history



NOT STARTED May 21, 2018  
**Evidence**

NOT STARTED

Provide professional development to all teachers in grades 5-8 to support best practices for the Science Fair and implementation of the NGSS."

Oct 01, 2018 to Oct 05, 2020 - Science Team

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Initiate quarterly learning cycles and provide a "safe space" for teachers to try instructional strategies that will enhance student performance."

Aug 14, 2018 to Jul 31, 2020 - ILT and Grade Level Leads

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Support classroom management (where needed) by determining strategies as appropriate, reinforcing protocols, and providing training and professional development as needed."

Aug 14, 2018 to Jul 31, 2020 - Administration

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Engage parents and community members in academic and social activities to enhance and support student achievement and student success."

Aug 14, 2018 to Jun 26, 2020 - All

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Solicit volunteers to support school programming and needs as determined at BOY."

Aug 14, 2018 to Jun 26, 2020 - Administration

## Status history



NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Update the website, marquee, social media sites, and television monitors on a monthly basis to continually inform the community of school-wide events and activities."

## Status history



May 21

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

### Strategy 3

**NOT STARTED** Begin class daily with Do Nows aligned to the current Scope and Sequence."  
Sep 04, 2018 to Jul 31, 2020 - All Teachers

## Status history



May 21

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

**NOT STARTED** Implement a two hour uninterrupted Reading block for all grade levels 2-6."  
Sep 04, 2018 to Jul 31, 2020 - 2nd-6th Grade Reading Teachers School Leadership

## Status history



May 21

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

**NOT STARTED** Facilitate weekly Math drills for K-6 to enhance fact fluency in addition to the components of the Math block."  
Sep 04, 2018 to Jul 31, 2020 - K-6 Math Teachers

## Status history



May 21

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

**NOT STARTED** Celebrate student academic and social success during quarterly assemblies."  
Sep 04, 2018 to Jul 31, 2020 - All

## Status history



May 21

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

**NOT STARTED** Utilize Stride Academy and Khan Academy for a minimum of 60 minutes per week."  
Oct 01, 2018 to Jul 31, 2020 - All K-8 Classrooms, Teachers, and Technology

## Status history



May 21

NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Implement weekly Talking Circles and/or Morning Meeting to allow students an opportunity to engage in positive discussion and set the tone for the week."

Aug 14, 2018 to Jul 31, 2020 - All Classrooms

## Status history

May 21

NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Recognize students who achieve academic or social success with a picture on the Student of the Month bulletin board across from the main office."

Oct 02, 2018 to Jun 26, 2020 - SEL Team Classroom Teachers

## Status history

May 21

NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Identify and promote a Star Student from every classroom who exemplifies the core values of the school on a weekly basis, posting the picture outside the classroom door."

Sep 04, 2018 to Jun 26, 2020 - All Classroom Teachers

## Status history

May 21

NOT STARTED

May 21, 2018  
**Evidence**

NOT STARTED

Collaborate with general education teachers during grade level meetings in an effort to modify and develop lessons to support diverse learners according to their IEP."

Aug 14, 2018 to Jun 26, 2020 - Diverse Learner Teachers General Education Teachers

## Status history

May 21

NOT STARTED

May 21, 2018  
**Evidence**

### Strategy 4

NOT STARTED

Develop interim assessments that provide at least three options for student products (student-choice) every quarter."

Sep 04, 2018 to Jul 31, 2020 - All Staff

## Status history

May 21

May 21

NOT STARTED May 21, 2018  
Evidence

NOT STARTED

Collaborate with all disciplinary teachers during grade level meetings to create teacher assessments aligned to the current units of study and different learning styles of the students."

Sep 04, 2018 to Jul 31, 2020 - All Classroom Teachers

## Status history



NOT STARTED May 21, 2018  
Evidence

NOT STARTED

Use assessment data to plan and differentiate instruction"

Sep 04, 2018 to Jul 31, 2020 - All Classroom Teachers

## Status history



NOT STARTED May 21, 2018  
Evidence

NOT STARTED

Utilize the school-wide grading policy with aligned categories and weights."

Sep 04, 2018 to Jul 31, 2020 - All Classroom Teachers

## Status history



NOT STARTED May 21, 2018  
Evidence

NOT STARTED

Provide specific and actionable feedback on student assessments that will improve student performance."

Sep 04, 2018 to Jul 31, 2020 - All Classroom Teachers

## Status history



NOT STARTED May 21, 2018  
Evidence

NOT STARTED

Share assessment data with parents and families to increase collaboration, parental involvement, and articulation of goals."

Sep 04, 2018 to Jul 31, 2020 - All Classroom Teachers

## Status history



NOT STARTED May 21, 2018  
Evidence

NOT STARTED

Monitor Gradebook for alignment of grades with CCSS and the Scope and Sequence."

Sep 04, 2018 to Jun 26, 2020 - Administration

## Status history

May 21

NOT STARTED

May 21, 2018  
Evidence

### Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

Parents will be invited to participate in the following activities for collaboration and approval: 1) LSC Meetings 2) PAC Meetings 3) Open House Events 4) Literacy/Math Parent Events 5) Family-School Parent Nights 6) "Data Chats". Meeting notifications will be disseminated in monthly parent letters, posted on the school's marquee and sent via email.

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



the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Shoop's Title I Annual Meeting and Title I PAC Organizational Meeting are held in September of every school year. Meeting notifications will be disseminated in monthly parent letters, displayed on the school's marquee, posted inside, robo-calls, and emails.

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.

As a staff, we will continue to involve parents in the education of their children and respond to request by the following actions: 1) Maintaining our "Open Door" Policy 2) Inviting parents to meetings (including PAC and LSC) via monthly school newsletters and emails 3) Parent Surveys 4) Suggestion box 5) Room parents to help communicate school functions and meetings

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.

Official State assessments results will be provided to parents during report card pick-up dates. Additional notification will take place during the fall, winter and spring. Specific dates will be dependent on when the school receives the results.

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.

Administrators will mail appropriate CPS letters to parents via (1) U. S. Mail (2) Student Carrier

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

The school will host an Open House in September that will have breakout sessions by grade level teachers to discuss curriculum, expectations and assessments. Parent portal sign up will be encouraged at Open House, report card pick up and PAC meetings. Collaborate with PAC to provide sessions for parents that include strategies for helping parents work with educators and monitor their students' grades.

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.

We will provide parents with the following support to aid in their child's student achievement: 1) Collaborate with PAC to offer parent sessions of interest 2) Disseminate materials and resources via email to parents 3) Lead Teachers will provide parent assistance upon request 4) Literacy Night and Math/Technology Night 5) School Counselor/School Social Worker will provide parent resource information upon request and during SEL events.

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.

As part of our professional development for staff, we will continue to provide: 1) Ongoing workshops on parent collaboration 2) maintaining our daily "open door" policy 3) Annual training for Children in Temporary Living Situations 4) Peer sharing of Best Practices in parent communication 5) Video training for responsiveness to diverse student populations

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.

We will use "The Creative Curriculum for Preschool Getting Ready for Kindergarten." The guide promotes SEL and topics relevant to students' lives to help them transition socially. The guide also outlines the core subjects and technology detailing what and when to teach. This aligns with the Pre-K Gold Curriculum. Parent orientation is included in the transition plan.

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.

We will inform parents through the following means: 1) Monthly Newsletters 2) Weekly Flyers 3) School Marquee 4) Parent letters 5) Email 6) LSC/PAC Bulletin Board, and (7) Social Media. We disseminate Spanish letters from Central Office. We communicate our local events and meetings through our bilingual tutor via phone, email, or in person.

Policy Implementation Activities

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



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



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



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

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

N/A

### School-Parent Compact

Complete

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

The mission of John D. Shoop Academy is to develop leaders that are problem-solvers and critical thinkers who will be prepared to compete in a global society by planning for the future. Our staff, parents and community members will expose our students to innovative, rigorous, educational opportunities that support and nurture the individual talents of each student.

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.

CPS has two city-wide dates for report cards and parent-teacher conferences which are held in the months of November and April. We provide one additional school-wide conference/parent night that will be held in September of every calendar year.

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

Progress reports will be completed every five weeks and report cards on a quarterly basis. Parent portal is also available to parents daily. Parents of students with a Personal Development Plan or MTSS program will be updated every two weeks. Teachers will update parents on the Remind App.

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

School staff members are available to "serve" daily. Parents should simply contact the school and/or teacher to make an appointment. Parents may come on a "walk in basis" and administrators will either meet with parent or provide a conference date/time. Emailing is also available.

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.

The opportunity to volunteer will be announced at the open house and publicized via emails and PAC meetings. Parents will continue to volunteer during recess, field trips, school functions and other opportunities as they arise. Additionally, parents may volunteer on a regular basis in classrooms, by application per CPS protocol. Parent observations may occur on any day and at any time that does not disrupt the learning process.

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

CPS has provided a parent website and Parent Portal which allow guardians an opportunity to monitor children's school work and grades daily. Teachers will send home newsletters. Teachers will use apps such as Dojo and Remind to update parents more frequently.

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 are invited to attend and provide support at all LSC/PAC meetings. The school's administration has an "open door policy" and will listen to all suggestions on improving the education of Shoop's students. A parent survey will be administered at the first report card pickup.

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 assure academic achievement through the following actions: 1) Students are required to arrive on time daily 2) Students will set goals with their teachers twice a year 3) SEL program will provide the structure and support for students to be respectful, responsible and ready 4) After-School programs are provided to support students instructional needs as well as enrichment programs for those who need advancement 5) Extracurricular activities will be offered to help students connect with Shoop Academy.

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Parents will be trained each month in various subjects. There will be a class/training and activities on how parents can better themselves to help with the importance of their children's education, as well as help living their everyday lives.

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.	\$ 2973 .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.	\$ Amount .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)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .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.	\$ Amount .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	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main	\$ Amount .00

office or where staff and students have access too. To be used only by parents.

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