



Skinner North / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/25/2018	Frances Zemans, Kimberly Sanker-Panchal, Priya Shah, Kelly Mulligan, Jonathan Popowich, Alison Ridgway, Danielle Ritchey, Nicole Heller, Danit Schleman, Ben Whitford	School Effectiveness Framework
01/19/2018	Kelly Mulligan, Danielle Ritchey, Laura Shakespeare, Alison Ridgway, Jon Popowich, Priya Shah, Johanna Jacobson	CIWP/SQRP reflection & SEF
02/07/2018	Kelly Mulligan, Danielle Ritchey, Laura Shakespeare, Alison Ridgway, Jon Popowich, Priya Shah, Johanna Jacobson	SEF prioritization, Goal Setting/strategy selection discussion
04/11/2018	Kelly Mulligan, Danielle Ritchey, Priya Shah, Shannon Steven-Pokornik, Conor Sullivan, Frances Zemans, Katie Magnuson	Reviewing strategies and action step creation
03/07/2018	Kelly Mulligan, Jon Popowich, Alison Ridgway, Danielle Ritchey, Priya Shah, Katie Magnuson, Brenda Delgado-Als, Conor Sullivan, Toby Smith, Danit Schleman	Goal Setting and strategy selection

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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School has a clear vision and mission that all school priorities are aligned to.
 Teachers/Staff, parents and students all work together to support the aims of the school
 Teachers (ILT, 4PLCs), parents (LSC, Friends of Skinner North) and students (student council) all have important voice
 Rated very strong in program coherence 2017
 Effective Leaders and collaborative teachers rated strong on 5 Essentials 2017
 Admin shares and frames meetings in school vision (open houses, state of the school events)
 Teachers are supported in instruction and social-emotional initiatives through coaching, mentoring and REACH
 School-wide schedules maximize time for teachers to collaborate each week, as well as during school funded Grade Level Release Days

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.

- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	- Effective Leaders - Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	- A1. Assesses the Current State of School Performance and Develops a CIWP - A2. Implements Data Driven Decision Making and Data Driven Instruction - A5. School Vision and Mission Drive Decision-Making - D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

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The school's ILT is comprised of a set of faculty that represents the whole school and all it's needs and functions (Classroom Teachers, ----Diverse Learner Staff, Counselor, & Specials Teacher)

The ILT meets regularly to review data, progress on the CIWP and on other school-wide priorities

Each member of the ILT has considerable leadership roles (PLC Leaders, Department Chairs, & SEL Leadership)

Teacher have created and run a mentoring program for new staff

The ILT reviews many data sets: NWEA, PARCC, Unit Assessments and Performance tasks

All ILT meetings have clear agendas and notes are shared out with staff afterwards

The ILT has honest conversations and are able to share a diverse set of viewpoints in a collaborative manner

Instructional Leadership rated strong in 5Essentials

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Professional Development (and Learning) is organized by the school's ILT and PLCs
 Math & Science PLC leads have job-embedded time for coaching, modeling and mentoring
 All Teacher participate in Grade Level Release Days, Peer Observations, and Instructional Rounds
 Weekly Grade level meetings and common planning time across grade-spans (K-1, 2-3, 4, 5-6, 7-8) occur daily.
 Diverse Learner and Specials Departments each meet Monthly at a minimum
 ILT members have created a new staff mentoring program and meet weekly with new teachers to support them
 Teachers have open/shared practice and complete peer observations in a safe and supportive environment
 Principal and Assistant Principal are engaged in instructional planning and complete frequent non-REACH observations
 Collaborative teachers and effective leaders rated strong on 5 Essentials
 SQRP - Level 1+ (growth- Math 53rd %tile and reading 70th%tile for growth percentile on NWEA, 68.8% of students meeting/exceeding national average growth norms)

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Instructional time for students is maximized.
 Grades 4-6 are departmental (math/science and literacy/social studies), grades 7-8 are further departmentalized
 Middle School Students have choice in Electives (Specials classes) that change each Semester
 CIWP and Budget are fully aligned, as are purchases made by the school
 The Principal and Assistant Principal work with the Friends of Skinner North Organization to align School/FoSN purchases
 The school has obtained several grants and participates in multiple CPS initiatives such as the 30-20-10 PE Program, Arts Essential funding
 Current Teachers/Staff fully participate in recruitment and retaining new Teachers/Staff
 Interview practices include panel interviews, demo lessons and background checks
 Teacher Teams are fluid and collaborative in nature
 Teachers/Staff are valued and have significant voice in their work and instructional planning, which leads to better Teacher retention
 Parents are actively engaged in the school community (LSC, FoSN, Diversity Committee and in other volunteer capacities)
 Effective leaders and collaborative teachers rated strong on 2017 5 Essentials

Guide for Aligned Resources

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

- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Teachers make use of the CCSS, NGSS and CPS Frameworks to create instructional units/lesson plans
 PLC leaders work with all teachers to align curriculum (vertically/horizontally) across all grade levels and staff
 Principal and Assistant Principal lead ILT and teacher teams in data analysis to directly impact instruction
 Teachers uses both assessment data and data from peer-observations and instructional rounds to make decisions/plans
 Teachers have created and are revising/improving a clear scope and sequence across all subject areas for all grade levels
 Sub-group data (EL, DL, and other priority groups) is showing positive trends -All students are engaged in classroom instruction
 A large emphasis is placed on SEL-priorities (Responsive Classroom, Developmental Designs, 2nd Step, and Advisory)
 As a Classical School, all students are instructed at/learning at 1 or more grade levels above actual grade designation
 Teachers and students prioritize having a Growth Mindset and working to improve their understanding/skills/abilities
 SQRP Level 1+ (growth- Math 53rd %tile and reading 70th%tile for growth percentile on NWEA, 68.8% of students meeting/exceeding national average growth norms)

Guide for Curriculum

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

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

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

1 2 3 4

Use of Instructional materials are maximized, aligned to CCSS, NGSS, and meet the needs of most students
 Teachers have access to a rich variety of texts, SmartBoards, iPads, Chrome Books, and Desktop Computers
 PLC teams review curricular scope/sequence to determine needs and the Principal works with the School Budget and FoSN to fund
 All teachers have access to an abundance of materials, supplies and resources
 Teachers address varied modes of learning in their instructional plans
 Teachers differentiate instruction based on assessment data, levels of student learning, and student interests
 Interventionist on staff works to support students in need of early reading intervention
 Students are active and engaged in their own learning, Middle School students also have choices of Special/Elective Courses
 Teacher walkthrough data revealed high level of choice given to students.
 SQRIP Level 1+ (growth- Math 53rd %tile and reading 70th%tile for growth percentile on NWEA, 68.8% of students meeting/exceeding national average growth norms)
 SQRIP Subgroup growth - Reading (AA 81st %tile, Hispanic 86th) Math (AA 24th %tile, Hispanic 55th %tile) - 99th percentile for attainment

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

All teachers/staff strongly believe all students can and will learn (This is seen through an emphasis on having a Growth Mindset)
 Students are held to rigorous standards and provided the supports they need to reach them
 Extension/Acceleration and Remediation/Intervention are all provided based on MTSS programs/teams recommendations
 Students experience cross-curricular learning and teachers in grades 4+ are departmentalized by content areas, yet plan together
 The Literacy PLC has made sure that instruction is CCSS aligned and focuses on key shifts in literacy
 The Math PLC has made sure that instruction is CCSS aligned and focuses on key shifts in mathematics
 The Science PLC has made sure that instruction is NGSS aligned and incorporates best practices in Science
 Students participate in hands-on, relevant learning experiences
 5 Essentials ambitious instruction rated strong
 Students complete curriculum that is a year advanced

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.

- Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

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)

Clear transitions exist between different grade spans in the school (K-1, 2-3, 4, 5-6, 7-8).
 2 groups of 8th graders have transitioned to high school and came back to share their experiences. Avg. 71% went to SEHS. (others went to private or IB programs)
 The Middle School Team and Counselor are exploring/visiting Academic Centers and High Schools to see how to prepare for 9th grade
 Progress of all students, including those with DL, EL, and MTSS related needs is tracked and monitored
 The Counselor has put on several workshops and also worked 1:1 with every 8th grader around HS applications. Also reviews high school admissions with 7th graders.
 Multiple 8th grade students have received grants and scholarships for High School programs
 The school hosts multiple summer events, a summer camp, and KDG Orientation
 Students at all grades are exposed to information about High Schools, Colleges and Careers in a variety of ways
 All 8th graders take Algebra I during the school day
 Attendance rate from 2016-2017 is 96.3%

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Teachers use a range of pedagogical strategies to teach students at a variety of skill levels
 Teachers plan units/lessons to anticipate student misunderstandings, incorporate robust vocabulary, and taps into student interest levels
 Teachers are adept at facilitating student conversations, using a variety of question types, levels and stems
 Students make use of content and context specific and appropriate vocabulary and use textual evidence in discussions/class work
 Teachers encourage students to set goals, have a growth mindset, and make instructional and social efforts towards growth
 Students are engaged in their learning and take an active role in classroom projects, inquiry and discussions
 Instruction is scaffolded and differentiated to meet the needs of all student, including those with DL, EL MTSS, and other needs
 The 3 PLCs and ILT use data to impact instructional planning and groupings (within classrooms)
 MTSS Teams work to identify student needs (intervention and acceleration, both)
 SQRP Level 1+ (growth- Math 53rd %tile and reading 70th%tile for growth percentile on NWEA, 68.8% of students meeting/exceeding national average growth norms)
 Ambitious Instruction - strong, effective leaders strong and supportive environment rated neutral for 5Essentials

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	- Ambitious Instruction - Effective Leaders - Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	82. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

Balanced Assessment & Grading:

Score

1 2 3 4

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.

Teachers are supported in using a robust suite of assessment data (NWEA, PARCC, Performance Tasks, PARCC-aligned Unit Assessments and other data sources) and linked toolkit during grade level planning and meeting time.
Incoming KDG students are assessed using Reading Diagnostics during the summer to help teachers start differentiated instruction immediately
Teachers help students to understand their assessment results and set and monitor goals
Teachers take student needs into account when planning for instructional units/lessons/tasks
Assessments and instruction are aligned to CCSS (Literacy and Math) and NGSS (Science)
The ILT has created a fair, equitable and balanced grading scale and has helped to define and clearly communicate assessment.
Each grade band met to create Gradebook expectations aligned to their instructional and student needs.
Ambitious instruction rated strong.
SQRP Level 1+ (growth- Math 53rd %tile and reading 70th%tile for growth percentile on NWEA, 68.8% of students meeting/exceeding national average growth norms; 99th %tile for attainment)
Ambitious instruction rated strong on 5Essentials

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	✓ Grade distribution reports (course success rates)
	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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 Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

Score

1 2 3 4

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

The school has a robust MTSS process as well both led by an ILT member and interventionist
 The principal has prioritized having a part-time interventionist on staff to instruct students 1:1 and in small groups
 Classroom teachers make use of Responsive Classroom, Developmental Designs, and Advisory as well as Second Step programs
 The principal, assistant principal and ILT track student progress and monitor growth of all students
 Students are engaged in student-centered classrooms and activities and have choice-embedded into their days
 School Counselor coordinates the work of all Related Service Providers
 Math and Science Coaches and interventionist provide support to groups/individual students

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Skinner North teachers emphasize the importance of having a Growth Mindset and working hard to see improvements
The school leaders and the teachers communicate clear expectations around rigorous classroom instruction/programs
Skinner North was the #1 Ranked school (under ISAT) in IL multiple years in a row, and is the #2 Ranked school (under PARCC) in IL
Teachers facilitate individualized student goal setting at all grade levels
Classrooms are safe spaces where students can learn and take academic risks, as well as approach problems from multiple perspectives (ex: Math Talks)
Students work with peers (in small groups and partnerships) to help each other and to provide each other actionable feedback
Teachers also provide actionable and timely feedback to students
Morning Meetings, Advisory and other structures are used by teachers to build classroom community
Teachers make use of Responsive Classroom language to encourage students to adhere to norms/rules and to promote individual student growth and ownership of actions/reactions
SQRP Level 1+ (growth- Math 53rd %tile and reading 70th%tile for growth percentile on NWEA, 68.8% of students meeting/exceeding national average growth norms; 99th%tile for attainment)
Ambitious Instruction - strong, effective leaders strong and supportive environment rated neutral for 5Essentials

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ 5-2-1P Attainment and Growth
Five Essentials	- Ambitious Instruction - Collaborative Teachers - Supportive Environment
MTSS Frameworks Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Competency Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1 2 **3** 4

Teachers use Responsive Classroom, Developmental Designs, Morning Meeting, Advisory and Second Step to address Social-Emotional Issues and needs of students

The school counselor works with students in a variety of settings: Whole class, small affinity groups, and individually.

School leaders do small group lunch sessions with KDG students during the year to build community bonds/relational trust

Students created school-wide norms and rules (facilitated by the Assistant Principal). -Each room created rules that in turn were used by classroom representatives to share across grades 1-8. These were revised and presented by students to their peers in classroom assemblies.

Interactions between Teachers & Staff / Students & Parents is generally positive and productive

The Principal and a parent co-created the school's Diversity Committee which helps to draw attention to the widerange of diversity in the school

The school has a wide variety of before and after school programs as well as clubs and sports to meet the diverse interests of students

The School promotes events to celebrate our diversity

Teachers work collaboratively to meet the needs of students and further their own professional growth.

Teachers help peers and want each teacher/staff member to succeed

The principal and assistant principal are responsive to teacher/staff needs. They facilitate Grade Level Meetings, Professional Development opportunities, and coach and mentor staff in different capacities).

The school principal is invested in developing the leadership capacity of staff, as seen in the PLC leaders, and several staff who have completed administrative internships

The school leadership team, teachers/staff, parents and students all work together and care about a diverse range of viewpoints

Collaborative Teachers rated strong and supportive environment rated neutral

School climate survey - Most teachers reported feeling connected to one another, but feel there is some inconsistencies.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

The school has before school programming as well as incredibly robust after-school offerings.

Grade 7-8 students have choice of specials/electives, including a variety of PE, Arts, Music and Spanish options.

Students learn about electoral process and civic in varied grade levels (i.e. 2, 5, 7/8th) (Follow SS framework)

Share structures embedded in the school day allow students space to share (i.e. morning meeting, advisory)

Middle school uses Face to Face advisory.

Each classroom has a Star Student of the week (not merit based) -every student in the class has a week for them to shine. They present information on themselves and their interests, have a special letter from a parent read to the class, and have a special lunch with a parent/guardian or other family member at the end of the week.

The assistant principal and a teacher-leader coordinate service-learning projects and experiences with both FoSN and outside agencies

Have a system for student government -Student Council (grades 4-8) that has taken on significant projects already this school year

Students work on in-class projects/tasks that are relevant and hands-on (ex: in Science issues on Water Quality and social impacts)

Middle School students engage in classroom discussions and debates using text-based evidence and research to support their views/ideas (this can also be seen in K-6 classrooms as well).

Student focus group shared they want more opportunities to experience a school-wide civics culture and authentic interaction with civic leaders

All 8th graders have taken a school trip to Washington, DC

Supportive environment rated as neutral on 5Essentials

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	• MYONS Student Survey completion rates and results • Affidavits from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measure	✓ Five Essential – Supportive Environment
Five Essential	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. 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 principal has built a clear master schedule and linked classroom schedules
 All specials classes are built into the master schedule to allow for common planning time
 J@school monitors/facilitates lunch/recess time
 Staff have been trained in Responsive Classroom and track data on any incidents (accidents or misbehavior) as well
 Clear the Emergency Management Plan that is updated regularly
 All teachers have been trained on the EM plan and the school regularly practices each type of emergency drill
 Arrival is orderly and an off-duty officer assists with traffic flow
 Teacher flex day PD focused on restorative practices
 Skinner North uses a set of student created/generated rules and norms that are universal in grades 1-8.
 Responsive Classroom is the norm for teacher language, though is less consistent in upper grades (4-8)
 The school makes use of restorative practices and approaches to discipline
 The school leadership team and the ILT have reviewed office and classroom managed behaviors and provided supports for data tracking as well -not all teachers are consistently tracking incidents
 Not all teachers are active supervisors during key times (arrival, dismissal, and breakfast)
 My Voice, My School safety score was very strong
 School climate survey showed teachers felt criteria for office referrals vs. classroom managed could be clearer

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

The school uses a proactive approach to school discipline, including:

- review student behavior data/metrics
- student created norms/rules are posted throughout the school and in classrooms
- school-wide and classroom routines are efficient and maximize learning time
- families are engaged as partners at both the classroom and school levels

The school uses an instructive approach to school discipline, including:

- Advisory, Morning Meeting, and Second Step are all used to promote a positive classroom community
- Of these, Second Step deals with direct and intentional teaching of SEL Skills
- The counselor works 1:1 and in small groups to teach further SEL Skills, and makes use of Social Stories as well
- MTSS Team comprised of a diverse set of stakeholders and meet regularly to examine data and plan to meet student needs

The school uses a restorative approach to school discipline, including:

- Students are treated with respect and dignity at all times
- Teachers and Staff are taught ways to minimize disruptions
- School leaders, teachers, and staff work to get to the root of issues and find long-term solutions to help students
- OSS and ISS are used only as a last resort after a pattern of severe and/or violent offenses
- The school counselor and related service providers help to provide interventions for students, and track usefulness of them

Supportive environment rated as neutral on 5Essentials

School climate survey showed teachers felt criteria for office referrals vs. classroom managed could be clearer

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1 2 3 4

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.

Skinner North is a warm, caring and friendly place for teachers/staff, parents, children and community partners
 Providing opportunities for parents to share concerns (LSC meetings, Questions for Admin section in newsletter, Coffee with Katie session)
 The school leadership team truly values collaboration between parents and the school staff
 Volunteers are welcomed in a variety of capacities
 School leaders put on State of the School Address each year, host several Open House Sessions, are available at LSC and FoSN meetings, as well as grade level coffee events, and have an Open Door Policy
 School leaders are accessible via email (and other modes) at almost any time of day
 The school puts on many events each year (Open House, Curriculum Nights, and events in conjunction with FoSN (International Fest, June Jamboree, and more)
 The School, LSC and FoSN each have multiple Parent/Staff Committees that are open to any interested stakeholders
 School staff makes use of many venues to convey and receive information: website, email, calls, robo-calls, texts, twitter, room parents, in-person communication/events, letters home and paper and electronic surveys on a variety of topics)
 Some feedback given by parents around need to further clarify grade level expectations/grading and other grade specific communication
 The school is proactive in communication, has a parent handbook, family directory, and other documents for new and current families)
 Skinner North and the school leadership team promote and embrace the diversity of our school and value the input of all stakeholders
 Involved families rated very strong on 5Essentials, Parent-Teacher Trust rated as very strong.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engage Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

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
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National School Growth Percentile - Reading

"The growth metrics changed when the new NWEA normative data came out. The 2015 norms show higher median growth for students of low achievement than high achievement, whereas under the 2011 norms, median growth differed much less within grades" (NWEA Norms FAQ).

The SY2015-16 (reported as SY2016-17 on CIWP) was the first year an 8th grade class was added at Skinner North -- an increase in the number of students not meeting growth targets will certainly lower the the growth percentile (not as significantly as the change in norms). Our first 8th grade class had a growth percentile of 30 for Reading and 98 for Math, while the overall percentiles were 78 for Reading and 61 for Math.

The 8th grade is a smaller sample and can skew the data. Similarly, the priority groups that are much smaller than the entire testing population at Skinner North, are skewing the data. However, the overall growth percentile is lower than previous years largely due to the new norming process. It is much difficult for students that are in the 90+ percentile to grow.

That being said, we want to make sure we are setting rigorous goals for ourselves.

78.00	70.00	80.00	85.00	90.00
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National School Growth Percentile - Math

"The growth metrics changed when the new NWEA normative data came out. The 2015 norms show higher median growth for students of low achievement than high achievement, whereas under the 2011 norms, median growth differed much less within grades" (NWEA Norms FAQ).

The SY2015-16 (reported as SY2016-17 on CIWP) was the first year an 8th grade class was added at Skinner North -- an increase in the number of students not meeting growth targets will certainly lower the the growth percentile (not as significantly as the change in norms). Our first 8th grade class had a growth percentile of 30 for Reading and 98 for Math, while the overall percentiles were 78 for Reading and 61 for Math.

The 8th grade is a smaller sample and can skew the data. Similarly, the priority groups that are much smaller than the entire testing population at Skinner North, are skewing the data. However, the overall growth percentile is lower than previous years largely due to the new norming process. It is much difficult for students that are in the 90+ percentile to grow.

That being said, we want to make sure we are setting rigorous goals for ourselves.

61.00	53.00	65.00	70.00	75.00
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% of Students Meeting/Exceeding National Ave Growth Norms

"The growth metrics changed when the new NWEA normative data came out. The 2015 norms show higher median growth for students of low achievement than high achievement, whereas under the 2011 norms, median growth differed much less within grades" (NWEA Norms FAQ).

That being said, we want to make sure we are setting rigorous goals for ourselves.

69.30	68.80	65.00	70.00	75.00
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African-American Growth Percentile - Reading

This projection is based on historical performance. While there dip in the we saw an increase the following year. We want to continue to build on this.

42.00	81.00	85.00	90.00	95.00
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Hispanic Growth Percentile - Reading

We have seen progressive increase in this category over the past 2 years. We want to continue to build on this.	70.00	86.00	90.00	95.00	99.00
English Learner Growth Percentile - Reading					
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics. NA	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics. NA	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					
This projection is based on historical performance. While scores had gone up significantly (nearly doubled) over 2014-2016. We saw a decline over 2017-2018. Changes in growth could be contributed to many factors including: changes in norming, switching to the 6+test and expansion of the middle grades. We need to set rigorous benchmarks to return to our previous levels.	53.00	24.00	50.00	60.00	70.00
Hispanic Growth Percentile - Math					
This projection is based on historical performance. Previous to 2017, we did not have a sub-group in this area. For the two year, we had this sub-group, we saw a decline 2017-2018. Changes in growth could be contributed to many factors including: changes in norming, switching to the 6+test and expansion of the middle grades. We need to set rigorous benchmarks to return to our previous levels.	60.00	55.00	60.00	65.00	70.00
English Learner Growth Percentile - Math					
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics. NA	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
This area is not currently considered a sub-group (due to total number of students testing). Data projections match what is projected for current sub-groups, as we strive to meet the needs of all students across all demographics. NA	(Blank)	(Blank)	0.00	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)					
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00	99.00
National School Attainment Percentile - Math (Grades 3-8)					
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00	99.00
National School Attainment Percentile - Reading (Grade 2)					
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00	99.00
National School Attainment Percentile - Math (Grade 2)					
This projection is based on historical performance. The scores for the last 2 years have been nearly identical.	99.00	99.00	99.00	99.00	99.00
% of Students Making Sufficient Annual Progress on ACCESS					

We do not have students who take ACCESS at this point in time. NA	(Blank)	(Blank)	0.00	0.00	0.00
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Average Daily Attendance Rate

Prior year's Attendance Rates were: 96.8% and 96.7%. Since our attendance rate is high in comparison to other school in our network, we expect to see only marginal gains at this current point in time. Skinner North will continue to partner with parents/families to maintain and/or improve our attendance rates in an appropriate manner over the next several years.	97.10	96.30	96.90	97.00	97.10
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My Voice, My School 5 Essentials Survey

Skinner North is considered, by the MVMS Survey, to be "Well Organized." Our goal is to maintain this "Well Organized" designation, along with our "1+" SQRP status. When looking at the 5 Sub-sections addressed/considered in the MVMS Survey, last year's results were seen across a range of ratings/designations: 1x "Neutral," 3x "Strong", and 1x "Very Strong." Our goal is that all Sub-sections rate at a "Strong" or "Very Strong" designation and that no individual section declines in its designation either. Thus, we are looking for Zero "Neutral Ratings," and a minimum of Three "Very Strong" ratings, for the next administration of the MVMS Survey, with specific emphasis on supportive environment.	(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...

empower the ILT to create, plan for, and support teacher-led professional learning teams using a cycle of inquiry approach to identify performance and practice gaps to inform our professional learning plan	an increase in teachers collaboratively planning, refining and implementing vertically aligned, culturally responsive curriculum maps and units that prioritize differentiated practices that support individual student learning	a fully collaborative teaching community that aims to support student achievement and growth as demonstrated by the percent of students meeting/exceeding National Growth Norms on NWEA/MAP, inclusive of all subgroups at Skinner North, and a rating of Very Strong on the Five Essentials survey metric of Collaborative Teachers.
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Tags:

Assessment, Professional Learning, Teacher Teams/Collaboration, ILT, Teacher leadership, Curriculum mapping

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

By August of 2018, create orientation for new staff and mentorship assignment that will be implemented throughout the 2018-2019SY	ILT Members	Aug 8, 2018 to Aug 8, 2018	Completed
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Teacher mentorship, New staff

In August of 2018, administration will create an Instructional Rounds schedule. Other schools will be invited and ILT will also attend instructional observations at other schools (invite other schools) throughout this CIWP cycle.	Administration	Aug 1, 2018 to Aug 28, 2018	Completed
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Observation, Instructional rounds

A master schedule for all professional learning will be created and updated as need during the summer of 2018. This includes: ILT (Monthly), PLCs (meet every 1-2 months), grade level meetings (weekly) and Release Days (quarterly). Time will be imbedded during grade level meetings to share work from PLCs.	Administration and PLC leads	Jun 1, 2018 to Aug 31, 2018	Completed
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Professional Learning, Grade level meetings, Scheduleing, Professional learning communities, Release days

Teacher-learning plan that incorporates elements of: lesson study, vertical alignment in terms of CCSS and NGSS, culturally responsive pedagogy/content, data analysis, and differentiated instruction, and closing priority group achievement gaps will be created during the summer of 2018.	ILT, Single Story, and PLC leads	Jun 1, 2018 to Aug 31, 2018	On-Track
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Differentiated instruction, Data analysis, Vertical alignment, Lesson study, Teacher learning plan, Culturally responsive

Implementation of teacher learning plan developed by ILT will occur throughout the 2018-2019 school year.	Administration/Teachers	Aug 27, 2018 to Jun 21, 2019	On-Track
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Teacher learning plan

Weekly grade level cycle will include focus on differentiation. Teachers will read Differentiation: Simplified, Realistic and Effective (How to Challenge Advanced Potentials in Mixed-Ability Classrooms), practice strategy, debrief/analyze student work and complete peer observations.	ILT, GL teams	Aug 31, 2018 to Jun 14, 2019	On-Track
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Differentiation, Student work, Peer observations, Grade level cycle

During the 2018-2019 school year, school will adopt math intervention curriculum and universal screener accompanied staff training (Do the Math for K-5th grade and Math180 for 6-8th grade)	MTSS lead/intervention	Jul 2, 2018 to Sep 7, 2018	Completed
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Math interventions, Universal screener

Quarterly special education team meetings including case manager, teachers and SECAs that will address identified needs.	Case manager and special education teachers	Aug 27, 2018 to Jun 14, 2019	On-Track
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Special education

Identified teachers will attend quarterly Network professional learning which will focus on Cognitive Demand and Access. They will share learning with staff. This will be incorporated into the teacher learning plan.	TLI attendees and admin	Aug 1, 2018 to Jun 7, 2019	On-Track
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Cognitive demand, Access

Strategy 2

If we do...

increase the opportunities for students to engage and voice their perspectives, improve their connection to self, peers, school personnel, the school, and community through teacher, parent and administration designed learning experiences that enable students to explore their identities and interests

...then we see...

students will feel more connected to their peers, the school personnel, the school, and community

...which leads to...

Student ownership of their learning, relational trust, and improved student outcomes as measured by My Voice, My School Student Survey Supportive Environment section.

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status
Support teachers in consistent implementation of social-emotional learning standards and supports, and focus on providing students with leadership and service learning opportunities while fostering an inclusive school community through this CIWP cycle.	school counselor	Aug 27, 2018 to Jun 26, 2020	On-Track
Service learning, Student leadership, Social emotional learning, Inclusive school			
100% of teachers will implement Responsive Classroom (K-4), Developmental Designs (5-8) and 2nd step (K-8) with elements including morning meeting/CPR, rules/logical consequences, guided discovery, classroom organization, academic choice and assessment/reporting through out this CIWP cycle.	school counselor, trained staff	Aug 27, 2018 to Jun 26, 2020	On-Track
Responsive classroom, Developmental designs, 2nd step			
Middle Grade Advisory schedule will be created during the summer of 2018 to support SEL learning, leadership and service learning opportunities (curriculum topics, service learning integration, and talking circles)	middle school team	Jun 1, 2018 to Sep 14, 2018	Completed
SEL, Service learning, Advisory schedule			
Career Day Creation (Students will utilize Naviance to help identified career fields they are interested in. Then, plan alignment of career day options to student interest. Work with SNUG to find professionals in different fields and plan field trips/opportunities for students to learn more about fields they are interested in.) This will occur for the 2018-2019 school year.	Service Learning Club, FoSN, GL teachers	Jul 30, 2018 to May 31, 2019	On-Track
Field trips, Career readiness, Career day			
Buddy classroom schedule will be created in August 2018 with quarterly meetings with shared focus for activity	Administration/SNUG/Counselor	Dec 21, 2018 to Dec 21, 2018	On-Track
Buddy classrooms			
Student council creates a yearly theme and aligns activities to reinforce (i.e. pep rallies, spirit weeks) Student council provides morning announcements and student celebration opportunities. This will occur at the end of the 2017-2018 school year.	SEL Committee	May 7, 2018 to Jun 15, 2018	Not started
Student council, Morning announcements			
Grades 5-8 will offer parent-teacher conferences for the first Report card Pick Up and student led conferences for second Report Card Pick Up	Student Council Advisor	Oct 22, 2018 to May 31, 2019	On-Track
Student led conferences, Parent teacher conferences			
Development of student leadership roles/jobs for students in 7/8th grade for which students apply for (i.e. helping younger students, greeters) system and creation of system to recognize students with those roles. This will occur for the 2018-2017 school year.	Danielle/Priya	Aug 1, 2018 to Aug 31, 2018	On-Track
Student leadership, School jobs			

Planning an assembly or class presentation from the local alderman, mayor, and/or neighborhood representative to connect and engage the student body to the city, neighborhood, and local politics for the 2018-2019 school year.

Administration

Nov 1, 2018 to
Apr 26, 2019

Not started

Student engagement, Politics

Strategy 3

If we do...

foster meaningful opportunities for parent and community partnerships through organizational structures and collaborative groups in an effort to both support parents and families and to simultaneously increase involvement while leveraging their diverse life experiences and expertise to benefit all students at Skinner North

...then we see...

both an increase in home and school connections as well as more participation in parent/school organizations and committees, school events, forums and trainings as well as in terms of volunteering in classrooms, while also increasing what services the school is able to provide to families,

...which leads to...

a positive and collaborative school culture and climate that embraces diversity and serves as a community hub for all students, parents and families as shown by continuing a rating of Very Strong on the Voice My School Survey section of Involved Families.

Tags:

Diversity, Parent partnerships, Parent engagement

Area(s) of focus:

3

Action step

By September of 2018, create parent focus groups that will allow parents to share their viewpoints on various school-related topics.

Responsible

Wellness and
Diversity
Committees

Timeframe

Sep 3, 2018 to
May 31, 2019

Status

Completed

Parent focus group, Book clubs

Throughout the 2018-2019 school year, guest speakers will be engaged to come to the school and discuss parenting topics that align to feedback from the parent focus groups.

Wellness and
Diversity
Committees

Aug 27, 2018 to
Jun 21, 2019

Not started

Parent discussion, Guest speakers

Responsive Classroom Parent Training will be provided for parents to learn more about the approach.

Counselor and/or
trained staff member

Oct 15, 2018 to
Mar 29, 2019

On-Track

Responsive classroom

During the 2018-2019 school year, staff will plan and host curriculum nights for families to attend, including STEM, Literacy and SEL.

PLCs

Oct 1, 2018 to
Jun 14, 2019

On-Track

Curriculum night

During the 2018-2019 school year, parents on the Diversity Committee will plan a Neighborhood event series with 2-3 outings in different Chicago Neighborhoods.

Diversity Committee

Sep 3, 2018 to
Jun 21, 2019

On-Track

Neighborhood events

During the 2018-2019 school year, FoSN and SNUG will work to create a of Booster Club for sports. They will create centralized communication around events and encourage attendance.

FoSN/SNUG

Sep 3, 2018 to
Dec 28, 2018

On-Track

Booster club

During the 2018-2019 school year, administration will work with the Diversity Committee to identify career connections/mentors for students/parent talks.	ADMIN/Diversity Committee	Nov 12, 2018 to Mar 22, 2019	On-Track
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College and career readiness

During the 2018-2019 school year, FoSN will develop new parent connection pieces that include videos, visuals, shout outs to new families ALL GRADES etc. to build on an inclusive/welcoming culture.	Welcoming Committee/FoSN	Jun 4, 2018 to Nov 30, 2018	On-Track
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Parent connection events

Throughout the 2018-2019 school year, a monthly administrative newsletter will be sent and include a link for parents to share their concerns/questions.	Katie Magnuson	Jun 1, 2018 to Jun 14, 2019	On-Track
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Parent newsletter

During the summer of 2018, a Volunteer Liaison position will be created. This person will help coordinate volunteering at the school.	Nicole Heller	Jul 2, 2018 to Jun 28, 2019	Completed
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Volunteer liason

By October of 2018, host a back to school night forum. The focus of the forum will be on how the school runs (organization, key beliefs, etc.)	Principal/Assistant Principal	Sep 3, 2018 to Oct 12, 2018	Completed
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Back to school forum

Action Plan

Strategy 1

COMPLETED

By August of 2018, create orientation for new staff and mentorship assignment that will be implemented throughout the 2018-2019SY"

Aug 08, 2018 to Aug 08, 2018 - ILT Members

Status history



COMPLETED

Dec 05, 2018

Evidence

Mentorship program: each new teacher is assigned a mentor who works with them throughout the year, each teacher is a part of a PLC to learn more about the vertical alignment in our curriculum, and weekly grade levels meetings allow for a time to ask questions and receive support.

Teacher orientation occurs during the first week of school.

ON-TRACK

May 21, 2018

Evidence

Meeting agendas and new staff survey

[Collaborative teacher measures on the FIVE essentials survey specifically the teacher- teacher trust and collective responsibility.]

Staff check-ins during Grade level meetings.

PLC created scope and sequence documents.

COMPLETED

In August of 2018, administration will create an Instructional Rounds schedule. Other schools will be invited and ILT will also attend instructional observations at other schools (invite other schools) throughout this CIWP cycle."

Aug 01, 2018 to Aug 28, 2018 - Administration

Status history



COMPLETED

Dec 05, 2018

Evidence

Schedule has been created:

So far this year the ILT did rounds to look at access and equity within classrooms.

Hawthorne teachers did rounds of the school to observe responsive classroom techniques.

Instructional rounds will be occurring throughout the year.

ON-TRACK

May 21, 2018

Evidence

Rounds Schedule and sign in sheets

[Five essentials measures: collaborative teachers measures and ambitious instruction measures]

COMPLETED

A master schedule for all professional learning will be created and updated as need during the summer of 2018. This includes: ILT (Monthly), PLCs (meet every 1-2 months), grade level meetings (weekly) and Release Days (quarterly). Time will be imbedded during grade level meetings to share work from PLCs."

Jun 01, 2018 to Aug 31, 2018 - Administration and PLC leads

Status history



COMPLETED

May 21, 2018

Evidence

master schedule

[Five essentials: ambitious instruction, collaborative teachers, quality professional development, effective leaders measure]

ON-TRACK

Teacher-learning plan that incorporates elements of: lesson study, vertical alignment in terms of CCSS and NGSS, culturally responsive pedagogy/content, data analysis, and differentiated instruction, and closing priority group achievement gaps will be created during the summer of 2018."

Jun 01, 2018 to Aug 31, 2018 - ILT, Single Story, and PLC leads

Status history



ON-TRACK

Dec 05, 2018

Evidence

Nwea assessment toolkits, PLC agendas and minutes, Grade level agendas and minutes, ILT agendas and minutes.

Math teachers went to a social justice in math professional development.

Fountas and Pinnell reading toolkits

Single Story professional development.

New position opened and filled for math interventionist aligned to NWEA scores.

ON-TRACK

May 21, 2018

Evidence

Teacher learning plan

ON-TRACK

Implementation of teacher learning plan developed by ILT will occur throughout the 2018-2019 school year."

Aug 27, 2018 to Jun 21, 2019 - Administration/Teachers

Status history



ON-TRACK Dec 05, 2018
Evidence
Professional development learning schedule. Prioritizing scheduling for ILT: instructional rounds, release days, and regular prep time.

ON-TRACK May 21, 2018
Evidence
Agendas and sign in sheets from PD

ON-TRACK
Weekly grade level cycle will include focus on differentiation. Teachers will read Differentiation: Simplified, Realistic and Effective (How to Challenge Advanced Potentials in Mixed-Ability Classrooms), practice strategy, debrief/analyze student work and complete peer observations."

Aug 31, 2018 to Jun 14, 2019 - ILT, GL teams

Status history



ON-TRACK
Dec 05, 2018
Evidence
Teachers selected a goal and are signing up for support times weekly to reach that goal. SEL specialist is supporting their development by providing coaching, observation notes, and coverage to allow teachers to do peer observations.

QR code informal peer observations.

5 essentials survey teacher to teacher trust and collaborative work environment is evidence.

ON-TRACK May 21, 2018
Evidence
GLM agendas and notes

COMPLETED
During the 2018-2019 school year, school will adopt math intervention curriculum and universal screener accompanied staff training (Do the Math for K-5th grade and Math180 for 6-8th grade)"

Jul 02, 2018 to Sep 07, 2018 - MTSS lead/intervention

Status history



COMPLETED
Dec 05, 2018
Evidence
Math interventionist and diverse learning teacher completed training and selected screener. Students have been assessed and interventions have been scheduled and started.

ON-TRACK May 21, 2018
Evidence
Progress monitoring and assessment data on math NWEA MAPs test.

ON-TRACK Quarterly special education team meetings including case manager, teachers and SECAs that will address identified needs."

Aug 27, 2018 to Jun 14, 2019 - Case manager and special education teachers

Status history



ON-TRACK

Dec 05, 2018

Evidence

Agenda and minutes from meetings. SEL PLC meetings.

ON-TRACK

May 21, 2018

Evidence

Sign in sheets and agendas

Collaborative Teachers Measures on the 5 essentials survey.

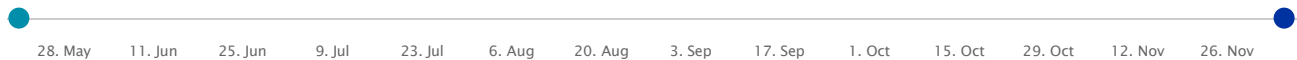
Diverse Learner priority group growth on NWEA.

ON-TRACK

Identified teachers will attend quarterly Network professional learning which will focus on Cognitive Demand and Access. They will share learning with staff. This will be incorporated into the teacher learning plan."

Aug 01, 2018 to Jun 07, 2019 - TLI attendees and admin

Status history



ON-TRACK

Dec 05, 2018

Evidence

First meeting has been completed. Evidence and resources have been shared with the rest of the staff on the school drive.

Resources are discussed during grade level meetings.

NOT STARTED

May 21, 2018

Evidence

Teacher Learning Plan and PD sign in sheets

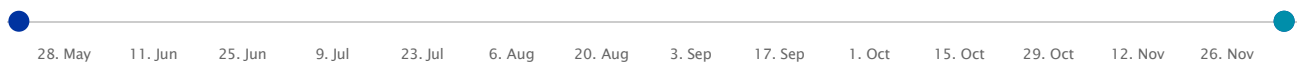
Strategy 2

ON-TRACK

Support teachers in consistent implementation of social-emotional learning standards and supports, and focus on providing students with leadership and service learning opportunities while fostering an inclusive school community through this CIWP cycle."

Aug 27, 2018 to Jun 26, 2020 - school counselor

Status history



ON-TRACK

Dec 05, 2018

Evidence

SEL -SEL Coach Angelica Kearns is coaching teachers around SEL goals. -Student-led whole group morning meetings every Friday. -Whole school festivals (4x yearly) -Service Learning Club will plan at least 3 drives that are student directed (i.e. service learning projects). -Middle School Jobs (i.e. Super Store, School Leaders) -Buddy Classrooms (2x/quarter) -Yearly PD Calendar that includes school's goals for GLM, professional learning, and school theme's goals

NOT STARTED

Dec 05, 2018

Evidence

ON-TRACK

May 21, 2018

Evidence

PD agendas and sign ins, observational data

ON-TRACK

100% of teachers will implement Responsive Classroom (K-4), Developmental Designs (5-8) and 2nd step (K-8) with elements including morning meeting/CPR, rules/logical consequences, guided discovery, classroom organization, academic choice and assessment/reporting through out this CIWP cycle."

Aug 27, 2018 to Jun 26, 2020 - school counselor, trained staff

Status history



ON-TRACK

Dec 05, 2018

Evidence

-On-going teacher PD

-GLM time devoted to address the SEL curriculum and there is ongoing teacher support and PD for SEL development.

-Weekly SEL newsletter with grade level ideas

-Responsive Classroom Workshops for parents

-Expand RC to beyond the classroom with weekly parent update from SEL coach (Phase 1 - Describing RC and positive teacher language, Phase 2 - RC Strategies for home)

ON-TRACK

May 21, 2018

Evidence

school schedule and observational data

COMPLETED

Middle Grade Advisory schedule will be created during the summer of 2018 to support SEL learning, leadership and service learning opportunities (curriculum topics, service learning integration, and talking circles)"

Jun 01, 2018 to Sep 14, 2018 - middle school team

Status history



COMPLETED

Dec 05, 2018

Evidence

Middle school advisory, enrichment, and club schedules are being implemented and in progress.

ON-TRACK

May 21, 2018

Evidence

Schedule and SEL learning plan

ON-TRACK

Career Day Creation (Students will utilize Naviance to help identified career fields they are interested in. Then, plan alignment of career day options to student interest. Work with SNUG to find professionals in different fields and plan field trips/opportunities for students to learn more about fields they are interested in.) This will occur for the 2018-2019 school year."

Jul 30, 2018 to May 31, 2019 - Service Learning Club, FoSN, GL teachers

Status history



ON-TRACK

Dec 05, 2018

Evidence

-Career Day (whole day) planning is in progress.

-Field Trips (1/4 is connected to career readiness)

-College Visits, hanging pennants, teacher college displays

ON-TRACK

May 21, 2018

Evidence

Agendas and student data from Niavance

ON-TRACK

Buddy classroom schedule will be created in August 2018 with quarterly meetings with shared focus for activity"

Dec 21, 2018 to Dec 21, 2018 - Administration/SNUG/Counselor

Status history



ON-TRACK

Dec 05, 2018

Evidence

SEL coach will send out a buddy classroom schedule with themes.

ON-TRACK

May 21, 2018

Evidence

Buddy classroom schedule

NOT STARTED

Student council creates a yearly theme and aligns activities to reinforce (i.e. pep rallies, spirit weeks) Student council provides morning announcements and student celebration opportunities. This will occur at the end of the 2017-2018 school year."

May 07, 2018 to Jun 15, 2018 - SEL Committee

Status history



NOT STARTED

Dec 05, 2018

Evidence

Student council is creating a schedule of action steps around their yearly goals. Additionally, they will plan the buddy classroom themes.

ON-TRACK

May 21, 2018

Evidence

Student Council Agenda, copies of morning announcements

ON-TRACK

Grades 5-8 will offer parent-teacher conferences for the first Report card Pick Up and student led conferences for second Report Card Pick Up"

Oct 22, 2018 to May 31, 2019 - Student Council Advisor

Status history



ON-TRACK

Dec 05, 2018

Evidence

ON-TRACK

May 21, 2018

Evidence

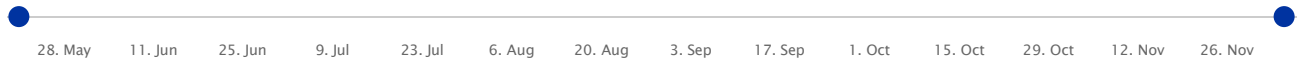
Report Card Pick Up sign in sheets

ON-TRACK

Development of student leadership roles/jobs for students in 7/8th grade for which students apply for (i.e. helping younger students, greeters) system and creation of system to recognize students with those roles. This will occur for the 2018-2017 school year."

Aug 01, 2018 to Aug 31, 2018 - Danielle/Priya

Status history



ON-TRACK

Dec 05, 2018

Evidence

Students have been presented with the jobs and are in the process of applying.

ON-TRACK

May 21, 2018

Evidence

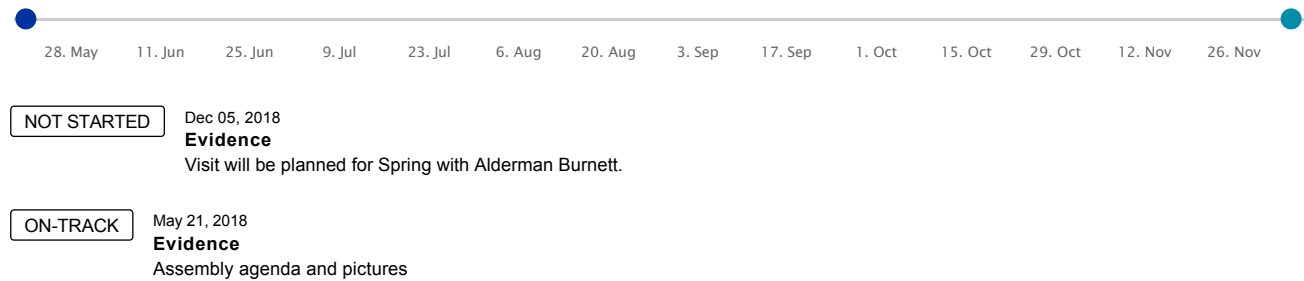
Copy of sign up sheets and assignments

NOT STARTED

Planning an assembly or class presentation from the local alderman, mayor, and/or neighborhood representative to connect and engage the student body to the city, neighborhood, and local politics for the 2018-2019 school year."

Nov 01, 2018 to Apr 26, 2019 - Administration

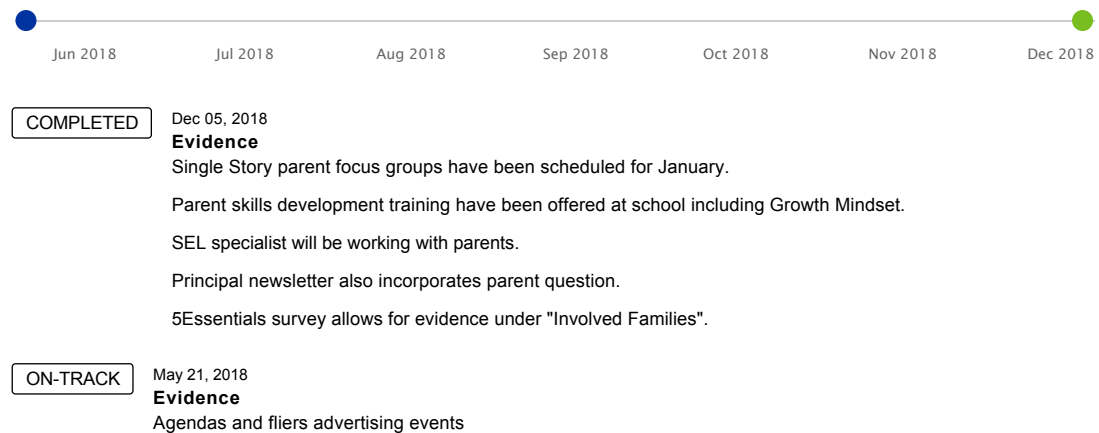
Status history



Strategy 3

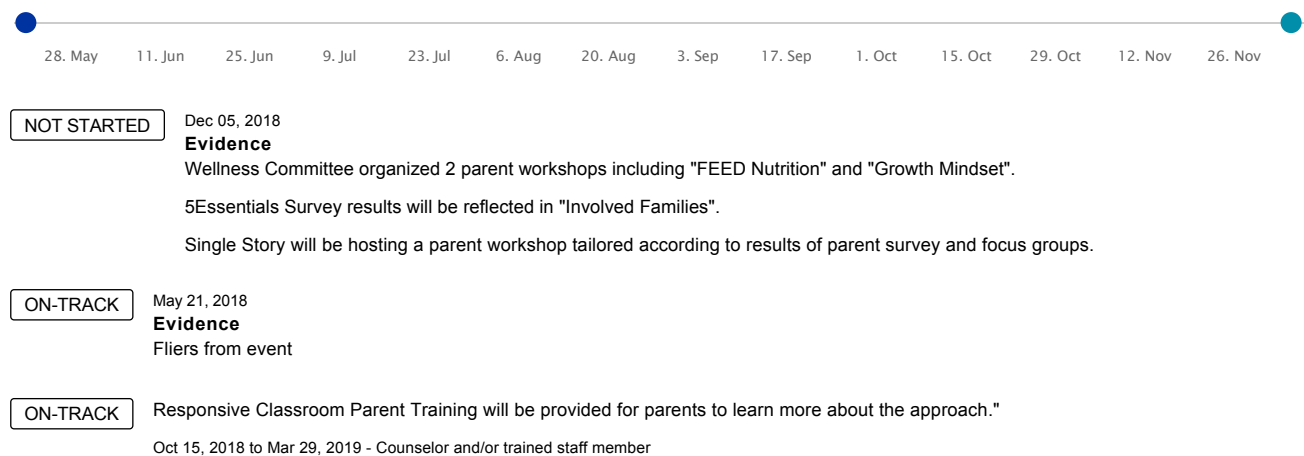
COMPLETED By September of 2018, create parent focus groups that will allow parents to share their viewpoints on various school-related topics."
Sep 03, 2018 to May 31, 2019 - Wellness and Diversity Committees

Status history



NOT STARTED
Throughout the 2018-2019 school year, guest speakers will be engaged to come to the school and discuss parenting topics that align to feedback from the parent focus groups."
Aug 27, 2018 to Jun 21, 2019 - Wellness and Diversity Committees

Status history



Status history



Jun 2018

Jul 2018

Aug 2018

Sep 2018

Oct 2018

Nov 2018

Dec 2018

ON-TRACK

Dec 05, 2018

Evidence

SEL Specialist and school counselor will offer parent training on Responsive Classroom, and Positive Parenting training.

5Essentials Survey will be assessing results on "Involved Families".

ON-TRACK

May 21, 2018

Evidence

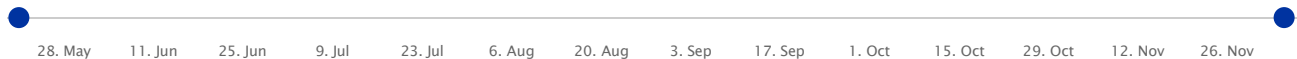
Agenda and sign up sheets

ON-TRACK

During the 2018-2019 school year, staff will plan and host curriculum nights for families to attend, including STEM, Literacy and SEL."

Oct 01, 2018 to Jun 14, 2019 - PLCs

Status history



ON-TRACK

Dec 05, 2018

Evidence

Currently scheduled include Art Show, STEM Night, Science Night and Literacy Night, in addition to SEL and counselor-led parent workshops.

ON-TRACK

May 21, 2018

Evidence

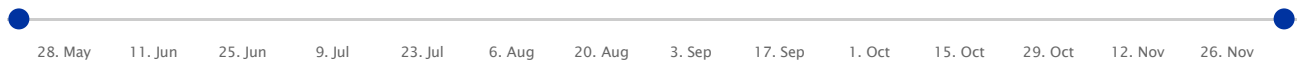
Agendas

ON-TRACK

During the 2018-2019 school year, parents on the Diversity Committee will plan a Neighborhood event series with 2-3 outings in different Chicago Neighborhoods."

Sep 03, 2018 to Jun 21, 2019 - Diversity Committee

Status history



ON-TRACK

Dec 05, 2018

Evidence

Diversity Committee included 2 "Getting to Know Your Neighbors", and additional parent-led social outings.

School will reach out to Room Parent Coordinator for additional social events.

ON-TRACK

May 21, 2018

Evidence

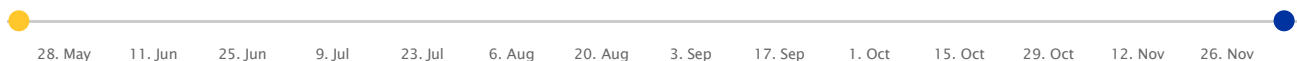
Pictures, fliers from event

ON-TRACK

During the 2018-2019 school year, FoSN and SNUG will work to create a of Booster Club for sports. They will create centralized communication around events and encourage attendance."

Sep 03, 2018 to Dec 28, 2018 - FoSN/SNUG

Status history



ON-TRACK

Dec 05, 2018

Evidence

FOSN included discussion on improving coordination of sports communication and promotes the events to increase school community participation. SNUG posts sports events on their Facebook page to increase awareness.

BEHIND

May 21, 2018

Problem

Meeting agenda and minutes

Root Cause

Next steps

ON-TRACK

During the 2018-2019 school year, administration will work with the Diversity Committee to identify career connections/mentors for students/parent talks."

Nov 12, 2018 to Mar 22, 2019 - ADMIN/Diversity Committee

Status history



ON-TRACK

Dec 05, 2018

Evidence

Diversity Committee will be incorporating diverse representation of careers, recruiting speakers and mentors, for STEM Night, Science Night and Literacy Night following the successes from last year.

Unit on Careers will be incorporating feedback and ideas from Diversity Committee during 3rd quarter, in addition to field trips.

ON-TRACK

May 21, 2018

Evidence

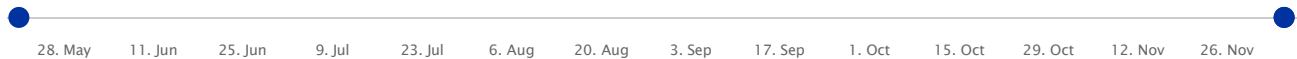
mastery list of career and mentors assigned

ON-TRACK

During the 2018-2019 school year, FoSN will develop new parent connection pieces that include videos, visuals, shout outs to new families ALL GRADES etc. to build on an inclusive/welcoming culture."

Jun 04, 2018 to Nov 30, 2018 - Welcoming Committee/FoSN

Status history



ON-TRACK

Dec 05, 2018

Evidence

Two new parent events before school year started. Facebook page pushes out fundraisers to all parents in addition to FOSN newsletter. New parent volunteer coordinator reaching out to new parents via numerous ways including Room Parent coordinator. Banners promoting parent businesses are being incorporated into fundraising strategy to welcome school community.

ON-TRACK

Dec 05, 2018

Evidence

FOSN Give-Back programs are being coordinated and hosted by parents, providing additional opportunity for all parents to support school in a social environment.

ON-TRACK

May 21, 2018

Evidence

Event fliers, pictures from events, visuals

ON-TRACK

Throughout the 2018-2019 school year, a monthly administrative newsletter will be sent and include a link for parents to share their concerns/questions."

Jun 01, 2018 to Jun 14, 2019 - Katie Magnuson

Status history



ON-TRACK

Dec 05, 2018

Evidence

Principal newsletter is sent out monthly with updates, event schedules and includes a regular "Question Corner" parent question/concern.

ON-TRACK May 21, 2018
Evidence
copies of newsletter

COMPLETED During the summer of 2018, a Volunteer Liaison position will be created. This person will help coordinate volunteering at the school."
Jul 02, 2018 to Jun 28, 2019 - Nicole Heller

Status history



COMPLETED Dec 05, 2018
Evidence
Volunteer liaison position was created and is currently scheduling various support events with parents.

ON-TRACK May 21, 2018
Evidence
Examples of communication, event sign ups

COMPLETED By October of 2018, host a back to school night forum. The focus of the forum will be on how the school runs (organization, key beliefs, etc.)"
Sep 03, 2018 to Oct 12, 2018 - Principal/Assistant Principal

Status history



COMPLETED Dec 05, 2018
Evidence
Already completed Sept 12, forum included summary of SN curriculum, committees, activities, and opportunities for parent involvement.

ON-TRACK May 21, 2018
Evidence
Agenda and powerpoint from event

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

☒ ESSA Schoolwide Program

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

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

☒ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as

the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

☞ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

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

Parent and Family Plan

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.

N/A

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

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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.)

N/a

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.

n/a

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

N/A

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

N/A

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.

N/A

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

N/A

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

N/A

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).

N/A

Parent Budget

Complete

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

N/a

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

Account(s) Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
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53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount	.00
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53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount	.00
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54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
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54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
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54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
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54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
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53510	Postage Must be used for parent and family engagement programs only.	\$	Amount	.00
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53306	Software Must be educational and for parent use only.	\$	Amount	.00
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55005

Furniture and Equipment

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

\$	Amount	.00
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