



Frederic Chopin Elementary School / Plan summary

2018-2020 plan summary

Team

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- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

Our ILT team is comprised of leaders who value our school and believe in the values we are teaching and instilling in our students and staff.
 Meet regularly, communicate to staff
 We are implementing a new reading program
 Beginning Personalized Learning in grades 4, 5
 ILT Meets to provide feedback to administration, review school level data, and identify solutions

Guide for Instructional Leadership Team

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

- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

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Bi-weekly Grade level team meetings allow for teachers to have time to reflect, and learn, and share ideas with each other. New directives from the district are explained well during our special education meetings. PL Learning, Balanced Literacy, Network Summits- Teachers have common planning time daily. Middle school refinements Grade Levels have similar Meeting Times, Some teachers meet during other times to plan instruction, e-mail lessons to fit pacing guides, Meet with MTSS Experts to discuss student progress, behavior etc. Teachers are provided on-going learning opportunities around Classroom Management, Differentiation, NWEA Data Analysis tools and small group instruction.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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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We have many programs and learning tools in place to help students who struggle and need extra help before and after school hours

After school programs, Morning School Programs, Transportation: Bus services, Casa Central, Boys and Girls Club

Discretionary funding is limited. Funds allocated for continuing instructional improvements and supporting our school focus on the Arts (Visual Arts and Music).

School invested in new core K-5 curriculum in 2017-2018, Reading Street, at the suggestion of teachers and the PPLC.

Participating in a grant pilot program for Achieve3000 in grades 4-5 for literacy online support.

All grade levels have access to a Literacy and Math software for enrichment and Support (IXL, St Math, Core 5, Achieve 3000)

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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

1 2 3 4

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

Teachers learning and implementing Reading Street in K-5. 6-8 Literacy uses novel based instruction with teacher collected materials to supplement learning.

Students are challenged and made aware of what they should know, need to know, and learn each day.

We have access to a variety of materials that meet the needs of our students, Unique curriculum and Reading-A-Z

Go Math used K-5. Resources Aligned To Common Core Standards, Kahn Academy

Our school and our curriculum supports Diverse learners and English Language Learners . We all differentiate our lessons and adapt to the students needs, and we all support social and emotional learning.

SEL Learning: We use Calm Classroom, Second Step, the school social worker the counselor and each other for ideas. Our principal is also an advocate of all of the above.

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1 2 3 4

A variety of learning materials are used to help our students. We use adapted books, materials, and supplies to help students who require extra help.

Replaced Core Literacy Curriculum.

Science and Social Students relies heavily on teacher created units in the absence of curricular materials in the subject. Teachers use district Scope and Sequence to monitor instructional alignment

The classroom curriculum is constantly adapted and modified in order to ensure that the material presented to each student is appropriate for their personal learning styles. Additional supports(i.e. visuals, personal schedules, augmented communication devices, etc) are provided daily help the students access the curriculum as well.

Guide for Instructional Materials

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

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

interest and motivation – for engaging and learning.

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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

Use of Depth Of Knowledge, Guided Reading Tasks
 Interim Assessments to test student mastery of critical CCSS Skills
 Teachers provided resources on Depth of Knowledge and Blooms Taxonomy to support higher order thinking skills.
 Students are asked to provide text based evidence when making claims both during discourse and in writing

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching For Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ 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)

Transitioning on to higher learning is communicated to students in all grade levels to begin to prepare students from the very start of school. Staff wears college apparel, discusses college with students and how important college is to their lives and the difference going to college can make in a life. Naviance in Middle School. College awareness day. Career day coming up. College Awareness Days, College Visits, Speakers. Students are given many opportunities to interact in the community in order to assist them in understanding how to advocate for themselves using appropriate social interactions and advocating for themselves by asking for help.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b, Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Presenting college plans from meeting entry ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2004)
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

Ongoing professional development on Differentiation, Small Group Instruction, Balanced Literacy usage of Network Pacing Guides and 5 week assessment cycles.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.

- Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Primary Grades use DIBELS and MClass Math to progress monitor foundational skills
 Reading Street Formative Assessments monitor progress oral vocabulary, fluency, comprehension, Summative: Weekly tests, fresh reads for fluency and comprehension spelling test, benchmark test. WIDA Standards ELP 1,2,3,4,5.
 Teachers use rubrics to clearly articulate learning expectations
 Students take district required assessments: NWEA (Spring and Winter), PARCC, Illinois Science Assessment, DIBELS, MClass Math
 Teacher administer 5 week interim assessments aligned to Pacing Guide to monitor student progress, identify learning gaps, and reteaching items.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.

- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
 - **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1a. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. 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:

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

Score

1 2 3 4

School Implements components of Positive Behavior, Interventions and Supports (PBIS) including School-Wide Expectations and token economy to reward positive behavior (PAWS and School Store)
 Numerous supports are used in the classroom to assist the students in accessing the curriculum. Classroom supports used are: visual schedules, differentiated reading groups, classroom schedule, augmentative communication, assistive devices, etc.
 MTSS Team meets bi-weekly to review student data, support teachers with in-class interventions, identify students for additional interventions such as SSGrin, Anger Coping, Act and Adapt, Attendance Supports, Peace Circles, and individual supports.

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 Supportive Environment
CPS Framework for Teaching	1.a. Demonstrating knowledge of content and pedagogy
	1.b. Demonstrating Knowledge of Students
	1.d. Designing Coherent Instruction
	2.d. Managing Student Behavior
	3.d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3.e. Demonstrating Flexibility and Responsiveness
	4.b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Our school is sensitive to all cultures and celebrates diversity represented in our school population of English Learners, Diverse Learners and various socio-economic families.
Teachers provided professional learning on Differentiation and Growth Mindset
Expectations in school/classroom. manage attendance behavior classroom routines and norms, setting goals and expectations, working together in groups, speaking in a normal tone of voice and respectfully to all.
Classroom rules and expectations are displayed in the classroom and gone over on a daily basis. Student all work on a points system in which they are awarded them based on their ability to obey the school and classroom rules
Teacher focus not only on what students are learning but why students are learning and how that learning connects to the real world.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

We are friendly , kind and always supportive of each other .Staff and Faculty both !!!
 All students and staff are expected to work as a team. It is expected that students and staff treat each other with respect and kindness. Staff in the classroom show the students by example the appropriate way to treat one another as well as via social stories.
 School provides enrichment activities where different classrooms work together on projects, such as Read Across America Day, Community Garden. School wide thematic activities are created to help build school community: Kindness Week, Peace Week. Schedule provides times and opportunities for Grade Level Teams to work together on planning, reviewing student data, problem solving.

Guide for Relational Trust

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

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

The students have access to a wide variety of after school activities through our Out of School Time (OST) Grant. This grant provides enrichment options that are academic, athletic, social-emotional and driven by student and teacher interests. Music, Tutoring, Zumba, Drama
 Students are given opportunities to participate in the general education curriculum through their "specialty" classes, as well as participate in various Special Olympics throughout the year

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into

classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ IJVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. 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

School developed School Wide Expectations that are posted throughout the school and taught and reviewed several times a year. School practices safety drill such as Fire, Shelter in Place, Lockdown Drills and Allergen Drills to prepare staff and students for possible scenarios

School is responsive to student and staff needs as safety concerns or behaviors arise, working with Office of Safety and Security, Office of Social Emotional Learning, CPS Crisis Team, local behavioral hospitals and the Chicago Police Department.

The teacher, paraprofessionals, as well as other related services work as a team to ensure that everyone is on the same page to maintain the safety of the students and the order of the classroom. Members of the team communicate their concerns and collaborate on ways to approach challenges in the classroom that could potentially harm the safety or order at school.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework:	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Teachers trained on Restorative Questions, Impact of Trauma on Children and Families, Motivating Students. Positive reinforcement, first/then reward system, classroom point system (dojo), and communication with the team and parents are practiced daily. Discipline is decided based on what is most appropriate for each individual, such as : loss of points, participation in an event or activity, calls home, etc. However, the focus is primarily on positive reinforcement. School uses In-School Suspension or other alternatives to out of school suspension. School uses Second Step to proactively teach positive character traits and conflict resolution skills. Middle school has begun using Peace Circles with trained school staff and outside agency to support student discourse around events, ideas and concerns.

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

Our school reaches out to parents in many ways, through notes, invites to many programs to partner more with parents, we encourage parents to visit and talk with teachers and be active in their students educational life. Parent Advisory Committee and Bi-Lingual Advisory Committee meeting to engage parents in the school planning, goals and activities. School website provides additional opportunity for parents to learn more about school activities and connect with resources. School allows approved volunteers to work in classrooms, support teachers and students, chaperone on field trips, and assist with supervision during lunch and recess.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Growth at 75% or higher means our students will increase their attainment rates over time.	91.00	68.00	75.00	80.00	80.00
National School Growth Percentile - Math					
Growth at 75% or higher means our students will increase their attainment rates over time.	88.00	43.00	60.00	75.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Growth at 75% or higher means our students will increase their attainment rates over time.	65.70	53.80	60.00	65.00	70.00
African-American Growth Percentile - Reading					
Growth at 75% or higher means our students will increase their attainment rates over time.	76.00	50.00	55.00	60.00	65.00
Hispanic Growth Percentile - Reading					
Growth at 75% or higher means our students will increase their attainment rates over time.	93.00	70.00	75.00	80.00	85.00
English Learner Growth Percentile - Reading					
EL Growth rates- Reading	(Blank)	(Blank)	60.00	60.00	65.00
Diverse Learner Growth Percentile - Reading					
Diverse Learner Growth is critical to overcome low attainment rates for DL	94.00	70.00	70.00	70.00	70.00
African-American Growth Percentile - Math					
Growth at 75% or higher means our students will increase their attainment rates over time.	65.00	24.00	45.00	55.00	65.00
Hispanic Growth Percentile - Math					
Growth at 75% or higher means our students will increase their attainment rates over time.	90.00	45.00	55.00	65.00	75.00
English Learner Growth Percentile - Math					
EL Growth Rates- Math	(Blank)	(Blank)	55.00	55.00	55.00
Diverse Learner Growth Percentile - Math					
Diverse Learner Growth is critical to overcome low attainment rates in DL	91.00	9.00	35.00	45.00	55.00
National School Attainment Percentile - Reading (Grades 3-8)					

Attainment is critical indicator of student academic success	45.00	39.00	45.00	55.00	60.00
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National School Attainment Percentile - Math (Grades 3-8)

Attainment is critical indicator of student academic success	48.00	37.00	45.00	55.00	60.00
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National School Attainment Percentile - Reading (Grade 2)

Attainment is critical indicator of student academic success	34.00	4.00	25.00	40.00	50.00
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National School Attainment Percentile - Math (Grade 2)

Attainment is critical indicator of student academic success	51.00	9.00	25.00	40.00	50.00
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% of Students Making Sufficient Annual Progress on ACCESS

New metric calculation. Will be added at later date.	27.90	(Blank)	50.00	50.00	50.00
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Average Daily Attendance Rate

Students in school are students who are learning	94.30	93.20	93.70	94.50	95.00
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My Voice, My School 5 Essentials Survey

Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

2 of 2 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Decreases Out of School Suspensions by 15% Annually (Calculated by total number of suspension days issued)					
Implementation of Safety and Order CIWP Action items should result in decrease number/duration of suspensions. 0= N/A	0.00	40.00	(Blank)	34.00	28.00
Increase On Track Rate 10 Percentage points each year					
Attendance significantly impacts attendance along with Middle School Grades. Attendance plan w Middle School Differentiation focus.	(Blank)	(Blank)	45.00	55.00	65.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

develop and implement a 5 week instruction and assessment cycles aligned to content pacing guides, including rigorous differentiated instruction, best practices for English Learners and Diverse Learners and include student assessments that are aligned to Common Core State Standards (CCSS) for Literacy, Mathematics, Next Generation Science Standards for Science

the use of rigorous and varied instructional and assessment tasks that are differentiated for the variety of learners such as Diverse Learners and English Learners, and representative of the CCSS "Shifts" in Literacy (Text Complexity, Evidence Use, Fiction-Non-fiction balance) and Mathematics (Focus, Coherence, Rigor), teacher collaboration around assessment outcome and student work samples, explicit

which leads to: Increased student attainment with a 10 point increase in student attainment each year in 2nd Grade and an attainment rate of 50% or higher in every grade 3-8th Grade. Student success of 75% or higher on Interim Assessments and reteaching cycles for skills where students are not successful. Diverse Learners increase their Growth Percentile in Mathematics by 25% each year. Teachers in

Social Emotional Learning instruction to support students with regulation, persistence, and motivation

Grades K-8 will implement SEL Curriculum for at least 30 weekly.

2017-18 Goal: Reading Attainment 3-8: 45%,
Math Attainment 3-8 43%
2018-19 Goal: Reading Attainment 3-8: 50%,
Math Attainment 50%
2019-20 Goal: Reading Attainment 3-8: 57%,
Math Attainment 57%

Tags:

Science, Diverse Learners, English Learners, Differentiated instruction, Literacy, Common core state standards, Mathematics, Pacing guides, Assessment cycles

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Develop and review content pacing guides for Literacy, Mathematics, Science, Social Studies and Social Emotional Learning (SEL) that outlines content and skills for the entire school year. Enrichment Teachers (Art, Music, Gym, Science/Social Studies) will develop a curriculum map for the year.	ILT, Grade Level Teams	Jul 1, 2018 to Jun 1, 2020	Not started
Literacy/Reading, Science, Social studies, Music, Mathematics, Social emotional learning, Art, Pacing guides, Gym			
Teacher teams collaborate to align resources to scope and sequence including finding supplements to core instructional material, such as software, supplemental text, and novels to support differentiation, Diverse Learners and English Learners	Principal, ILT, Grade Level Teams	Jul 1, 2018 to Aug 31, 2018	Not started
Diverse Learners, English Learners, Differentiated instruction, Software, Scope and sequence			
Create School Instructional Calendar to outline Assessment windows, instructional activities, professional development and meeting dates, and school enrichment events. Calendar will support the cadence of instruction and minimize scheduling conflicts during the school year.	Principal, ILT, Grade Level Teams	Jul 1, 2018 to Jun 30, 2020	Not started
Professional development, Instructional calendar, Assessment window			
Teachers will receive professional development on Literacy "Shifts" to increase the use of Text Evidence Strategies, use of Complex Text and the effective balance of Fiction and Non-fiction texts	Principal, ILT, Network Support	Aug 27, 2018 to Jun 29, 2019	Not started
Professional development, Literacy shifts			
Teachers will receive professional development on Mathematics "Shifts" to increase the instructional strategies that support Rigor, Coherence, and Student Discourse on mathematical content	Principal, ILT, Network Support	Aug 27, 2018 to Jun 29, 2019	Not started
Rigor, Mathematics shifts			
Teachers will schedule 30 Minutes weekly to provide Social Emotional Learning instruction based on SEL Standards: Self-Management, Self-Awareness, Social-Awareness, Decision-Making Skills, and Interpersonal Skills.	Grade Level Teams, Teachers, School Counselor	Aug 27, 2018 to Aug 31, 2018	Not started
Social emotional learning			
Teachers will receive professional development on the creation of Rigorous Interim Assessment Tasks that are differentiated to provide multiple opportunities to show skill mastery.	Principal, ILT, Grade Level Team Meetings, Network Support	Aug 27, 2018 to Jun 19, 2020	Not started

Differentiation, Interim assessment

Grade Level Teams will meet 2 times a quarter to review interim assessment expectations, review student data from assessments and discuss re-teaching strategies for skills that show mastery deficits.	Principal, Grade Level Team, ILT	Aug 27, 2018 to Jun 26, 2020	Not started
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Grade level teams, Interim assessment

Teachers will actively integrate Arts (Music, Visual, Drama) into quarterly unit planning to increase opportunities for expression, engagement and access to core content and Social Emotional Learning	Teachers, Grade Level Teams	Aug 27, 2018 to Jun 1, 2020	Not started
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Arts

Bilingual Lead Teacher will work with Grade Level Teams to ensure that WIDA Standards are understood, Language Goals are developed for English Learner Students and Teachers are implementing instructional strategies to support Language Learners, including language learners who have transitioned out of program supports.	Bi-Lingual Lead Teacher	Aug 27, 2018 to Jul 3, 2020	Not started
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English Learners, Wida

Case Manager and Special Education Team will provide ongoing support including professional development to teachers and staff to ensure that Diverse Learners and given required supports in General Education and Resource settings including differentiated assessments, small group instruction, and differentiated content	Case manager, Teachers	Aug 27, 2018 to Jun 12, 2020	Not started
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Differentiation

Instructional Leadership Team in conjunction with PPC/PPLC, will develop and use an Informal Classroom Observation Tool that will allow administration and peer feedback to classroom teachers on pacing guide alignment, rigorous instruction, student discourse, and level of questioning.	Instructional Leadership Team,	Aug 27, 2018 to Jun 19, 2020	Not started
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Classroom observations

Based on Teacher PD on Differentiation, Teacher Lesson Plans will explicitly identify how activities will be differentiated: Content, Process or Product	Teachers	Aug 27, 2018 to Jun 19, 2020	Not started
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Differentiated instruction

Teachers will meet in Grade Level Teams every 5 weeks to conduct Interim Assessment Data Reviews using a protocol to identify CCSS success and reteaching needs	Grade Level Teams	Aug 27, 2018 to Jun 19, 2020	Not started
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Interim assessment

Strategy 2

If we do...

Develop systematic programs and activities that build and nurture Relational Trust (Student-Teacher, Teacher-Teacher and Student-Student and School-Parent)

...then we see...

students able to identify at least one trusting adult, positive adult - student interactions reflecting growth mindset and restorative practices, explicit instruction of Social Emotional Learning skills, a celebration of cultural diversity and a strong collaborative teacher environment including common teacher

...which leads to...

Decrease of student misconducts by 20%; an increase in student attendance by at least 0.5% each year; increasing from "Organized" to "Well Organized" on My School, My Voice Survey, with improvement in the categories: Collaborative Teachers (43 in 2017), Collective Responsibility (42 in 2017), Quality

planning time, teacher facilitated teams, teacher-selected professional development topics and student input in school decision-making activities, parent volunteers supporting classroom teachers and parent participation

Professional Development (38 in 2017), Student-Teacher Trust (47 in 2017), Double the number of approved volunteers (10 to 20), Increase participation in PAC/BAC Meetings (Increase average Attendance from 12 to 24 parents)

Tags:
Relational trust

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Schedule dedicated Social Emotional Learning time on classroom time distribution that identifies weekly at least 30 Minutes of SEL Instruction using program such as Second Step or other SEL Activities	Teachers, Principal	Aug 27, 2018 to Sep 1, 2018	Not started
Social emotional learning			
Use anchor text each year to improve practices related to Relational Trust, such as Power of Our Words for 2018-19, which focuses on positive teacher language, tone, and feedback in the classroom. Text introduced in depth at beginning of school year and reinforced during subsequent PD days.	Principal, ILT, Grade Level Teams	Aug 27, 2018 to Jun 19, 2020	Not started
Professional development, Relational trust,			
Increase cadence of student celebrations from Quarterly to include Monthly celebrations for academic progress (such as ST Math, Core 5, Independent Reading Logs) and attendance success	Celebration Committee, Attendance Team, Grade Level Teams	Aug 26, 2018 to Jun 19, 2020	Not started
Celebrations, Cadence			
School social committee create monthly activities for staff to positively interact such as AM Breakfasts, Staff Celebrations and rewards, and social excursions to support Teacher-Teacher Trust	Social Committee	Aug 27, 2018 to Jun 20, 2020	Not started
Teacher-teacher trust & support			
Develop school Time Distribution Schedule that allows grade level teams to share common planning time daily and/or common lunch times to give teachers frequent opportunities to collaborate around instruction, planning, and data.	Principal, ILT	Aug 1, 2018 to Sep 28, 2018	Not started
Planning, Collaboration, Scheduling			
Teachers will be provided time quarterly to visit other classrooms to informally observe instruction with a lens on school wide initiatives, sharing best practices and providing healthy feedback	Grade Level Teams	Jan 28, 2019 to May 15, 2020	Not started
Peer observation			
Teachers will implement morning meeting activities that can be conducted during AM Breakfast that addresses current events, SEL Topics, or stimulates student curiosity at the beginning of the school day	Teachers, Grade Level Teams	Sep 4, 2018 to Jun 14, 2019	Not started
Morning meeting			
Monthly Newsletter will be distributed to parents to communicate school priorities such as attendance and academic supports along with celebrations, important events and parent resources	Principal, Assistant Principal, ILT	Sep 4, 2018 to Jun 1, 2020	Not started
Parent communication			

Strategy 3

If we do...

create a school environment where students feel physically and emotionally safe and adults actively work to maintain a safe and orderly school environment

...then we see...

clear procedures for reporting and responding to safety concerns; orderly transitions throughout the school day; implementation of PBIS Structures such as School Wide Expectations, School token economy, school store and attendance incentives; Use of Restorative Practices such as Peace Circles, Restorative Conversations, Peer Jury; Students provide feedback on school improvement activities

...which leads to...

Increased student attendance by 0.5 % each year. Decrease of Out-Of-School Suspensions by 15% each year, Increase in My School My Voice Metrics: Safety (49 out of 100), Increase Supportive Environment from Neutral to Strong.

Tags:
Safety and order

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
School will develop a Student Handbook that will articulate academic and behavioral expectations including incentives for success and consequences for misconduct.	Principal, ILT, PPC, Grade Level Teams	Aug 1, 2018 to Sep 29, 2018	Not started
Student handbook			
School, with feedback from the BAC/PAC, will develop a Parent Handbook that outlines school priorities, expectations, supports and interventions.	Principal, ILT, PAC/BAC	Aug 1, 2018 to Sep 28, 2018	Not started
Parent handbook			
School will develop a Chronic Behavior Team that will meet monthly to review Misconduct Data, Identify and adjust interventions and provide supports to students, parents and teachers regarding behavior	Principal, Social Worker, Counselor, Security	Aug 27, 2018 to Jun 19, 2020	Not started
Behavior			
School will use a misconduct reporting system (Student Logger and then the transition to ASPEN in 2109), to document misconduct reports, parent communication, interventions	Principal, Teachers	Aug 27, 2018 to Jun 19, 2020	Not started
Misconduct reporting			
Middle School Parents will be invited to Middle School Open House each semester to review student expectations, learning goals, student data, and highlight student success.	Middle School Team, School Counselor, Principal	Sep 4, 2018 to Feb 22, 2020	Not started
Parents			
School will recruit and train students to be Peer Mentors (2018-2019) and a Peer Jury	School Counselor, School Social Worker, OSEL	Nov 5, 2018 to May 15, 2020	Not started
Restorative justice, Peer mentoring			
School will identify mentoring support options for Middle Grades students to provide support with social emotional skills, motivation, high school preparation and college and career information	Principal, Counselor, Social Worker, Middle Grades Team	Aug 27, 2018 to Jun 19, 2020	Not started
Mentoring			

School-Wide Expectations (PBIS) will be initially taught to all students at the beginning of the school year and expectation re-teaching days will be conducted school-wide each quarter	Grade Level Teams, Teachers, School Counselor, Principal	Sep 4, 2018 to Apr 24, 2020	Not started
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School-wide expectations

School will use a token economy (PAWS) to create a positive incentive for positive behavior and attendance. Students will be able to use PAWS weekly to purchase items, such as school supplies, books, healthy snacks from the school store.	School Counselor, Parent Volunteers, Classroom Teachers	Sep 4, 2018 to Jun 19, 2020	Not started
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Pbis, School store

School will develop an Attendance incentive calendar each month that will identify activities conducted school wide including weekly, monthly and quarterly events as well as special activities for days with history of lower attendance (days before and after long weekends or holidays, testing, June).	Principa, Attendance Team, Grade Level Teams, Social Committee	Aug 27, 2018 to Jun 19, 2020	Not started
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Attendance

Strategy 4

If we do...

Have students who are engaged in learning, invested in their school and contributing to their school and neighborhood community

...then we see...

Students engaged in discussions around current events and local topics; students exploring their own identities and beliefs; Students involved in school decision-making processes, students identifying local school and community challenges and taking informed solution actions

...which leads to...

the development of policies in student and parent handbooks that identify how students engage in decision-making process; Evidence of students selecting topics for instruction and incentives (surveys/ Interest Inventories); LSC Meeting Minutes with student presentation topics; Quarterly Civics Projects for Each Grade Cluster (Primary, Intermediate, Middle School), Increase in My School, My Voice Survey Results in the category of Student Discussion (54 out of 100).

Tags:
Student voice, Civics

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Teachers will conduct student interest surveys each semester to get their input on instructional themes,	ILT, Teachers	Sep 4, 2018 to Apr 17, 2020	Not started

Student interest, Student voice

Middle Grade Team will develop a Student Council including having student campaign, debate, elections and participation in feedback activities such as Grade Level Team Meetings, LSC Meetings and direct meetings with School Administration	School Counselor, Middle School Team	Oct 1, 2018 to Jun 19, 2020	Not started
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Student council

Each Quarter, Grade Level Teams in collaboration with their students will identify a Social Justice, Improvement or Advocacy theme that will culminate in a presentation, project or activity that displays students research, problems solving and creative ideas that benefit their classroom, school or local community or cause.	Grade Level Teams	Sep 4, 2018 to Jun 19, 2020	Not started
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Student voice, engagement, & civic life, Social justice

Grades 4 and 5, with support from the Department of Personalized Learning, will develop teacher passion projects and/or student selected themes in order to increase student engagement with standards based activities around student selected topics.

4th & 5th Grade Teacher Team

Aug 27, 2018 to Jun 14, 2019

Not started

Personalized Learning

Students will work with Big Green (formerly The Kitchen Community, to plant a school community garden in the fall and spring, maintain garden, participate in lessons around planting, growing and nutrition, and harvesting the garden sharing produce with students and parents.

Grade Level Teams

Sep 4, 2018 to Jun 19, 2020

Not started

Community garden

Action Plan

Strategy 1

NOT STARTED

Develop and review content pacing guides for Literacy, Mathematics, Science, Social Studies and Social Emotional Learning (SEL) that outlines content and skills for the entire school year. Enrichment Teachers (Art, Music, Gym, Science/Social Studies) will develop a curriculum map for the year."

Jul 01, 2018 to Jun 01, 2020 - ILT, Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Pacing Guide Documents for Content Areas, Grade Level Team Agenda, Lesson Plans

NOT STARTED

Teacher teams collaborate to align resources to scope and sequence including finding supplements to core instructional material, such as software, supplemental text, and novels to support differentiation, Diverse Learners and English Learners"

Jul 01, 2018 to Aug 31, 2018 - Principal, ILT, Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Opening Week PD Agenda (August)

NOT STARTED

Create School Instructional Calendar to outline Assessment windows, instructional activities, professional development and meeting dates, and school enrichment events. Calendar will support the cadence of instruction and minimize scheduling conflicts during the school year."

Jul 01, 2018 to Jun 30, 2020 - Principal, ILT, Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Google Calendar

NOT STARTED

Teachers will receive professional development on Literacy "Shifts" to increase the use of Text Evidence Strategies, use of Complex Text and the effective balance of Fiction and Non-fiction texts"

Aug 27, 2018 to Jun 29, 2019 - Principal, ILT, Network Support

Status history



Apr 26

NOT STARTED

Apr 26, 2018
Evidence
PD Calendar

NOT STARTED

Teachers will receive professional development on Mathematics "Shifts" to increase the instructional strategies that support Rigor, Coherence, and Student Discourse on mathematical content"

Aug 27, 2018 to Jun 29, 2019 - Principal, ILT, Network Support

Status history



Apr 26

NOT STARTED

Apr 26, 2018
Evidence
PD Calendar

NOT STARTED

Teachers will schedule 30 Minutes weekly to provide Social Emotional Learning instruction based on SEL Standards: Self-Management, Self-Awareness, Social-Awareness, Decision-Making Skills, and Interpersonal Skills."

Aug 27, 2018 to Aug 31, 2018 - Grade Level Teams, Teachers, School Counselor

Status history



Apr 26

NOT STARTED

Apr 26, 2018
Evidence
Classroom Time Distribution

NOT STARTED

Teachers will receive professional development on the creation of Rigorous Interim Assessment Tasks that are differentiated to provide multiple opportunities to show skill mastery."

Aug 27, 2018 to Jun 19, 2020 - Principal, ILT, Grade Level Team Meetings, Network Support

Status history



Apr 26

NOT STARTED

Apr 26, 2018
Evidence
PD Calendar, PD Agenda, Interim Assessment Rubrics

NOT STARTED

Grade Level Teams will meet 2 times a quarter to review interim assessment expectations, review student data from assessments and discuss re-teaching strategies for skills that show mastery deficits."

Aug 27, 2018 to Jun 26, 2020 - Principal, Grade Level Team, ILT

Status history



Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Grade Level Team Agenda

NOT STARTED

Teachers will actively integrate Arts (Music, Visual, Drama) into quarterly unit planning to increase opportunities for expression, engagement and access to core content and Social Emotional Learning"

Aug 27, 2018 to Jun 01, 2020 - Teachers, Grade Level Teams

Status history



Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Lesson Plans, Scope and Sequence

NOT STARTED

Bilingual Lead Teacher will work with Grade Level Teams to ensure that WIDA Standards are understood, Language Goals are developed for English Learner Students and Teachers are implementing instructional strategies to support Language Learners, including language learners who have transitioned out of program supports."

Aug 27, 2018 to Jul 03, 2020 - Bi-Lingual Lead Teacher

Status history



Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Professional Development Calendar. Lesson Plans

NOT STARTED

Case Manager and Special Education Team will provide ongoing support including professional development to teachers and staff to ensure that Diverse Learners and given required supports in General Education and Resource settings including differentiated assessments, small group instruction, and differentiated content"

Aug 27, 2018 to Jun 12, 2020 - Case manager, Teachers

Status history



Apr 26

NOT STARTED

Apr 26, 2018

Evidence

PD Agenda

NOT STARTED

Instructional Leadership Team in conjunction with PPC/PPLC, will develop and use an Informal Classroom Observation Tool that will allow administration and peer feedback to classroom teachers on pacing guide alignment, rigorous instruction, student discourse, and level of questioning."

Aug 27, 2018 to Jun 19, 2020 - Instructional Leadership Team,

Status history



Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Completed Classroom Observation Tool

NOT STARTED

Based on Teacher PD on Differentiation, Teacher Lesson Plans will explicitly identify how activities will be differentiated: Content, Process or Product"

Aug 27, 2018 to Jun 19, 2020 - Teachers

Status history

Apr 26

NOT STARTED

Apr 26, 2018
Evidence
Lesson Plans

NOT STARTED

Teachers will meet in Grade Level Teams every 5 weeks to conduct Interim Assessment Data Reviews using a protocol to identify CCSS success and reteaching needs"

Aug 27, 2018 to Jun 19, 2020 - Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018
Evidence
Grade Level Team Agendas, Interim Assessment Data Analysis Protocol

Strategy 2

NOT STARTED

Schedule dedicated Social Emotional Learning time on classroom time distribution that identifies weekly at least 30 Minutes of SEL Instruction using program such as Second Step or other SEL Activities"

Aug 27, 2018 to Sep 01, 2018 - Teachers, Principal

Status history

Apr 26

NOT STARTED

Apr 26, 2018
Evidence
Teacher Time Distribution

NOT STARTED

Use anchor text each year to improve practices related to Relational Trust, such as Power of Our Words for 2018-19, which focuses on positive teacher language, tone, and feedback in the classroom. Text introduced in depth at beginning of school year and reinforced during subsequent PD days."

Aug 27, 2018 to Jun 19, 2020 - Principal, ILT, Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018
Evidence
Selected Anchor text by ILT, PD Agenda, Observable teacher practice

NOT STARTED

Increase cadence of student celebrations from Quarterly to include Monthly celebrations for academic progress (such as ST Math, Core 5, Independent Reading Logs) and attendance success"

Aug 26, 2018 to Jun 19, 2020 - Celebration Committee, Attendance Team, Grade Level Teams

Status history

NOT STARTED Apr 26, 2018
Evidence
Celebrations noted on Instructional Calendar

NOT STARTED
School social committee create monthly activities for staff to positively interact such as AM Breakfasts, Staff Celebrations and rewards, and social excursions to support Teacher-Teacher Trust"

Aug 27, 2018 to Jun 20, 2020 - Social Committee

Status history



NOT STARTED Apr 26, 2018
Evidence
Social Activity Calendar

NOT STARTED
Develop school Time Distribution Schedule that allows grade level teams to share common planning time daily and/or common lunch times to give teachers frequent opportunities to collaborate around instruction, planning, and data."

Aug 01, 2018 to Sep 28, 2018 - Principal, ILT

Status history



NOT STARTED Apr 26, 2018
Evidence
Prep Schedule, Teacher Time Distribution Schedules

NOT STARTED
Teachers will be provided time quarterly to visit other classrooms to informally observe instruction with a lens on school wide initiatives, sharing best practices and providing healthy feedback"

Jan 28, 2019 to May 15, 2020 - Grade Level Teams

Status history



NOT STARTED Apr 26, 2018
Evidence
Completed Informal Observation Tools, Grade Level Team Agendas

NOT STARTED
Teachers will implement morning meeting activities that can be conducted during AM Breakfast that addresses current events, SEL Topics, or stimulates student curiosity at the beginning of the school day"

Sep 04, 2018 to Jun 14, 2019 - Teachers, Grade Level Teams

Status history



NOT STARTED Apr 26, 2018
Evidence
Observable first 15 Minutes of each day

NOT STARTED
Monthly Newsletter will be distributed to parents to communicate school priorities such as attendance and academic supports along with celebrations, important events and parent resources"

Sep 04, 2018 to Jun 01, 2020 - Principal, Assistant Principal, ILT

Status history



Apr 26

NOT STARTED Apr 26, 2018
Evidence
Monthly Newsletters

Strategy 3

NOT STARTED
School will develop a Student Handbook that will articulate academic and behavioral expectations including incentives for success and consequences for misconduct."

Aug 01, 2018 to Sep 29, 2018 - Principal, ILT, PPC, Grade Level Teams

Status history



Apr 26

NOT STARTED Apr 26, 2018
Evidence
Completed Code of Conduct

NOT STARTED
School, with feedback from the BAC/PAC, will develop a Parent Handbook that outlines school priorities, expectations, supports and interventions."

Aug 01, 2018 to Sep 28, 2018 - Principal, ILT, PAC/BAC

Status history



Apr 26

NOT STARTED Apr 26, 2018
Evidence
Completed Parent Handbook, Website Publication

NOT STARTED
School will develop a Chronic Behavior Team that will meet monthly to review Misconduct Data, Identify and adjust interventions and provide supports to students, parents and teachers regarding behavior"

Aug 27, 2018 to Jun 19, 2020 - Principal, Social Worker, Counselor, Security

Status history



Apr 26

NOT STARTED Apr 26, 2018
Evidence
Meeting times on Calendar, Meeting Meetings

NOT STARTED
School will use a misconduct reporting system (Student Logger and then the transition to ASPEN in 2109), to document misconduct reports, parent communication, interventions"

Aug 27, 2018 to Jun 19, 2020 - Principal, Teachers

Status history



Apr 26

NOT STARTED Apr 26, 2018
Evidence
Misconduct Entry Logs

NOT STARTED
Middle School Parents will be invited to Middle School Open House each semester to review student expectations, learning goals, student data, and highlight student success."
Sep 04, 2018 to Feb 22, 2020 - Middle School Team, School Counselor, Principal

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
Instructional Calendar, Parent Meeting Notification and Agenda

NOT STARTED School will recruit and train students to be Peer Mentors (2018-2019) and a Peer Jury"
Nov 05, 2018 to May 15, 2020 - School Counselor, School Social Worker, OSEL

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
Peer Jury Plan, Peer Mentoring Schedule

NOT STARTED
School will identify mentoring support options for Middle Grades students to provide support with social emotional skills, motivation, high school preparation and college and career information"
Aug 27, 2018 to Jun 19, 2020 - Principal, Counselor, Social Worker, Middle Grades Team

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
Mentoring Program Identified, Students Identified, Activities scheduled

NOT STARTED
School-Wide Expectations (PBIS) will be initially taught to all students at the beginning of the school year and expectation re-teaching days will be conducted school-wide each quarter"
Sep 04, 2018 to Apr 24, 2020 - Grade Level Teams, Teachers, School Counselor, Principal

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
Re-teaching days on Instructional Calendar, Re-Teaching Schedule, School-Wide Expectations Posted

NOT STARTED
School will use a token economy (PAWS) to create a positive incentive for positive behavior and attendance. Students will be able to use PAWS weekly to purchase items, such as school supplies, books, healthy snacks from the school store."
Sep 04, 2018 to Jun 19, 2020 - School Counselor, Parent Volunteers, Classroom Teachers

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
PAWS Distributed Weekly, Store Days on Instructional Calendar.

NOT STARTED
School will develop an Attendance incentive calendar each month that will identify activities conducted school wide including weekly, monthly and quarterly events as well as special activities for days with history of lower attendance (days before and after long weekends or holidays, testing, June)."
Aug 27, 2018 to Jun 19, 2020 - Principla, Attendance Team, Grade Level Teams, Social Committee

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
Attendance Calendar created on Google Drive, Monthly Calendars send home in Primary Grades

Strategy 4

NOT STARTED Teachers will conduct student interest surveys each semester to get their input on instructional themes,"
Sep 04, 2018 to Apr 17, 2020 - ILT, Teachers

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
Survey Forms and Survey Results Quarterly

NOT STARTED
Middle Grade Team will develop a Student Council including having student campaign, debate, elections and participation in feedback activities such as Grade Level Team Meetings, LSC Meetings and direct meetings with School Administration"
Oct 01, 2018 to Jun 19, 2020 - School Counselor, Middle School Team

Status history

Apr 26

NOT STARTED Apr 26, 2018
Evidence
Council Election Results, Student Council Membership, Student Council Meeting Schedule, Student Council Report in LSC Minutes

NOT STARTED
Each Quarter, Grade Level Teams in collaboration with their students will identify a Social Justice, Improvement or Advocacy theme that will culminate in a presentation, project or activity that displays students research, problems solving and creative ideas that benefit their classroom, school or local community or cause."
Sep 04, 2018 to Jun 19, 2020 - Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Lesson Plans incorporating Themes, Culminating Projects quarterly

NOT STARTED

Grades 4 and 5, with support from the Department of Personalized Learning, will develop teacher passion projects and/or student selected themes in order to increase student engagement with standards based activities around student selected topics."

Aug 27, 2018 to Jun 14, 2019 - 4th & 5th Grade Teacher Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Unit Plans, Schedule for PL, Student work Products

NOT STARTED

Students will work with Big Green (formerly The Kitchen Community, to plant a school community garden in the fall and spring, maintain garden, participate in lessons around planting, growing and nutrition, and harvesting the garden sharing produce with students and parents."

Sep 04, 2018 to Jun 19, 2020 - Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Garden activities on Instructional Calendar- Planting, Harvest

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The NCLB Committee will meet is quarterly basis to discuss a review NCLB, Title I school parental involvement plan, role of the NCLB Committee members, Policy, and Title I budget. Additional meetings may be scheduled to support parent requests for additional information, support, presentations and workshops.

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

An official Annual meeting will be held on Tuesday, September 18th, 2018 at 9:00 AM, to discuss and review NCLB, Title I school parental involvement plan. An Organizational Meeting will be held on Tuesday September 18th, 2018 at 9:30 AM to define the role of the NCLB Committee members, and Title I budget and requirements. During this meeting, the new PAC Title I committee members will be nominated and elected. In addition, a schedule of the 2018-19 school year NCLB/PAC meetings will be established. Members will vote to meet Monthly or Quarter or create a hybrid schedule.

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.

Principal or principal designee will be in attendance of PAC/BAC Meetings. They will be able to respond to directly to suggestions or concerns, identify timeline for additional response if needed, communicate directly to the chairperson or present the response at the next meeting.

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.

The school will provide each parent at the end of each quarter a report card in English as well as in the language spoken by the parents describing the grades obtained by the child in all subject areas taught which includes among others Math, Language Arts, and Reading.

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.

A letter-notifying parent of the "highly Qualified Status" of the teachers teaching their children will be sent home. In specific cases where the assigned teacher cannot fulfill his/her assignment for causes external to the school such as but not limited to maternity leave, illness, etc. A highly qualified teacher will be hire to replace the assigned teacher, if a teacher of such qualifications cannot be hire them parents will be notify of teachers' Highly Qualified Status".

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

During the month of November meeting the agenda will include: Common Core Standards; how will my child benefit from these new academic standards? How are students Assessed? A review of PARCC, NWEA, and DIBELS. How can I utilize this report to help my child do better in school?

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.

During our scheduled meetings themes or workshops will be selected to ensure or facilitate the active participation of the parents in their children's education. Once the workshops are selected those will be presented during the various advisory committee monthly meetings. Training will also be offered in specific areas such as but not limited to reading, math, and the used of technology to enrich the students education.

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.

Current staff will be selected to provide workshop to parents and the school will seek outside partners to closely work with our current staff in topics related to parent involvement and the benefits of establishing a strong relationship with parents to further assist children in achieving high academic standards.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

We will continue for this coming school year to maintain our Pre-K programs and seek further extend such a programs based on the needs of the community, such as advocating for Full Day Pre-K. In 2017-18, Chopin will have 2 full day Pre-K programs.

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.

A monthly newsletter will be generated by the school in English as well as in Spanish informing parents not only of important events such as incoming meetings, parent activities but also celebrating students and classrooms accomplishments and showcasing different programs every month. School Website, ChopinSchool.org will be utilized for ongoing school communications.

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.)

Chopin Elementary School Strives to achieve academic excellence by integrating Science, Technology and the Arts in all educational areas. Chopin provides a safe, responsible and respectful environment by partnering with our families, community, and stakeholders to develop programs and activities that celebrate the creativity, intelligence and diversity of our student community. All students are included in rigorous and differentiated instruction. Through classroom environments that foster mutual respect and individual responsibility, we aim to set our students on a path to success in high school, college, and career.

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.

November 14, 2018 and April 10, 2019 are the district wide set parent-teacher conference days;

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

October 5, 2018, December 14, 2018, March 8, 2019, and May 17, 2019 Progress Reports will be sent home.
November 9, 2016, and April 19, 2017 Report Cards will be hand out to parents.
February 8, 2018 and June 18, 2018 Report Cards will be sent home. Parents will be supported in setting up Parent Portal accounts to monitor student progress. Chopin website, Chopinschool.org will be an additional parent resource for information.

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

Parents will have ample opportunities to voice their concerns and actively participate in the decision-making process via the monthly LSC meetings and the diverse advisory committees meetings held at regularly scheduled times. Teachers also make them available before and after school by appointment. Teachers can be reached via their email.

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.

Chopin Elementary keeps an open door policy. Parents will be informed of the volunteer opportunities offered at the school and the process of how to become parent volunteer via the CPS Online Volunteer Application and Approval process (Civicore). Parents will be informed of the necessary steps they need to take to schedule a classroom visit/observation.

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

Data will be available to all parents in relation to attendance, student achievement, special projects, missing assignments, and assessment results to facilitate parents assisting their children in their education. Parents will be supported in signing up for Parent Portal so that that they can have current information regarding their student progress and that they can receive email-blasts for school events.

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

Parents participate both as voting members as well as public voices during our Local School Council Meetings. Other parent interactions such as committee meetings, open houses and parent conferences allow parents and opportunity to share their options and feedback.

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).

Using Student Portal and progress reports, students will have access to data related to attendance, student achievement, special projects, missing assignments, and assessment results to facilitate them an active participation in their own education.

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.

Parent Funds are used to support ongoing parent learning. Topics for workshops, seminars and excursions are selected each year. Goal is to provide parents support for student academic success, family health, socio-emotional topics and parent educational activities.

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
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	684 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount .00

54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	500	.00
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<p>54205</p>**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.

\$	554	.00
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<p>54565</p>**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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<p>53510</p>**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 by used only by parents.

\$	Amount	.00
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