



Richard Yates Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/28/2018		
03/05/2018		
03/12/2018	Lindsey Murray, Brenda Fearn, Jhoanna Maldonado, Danielle Calhoun, Ardia Adah Bush Susan Moeller, Ingrid Moorehouse, Mr. Perez.	Framework, Framework Priorities, Goals
03/19/2018	Lindsey Murray, Brenda Fearn, Jhoanna Maldonado, Danielle Calhoun, Ardia Adah Bush Susan Moeller, Ingrid Moorehouse, Mr. Perez. Robert Boyd	Priorities, and Goals
04/02/2018	Lindsey Murray, Brenda Fearn, Jhoanna Maldonado, Danielle Calhoun, Susan Moeller, Ingrid Moorehouse, Mr. Perez.	Writing of Goals, Strategies
04/19/2018	Lindsey Murray, Brenda Fearn, Danielle Calhoun, Ardia Adah Bush Susan Moeller, Ingrid Moorehouse, Mr. Perez.	Voting on strategies and writing of strategies, finishing the CIWP writing.
06/11/2018	Lindsey Murray, Brenda Fearn, Danielle Calhoun, Ardia Adah Bush Susan Moeller, Ingrid Moorehouse, Mr. Perez.	Finalization of CIWP with Teacher/Community/ LSC Input.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

My school My Voice survey for Teacher-Principal trust is scored Weak.
 School Vision and Mission are posted on the school website, in Parent Handbook, and Staff Handbook.
 School's Core Values and Beliefs are Be Safe, Be Responsible, Be Respectful.

The Mission of Richard Yates Elementary School is to provide our students with experiential learning through developmentally appropriate instruction that allows for individual differences and learning styles in an inclusive environment. Our school promotes a safe, orderly, and caring community that seeks to develop the whole child.

VISION: The Vision of Richard Yates Elementary is to develop leaders who strive for academic excellence, social awareness, and emotional intelligence, all while instilling in them critical thinking skills, a global perspective, and a respect for core values.

Guide for Leadership & Collective Responsibility

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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:

Score

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.

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The ILT looked at key data from the ACCESS assessment and determined that writing was an area of concern for the entire school. Based on this data, the ILT began providing professional development for the writing workshop to address the root causes of these low scores. Upon evaluating the writing workshop's effectiveness, it became clear that it has not been implemented with fidelity as of yet. The team is organized around a clear purpose and most departments at school are represented, with the exception of middle school. The ILT was meeting bi-weekly for the first several months of the school year and agendas were followed with a clear focus. Information and professional development from ILT meetings was being delivered during all grade level meetings.

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:

Score

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

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Professional Learning is planned using Data from district and State assessments. Learning cycles happen during Grade Level Team meetings.

Teacher Leaders attend District and Network 5 Summits and work to deliver strategies for Agency, Identity, and Authority.

Grade level teachers collaborate with Diverse Learner teachers on lesson plans.

Staff is notified of Professional Development opportunities with Framework Fests, through email announcements and the Staff Newsletters.

More time is needed for peer observation practices, using a protocol and/or video recording with time to debrief afterwards.

Effective Leaders

- Program Coherence (67 - Strong)
- Teacher-Principal Trust (39 - Weak)
- Teacher Influence (46 - Neutral)
- Instructional Leadership (42 - Neutral)

Collaborative Teachers

- Collaborative Practices (48 - Neutral)
- Collective Responsibility (46 - Neutral)
- Quality Professional Development (52 - Neutral)
- School Commitment (54 - Neutral)
- Teacher-Teacher Trust (55 - Neutral)

Weekly School-Wide Grade Level Meetings are strategically planned with Assistant Principal, Principal and School Counselor.

Surveys were given to staff members to request the selection of upcoming professional learning opportunities.

Universal Backwards Design was given to Teachers in a Learning Cycle.

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

1 2 3 4

The school wide schedule, which is based on the CPS instructional time guidelines, was built around the minutes of the diverse learners to maximize the use of special education teachers. Teachers from the specialty area of the interviewee are part of the interview process. Teaching candidates are asked to prepare and teach a lesson for the position in which they are applying. Administration ensures there aren't two new teachers assigned to the same grade level. Teachers apply for various grants through Donors Choose to purchase necessary items and resources for their classrooms. Our school also recently applied to a Network 5 Tutoring Program Grant which enables Yates's students to have Saturday School tutoring. The program provides extra Reading and Math instructional support for students in hopes to enhance their academic progress for the next grade. Yates has a fundraising committee that raises money for the school. Some of the fundraising efforts include collecting Box Tops and Family Night at Chuck E. Cheese. Yates has partnerships with C4 and Trilogy. Interns from Roosevelt University and Northeastern Illinois University have completed their student teaching clinical hours at Yates. Staff exit interviews are performed by administration when teachers leave during the school year.

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

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

1 2 3 4

School Curriculum is built around CCSS. Students in pre-k implement Teaching Strategies Gold Curriculum and Assessment. This program is a unit based model, which also provides essential questions throughout each unit of study. Students in grades K-2 implement the Wonders curriculum which is CCSS aligned and provides Essential Questions, Close Reads, Leveled Texts, and Academic Vocabulary with EL and DL Support. The Wonders Series lends itself to being integrated across the content areas of Social Studies and Science. K-2 also incorporates into daily literacy instruction Haggerty. In grades 3-8 novel based thematic units are being utilized. Everyday Math is in place for all students in K-5 and Connected Math for students in 6-8. Math talks are incorporated daily in math instruction. Additional resources include Leveled Texts, Newsela, Scope and Science World for Middle School Students which is Common Core aligned. Yates has Social Emotional opportunities in place for all students through the use of Second Step Curriculum, Scholar/Defender Program, Classroom Dojo and SEL Committee.

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	✓ 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 instructional materials are utilized across the curriculum that reflect the UDL Principles. The school houses 2 computer labs that are available to all students. There are some iPads are available to students in K-3rd and Chromebooks are available to students in 4th-8th. Instructional materials currently being utilized include: Everyday Math, Connected Math, Wonders, Newsela, Khan Academy, Engage New York, Foss Science, Sepup, studyladder.com, zearn.org. Each classroom has an Elmo (document reader) and a projector. With these tools, teachers are able to supplement instruction with the use of internet search engines, images and videos.

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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> 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

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Yates received a score of 61 on Ambitious Instruction, representing its aggregate performance across four key indicators of this essential: • English Instruction (51 - Neutral) • Math Instruction (47 - Neutral) • Academic Press (71 - Strong) • Quality Of Student Discussion (76 - Strong)

Objectives posted

Math talks

Read and respond with text evidence

Classroom discussions

Walk-throughs

Colleague Observations

Peer edit

Analyze student writing

Interdisciplinary Units

Science Fair

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	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<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 Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQaIP) ✓ 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)

Our school currently hosts high school fairs and high school shadow days for students in the middle grades. We met our previous CIWP goal last year, and our counselor meets with 8th graders one on one to decide on their high school paths. Additionally, our counselor held a Go CPS application parent night to inform parents on students' choices post graduation. For middle school, Algebra is offered as a math class for high school credit. Our school attendance rate is above the district average, and we are approaching our school goal of 96%. We are deciding to either hire a computer teacher for a prep or to have classroom teachers once a week teach computer skills to students for next year.

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 Identity 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 ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Success 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

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

Overall the majority of teachers at Yates are at the proficient level although there are few at the distinguished and developing level. Staff members continuously analyze NWEA, PARCC, Dibels, TRC, MClass, ACCESS data to plan for instruction during grade level meetings and shared planning time. A variety of instructional strategies are implemented on a daily basis to challenge and deepen student understanding including the gradual release of responsibility model. For example: low- and high-level, open-ended, and developmentally appropriate questioning and discussion techniques; ongoing assessments in instruction to adjust for student misunderstandings or advanced needs; TPR (Total Physical Response); Think, Pair, Share; collaborative conversations; flexible grouping; rigorous and engaging centers; Math Talks; continuous progress monitoring; fostering student ownership creating opportunities for students to voice choices in instructional tasks.

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
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<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

Score

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.

Evidence:

- *5 Week Interim Assessments
- *Interim Assessment Protocol Sheet
- *Data Dives & Data Analysis Sheets/Presentations
- *Analyzed ACCESS scores to help identify CAN Do descriptors that fit EL students' proficiency levels
- *Grade level meetings and PD days used for teachers to collaborate on creating student assessment
- *DIBELS/TRC/MClass (Progress monitoring)
- *UBD training

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	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1e. Designing Student Assessment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

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.

1 2 3 4

All teachers provide Tier 1 instruction to students in the core subject areas. We also have SEL instructors come in once a week to each classroom to deliver SEL curriculums such as 2nd Step and Calm Classroom. All teachers also provide additional targeted academic supports in their classrooms to students when needed as Tier 2. Students requiring Tier 2 interventions for SEL are referred to our school counselor. The counselor runs different groups for these students, including anger coping, a loss group, and a meditation group. Plans to start a trauma group are underway. Additionally, a Behavioral Health Team (BHT) was organized for teachers to refer students to for more Tier 2 SEL interventions. All teachers are also providing deeper and more intensive academic supports to students as a Tier 3 intervention. Data is collected and if students are not making gains after 10 weeks of these intensive academic supports, they may be referred for an evaluation for an IEP. For those students requiring more intensive SEL Tier 3 interventions, they may also take part the counselor's groups and be referred to the BHT. Additionally, these students can also be referred for an evaluation if their behavior is impacting their academic success and 10 weeks of data is gathered as described above.

The school collects student attendance data and targets at-risk students. Classrooms fill out posted monthly calendars marking classroom attendance daily, which show if the classrooms are or are not meeting their attendance goal (96%). Based on this, classrooms can earn the attendance trophy weekly and individual students earn certificates quarterly. Also, the school as partnered with the Puerto Rican Cultural Center and a Knock at Midnight to work with truant/at-risk students. Furthermore, the school clerk attends monthly attendance meetings.

The school gathers data on students grades, but we have as yet to track this data. This needs to be a focus moving forward.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 **2** 3 4

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

NWEA and Amplify Growth celebrations
 Students have clear growth targets
 - School wide expectations posted
 - Student of the Months using the Calendar Traits
 -Honor roll Celebration -
 -teachers use school wide discipline plan
 -School Wide Class Dojo for Behavior connections.
 Teachers are actively engaging students in rigorous tasks: Using school pacing guides, interim assessments and Unit plans.
 This is reflected in bulletin boards and formal and informal observations.

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

Peer Mediation
 Check-in check-out
 Teacher-Students mentors
 Talk it out
 SEL groups
 Needs assessment survey
 Supportive Environment is strong on 5 essentials

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students are offered and participate in a variety of clubs (arts and crafts, yoga, zumba, computer, readers theater, K'nex, and dance), social-emotional programs (peace circles), sports (basketball, volleyball, soccer), Puerto Rican Arts Alliance, Afro Caribe. Future school activities will continue to contribute to community involvements such as parent-mentoring in the classroom through the Logan Square Neighborhood Association. The school has also received numerous grants for programs to support the school garden, Fuel up, SEL/Second Step.

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"> • MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a, Creating an Environment of Respect and Rapport 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, CCSB ELA, NST 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

*Core School Values (Be Respectful, Be Responsible, Be Safe)
 *My Voice, My School Survey
 *PBIS
 *Class Dojo
 *Behavior Tracker
 *Staff trained in leading circles (restorative justice)
 *Yates Discipline Plan
 *Safety Drills (Fire, Shelter in Place, Lockdown, & Allergen)

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

1 2 3 4

The school counselor and several teachers were trained for Peace Circles, as a restorative practice. The training included teachers, social workers, and SECAS. Detention is meant to be as a last resort, after having restorative conversations with students, and parents. Detention procedures still need to be outlined clearly, and seen as a last measure. There are weekly mission statement read, Code of Silence, by a student, that emphasizes that adults will respond and help address the underlying issues. Restorative practices are in place for students that include social worker, and school counselor and Principal. Staff, social worker, and counselors, hold peace circles and SEL activities that facilitate discussions during restorative conversations. Counselor has allocated two counseling interns for students and their case loads.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

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

1 2 3 4

empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Parent attendance in BAC, LSC, and NCLB Meetings remain to be low. School provides opportunities for volunteers. Yates is currently involved with Logan Square Community Association, which has trained staff member to provide direction of Parent Mentor group. All classroom teachers send monthly newsletters home and provide information on the school's website to connect school and home activities. Parents interact and communicate daily with teachers and students gaining direct knowledge on academic and behavioral performances utilizing Class Dojo. Families are invited to participate in school activities to include Career Day, Read Across America, Literacy and Math nights, Family Fundraising nights, and Open House. Parents also act as chaperones on field trips, and participate in other activities as they are scheduled throughout the school year. Parent volunteers assist teachers on an as needed basis. Parents are provided information in their native languages through the use of translated parent letters and meetings scheduled with interpreters present to facilitate participation.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
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	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

In analyzing our previous years' SQRP data, being at this percentile for growth will push more of our students toward grade level using Network 5 pacing guides and unit planning.

86.00

40.00

50.00

55.00

60.00

National School Growth Percentile - Math

This goal was selected based on our historical performance and with implementation of Math Pacing guides, interim assessments and exposure the NWEA test the percentile growth will increase over for our students.

53.00

4.00

45.00

50.00

55.00

% of Students Meeting/Exceeding National Ave Growth Norms

In analyzing previous data for students meeting and exceeding student growth norms we anticipate a change in Math Curriculum and Unit Planning for Reading, aligned with Network 5 Pacing guides, this will allow for a 5% increase each year.

56.80

38.80

45.00

50.00

55.00

African-American Growth Percentile - Reading

Based on our historical performance data, we anticipate a change in Reading Curriculum and Unit Planning, aligned with Network 5 Pacing guides, this will allow for a 5% increase in this priority each year.

68.00

52.00

60.00

65.00

70.00

Hispanic Growth Percentile - Reading

Based on our historical performance data, we anticipate a change in Reading Curriculum and Unit Planning, aligned with Network 5 Pacing guides, this will allow for a 5% increase in this priority each year.

89.00

40.00

48.00

53.00

58.00

English Learner Growth Percentile - Reading

Based on our historical performance data, we anticipate a change in Reading Curriculum and Unit Planning, aligned with Network 5 Pacing guides, this will allow for a 5% increase in this priority each year.

(Blank)

(Blank)

30.00

38.00

46.00

Diverse Learner Growth Percentile - Reading

Based on strategic reading interventions and priority scheduling for Diverse Learner we anticipate scores in Reading to increase by 5% in this priority group each year.

96.00

1.00

15.00

20.00

25.00

African-American Growth Percentile - Math

Based on our historical performance data, we anticipate a change in Math Curriculum and Unit Planning, aligned with Network 5 Pacing guides, this will allow for a 5% increase in this priority each year.

81.00

6.00

45.00

50.00

55.00

Hispanic Growth Percentile - Math

Based on our historical performance data, we anticipate a change in Math Curriculum and Unit Planning, aligned with Network 5 Pacing guides, this will allow for a 5% increase in this priority each year.

45.00

5.00

45.00

50.00

55.00

English Learner Growth Percentile - Math

Based on our historical performance data, we anticipate a change in Math Curriculum and Unit Planning, aligned with Network 5 Pacing guides, this will allow for a 5% increase in this priority each year.

(Blank)

(Blank)

45.00

50.00

55.00

Diverse Learner Growth Percentile - Math

Based on strategic reading interventions and priority scheduling for Diverse Learner we anticipate scores in Math to increase by 5% in this priority group each year.

99.00

1.00

30.00

40.00

50.00

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

Based on historical data and planning for a uniform process and practice for MTSS we anticipate scores in Reading attainment to increase 12% in year 1 and 5% afterwards.

32.00

23.00

35.00

40.00

45.00

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

Based on historical data and planning for a uniform process and practice for MTSS we anticipate scores in Math attainment to increase 12% in year 1 and 5% afterwards.

38.00	18.00	35.00	40.00	45.00
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National School Attainment Percentile - Reading (Grade 2)

Based on historical data and planning for a uniform process and practice for MTSS we anticipate scores in Reading attainment to increase 12% in year 1 and 5% afterwards.

18.00	5.00	40.00	45.00	50.00
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National School Attainment Percentile - Math (Grade 2)

Based on historical data and planning for a uniform process and practice for MTSS we anticipate scores in Math attainment to increase 12% in year 1 and 5% afterwards.

19.00	6.00	35.00	40.00	45.00
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% of Students Making Sufficient Annual Progress on ACCESS

We have increased our focus on writing across the content areas since writing was historically our lowest area in terms of scores and growth on the ACCESS. We have more teachers hired and on staff who are ESL/Bilingual Certified. Also linking Can Do descriptors to students' English Language Proficiency levels in planning of lessons.

19.40	(Blank)	30.00	38.00	46.00
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Average Daily Attendance Rate

In the past, our attendance rate has trended toward 94% or higher. Based on this data, attendance will be a conversation between teachers and parents. Attendance incentives will encourage students to come to school everyday. We will hold parents accountable by informing them of our attendance practices. With these plans in place, our goal is to reach 95% or higher. At the Classroom level we have attendance charts, the traveling Attendance Trophy, on-track attendance rates for middle schools which mimics high school and also individual classroom incentives.

96.10	94.90	95.00	95.50	96.00
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My Voice, My School 5 Essentials Survey

Richard Yates elementary school completed the My Voice My School survey. The results of these surveys indicate that Richard Yates is Organized for Improvement. To increase parent engagement we will ensure that all Title 1 funding for parent training is used.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

If we create a crosswalk between pacing guides, assessments, lesson planning and gradebook.
example: Develop and implement balanced assessment and grading policies and protocols, supported by high-quality appropriate professional learning for every stakeholder.

...then we see...

"then we see vertically aligned units and lesson plans which will result in differentiated strategies, collaboration among grade levels and grade bands.

example: A clearly articulated curriculum, aligned to standards and accurately assessed for mastery."

...which leads to...

2017-2018 Goal:
2018-2019 Goal:
2019-2020 Goal:

50% of our students meeting National NWEA Reading attainment percentiles in 2018 55% in 2019 and 60% in 2020.

Tags:
Curriculum, Curriculum maps

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
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Action Step 1:
Teachers will begin the planning of creating a crosswalk in the summer of 2018. Principal will pay Teachers to attend curriculum planning for Kindergarten through 8th grades in Reading.

Teachers, ILT and Administration
Crosswalk to be completed by August 24, 2018.

Aug 27, 2018 to Jun 27, 2019

Not started

Curriculum

Action Step 2:
Developing and administer 5 week assessments that are aligned to the created crosswalk.

Who is responsible?
What is the Time Table
"example:
ILT Admin
GLT Leads

Core subject teachers will administer assessments every 5 weeks.
Admin Team will provide Assessment Rubric and train in its use during Teacher Institute.
Admin team and Grade Level Teams will provide feedback 2 weeks after assessment is created . "

Aug 27, 2018 to Jun 27, 2019

Not started

Curriculum Design

Action Step 3
Developing Unit plans aligned to Pacing guides and curriculum maps

Teachers /2018-2019 School Year

Aug 27, 2018 to Jun 27, 2019

Not started

Curriculum maps

Strategy 2

If we do...

"If we have consistent school wide policies and restorative practices"

...then we see...

teachers handling less egregious behaviors at the classroom level which keeps students in their classes.

...which leads to...

Less discipline incidents reported and less suspensions. Last school year, the school averaged about 30% suspensions and this year the school has averaged about 26% suspensions. Our goal moving forward for the next school year is 22%.
To support the school in reaching this goal, the school will follow restorative practices (reintegration plans).

Tags:

Restorative approaches

Area(s) of focus:

2

Action step

If we implement Leader In Me program in every classroom by training all adults on the 7 Habits, students will take responsibility of their actions.

Responsible

Principal, Counselor and teachers

Timeframe

Jun 21, 2018 to Jun 27, 2019

Status

Not started

By explicitly teaching lessons on manners and using please, thank you, you're welcome and excuse me embedding it in lesson plans during the literacy block	Teachers, ILT, Principal	Aug 27, 2018 to Jun 27, 2019	Not started
Host gender specific Advisory groups in grades 5-8 five times a week which will cover adolescent concerns in a proactive manner.	Every Upper Grade Teacher	Aug 27, 2018 to Jun 27, 2019	Not started
Developing SEL team to monitor and implement lessons for explicit teaching.	SEL Team	Aug 27, 2018 to Jun 27, 2019	Not started

Strategy 3

If we do...

If we utilize multiple means of consistent communications (i.e. newsletters, email blasts, All-Call system, parent-mentor programs, Classroom Dojo, The 5 essentials survey, Parent Handbook, and other resources as applicable) inviting parents to CIWP meeting, parent advisory meetings, Local School Counsel meeting, and other planned events,

...then we see...

More parent input, more parent involvement in classrooms helping with literacy and math initiatives, and also parents will become more knowledgeable of school wide initiatives and programs.

...which leads to...

Direct and frequent communications with parents and caretakers about class and individual activities and individual student progress. This should inform parents of their child's progress across all relevant measures, including attendance, academics, social-emotional learning, and health and wellness.

Currently Parent Portal only has 22% of parents connected. Next year our goal is 45%. Currently Classroom Dojo has 194 parents connected school-wide. We would like to get at least 90% of parents connected to each classroom next school year.

Tags:

Parent partnerships

Area(s) of focus:

3

Action step

Designate parent committees dedicated to actively participating in facilitation of these communications (i.e. ensuring monthly/bi-monthly newsletters are sent out, speaking with the clerk regarding attendance calls, creating monthly attendance incentives, organizing and scheduling "coffee with the principal", monthly parent appreciation incentive celebrations)

Responsible

Teachers that form this committee, administrators, parent mentors, the clerk staff

Timeframe

Aug 27, 2018 to Jun 27, 2019

Status

Not started

Parent partnerships

Newly created committee (will include at least parent member) will oversee and assist with the promotion of regular attendance through acknowledgement in monthly newsletters, creating monthly parent event, monitoring attendance and call logs.

attendance team

Aug 27, 2018 to Jun 27, 2019

Not started

Parent partnerships

Parent promotions; incentives and event planning (i.e. Family Literacy/curriculum Night, Coffee with the Principal, Parent Appreciation Night, weekend parent-student brunch or cooking classes)

Parent committee, PAC, LSC, and administration to designate funding

Aug 27, 2018 to Jun 27, 2019

On-Track

Parent partnerships

Strategy 4

If we do...

If we create a system with clear steps and resources, teachers will be able to identify the gaps in student learning and provide specific interventions to individual students based on their needs.

...then we see...

A decrease in the percentage of students falling to Tier 3 and being referred for special education services.

...which leads to...

Increased growth which should be seen on DWA. Last year's District NWEA Reading & Math percentages of students meeting their growth goals were at 40% 3rd through 8th grade.

Next year on the District's NWEA Reading & Math percentages of students meeting their growth goal is 45% 3rd through 8th grade.

Tags:
MTSS

Area(s) of focus:
4

Action step

A school-wide PD training staff on how to follow the MTSS system. This includes starting the school year by assessing students with diagnostic tools and grouping them in the subject areas of math and reading. Identifying students early in the year for behavior interventions should also be included.

Responsible

The MTSS team will work in collaboration with district MTSS specialists to train staff, teachers for performing the diagnostics and grouping students.

Timeframe

Aug 27, 2018 to Jun 27, 2019

Status

Not started

MTSS

The creation of diagnostic and MTSS tools to distribute to each teacher to be followed and kept in a MTSS binder.

The MTSS team is responsible for creating/gathering these resources prior to the staff PD at the beginning of next school year.

Aug 27, 2018 to Jun 27, 2019

Not started

MTSS

Strategy 5

If we do...

If we focus our learning opportunities on incorporating rigorous student tasks in both literacy and mathematics

...then we see...

Teachers will implement well developed lesson plans that reflect CCSS integrated across content areas, differentiated instruction, and Student- Led Collaborative Conversations

...which leads to...

a 20% increase of student growth and attainment and 10% of teachers scoring proficient or distinguished in Questioning and Discussion Techniques on the CPS Framework for Teaching

Tags:
Rigorous tasks

Area(s) of focus:
5

Action step

Provide teachers with a series of focused professional development opportunities aligned to address the school's CIWP and the CCSS in Literacy and Mathematics. Additionally, it will focus on challenging all levels of learners, promote college and career readiness and assist in closing the achievement gap.

Responsible

Teachers, ILT, administration

Timeframe

Aug 27, 2018 to Jun 27, 2019

Status

Not started

Rigorous tasks

Provide teachers with a series of focused professional development opportunities aligned to address the school's CIWP and the CCSS in Literacy and Mathematics. Additionally, it will focus on challenging all levels of learners, promote college and career readiness and assist in closing the achievement gap.

Teachers, ILT, administration

Aug 27, 2018 to Jun 27, 2019

Not started

Rigorous tasks

Teachers will complete peer observations of proficient and /or distinguished teachers who are utilizing rigorous student tasks in daily lessons.

Teachers, Administration

Aug 27, 2018 to Jun 27, 2019

Not started

Rigorous tasks

The ILT will create and utilize a learning walk feedback form that includes praises for instructional practice, questions for differentiated strategies, and suggestions for collaborative conversations and rigorous student work.

teachers, ILT, administration, 2018-2019 school year

Aug 27, 2018 to Jun 27, 2019

Not started

Rigorous tasks

Action Plan

Strategy 1

NOT STARTED

Action Step 1: Teachers will begin the planning of creating a crosswalk in the summer of 2018. Principal will pay Teachers to attend curriculum planning for Kindergarten through 8th grades in Reading."

Aug 27, 2018 to Jun 27, 2019 - Teachers, ILT and Administration Crosswalk to be completed by August 24, 2018.

Status history



NOT STARTED

Jun 11, 2018

Evidence

Agendas, the Crosswalk, Feedback forms from Teachers

NOT STARTED

Action Step 2: Developing and administer 5 week assessments that are aligned to the created crosswalk."

Aug 27, 2018 to Jun 27, 2019 - Who is responsible? What is the Time Table "example: ILT Admin GLT Leads Core subject teachers will administer assessments every 5 weeks. Admin Team will provide Assessment Rubric and train in its use during Teacher Institute. Admin team and Grade Level Teams will provide feedback 2 weeks after assessment is created . "

Status history



NOT STARTED

Jun 11, 2018

Evidence

Evidence of Practice "Feedback forms, Assessments Common Assessment Protocol established, documented and monitored by admin team by June 2017. Master binder with Assessments placed in it . Google drive of assessments created. "

NOT STARTED

Action Step 3 Developing Unit plans aligned to Pacing guides and curriculum maps"

Aug 27, 2018 to Jun 27, 2019 - Teachers /2018-2019 School Year

Status history

Jun 11

NOT STARTED

Jun 11, 2018
Evidence
Unit Plans

Strategy 2

NOT STARTED

If we implement Leader In Me program in every classroom by training all adults on the 7 Habits, students will take responsibility of their actions."

Jun 21, 2018 to Jun 27, 2019 - Principal, Counselor and teachers

Status history

Jun 11

NOT STARTED

Jun 11, 2018
Evidence
Embedded in Lesson Plans

NOT STARTED

By explicitly teaching lessons on manners and using please, thank you, you're welcome and excuse me embedding it in lesson plans during the literacy block"

Aug 27, 2018 to Jun 27, 2019 - Teachers, ILT, Principal

Status history

Jun 11

NOT STARTED

Jun 11, 2018
Evidence
Embedded in Lesson Plans

NOT STARTED

Host gender specific Advisory groups in grades 5-8 five times a week which will cover adolescent concerns in a proactive manner."

Aug 27, 2018 to Jun 27, 2019 - Every Upper Grade Teacher

Status history

Jun 11

NOT STARTED

Jun 11, 2018
Evidence
Embedded in Lesson Plans

NOT STARTED

Developing SEL team to monitor and implement lessons for explicit teaching."

Aug 27, 2018 to Jun 27, 2019 - SEL Team

Status history

Jun 11

NOT STARTED

Jun 11, 2018
Evidence
Embedded in Lesson Plans SEL meeting agenda

Strategy 3

NOT STARTED

Designate parent committees dedicated to actively participating in facilitation of these communications (i.e. ensuring monthly/bi-monthly newsletters are sent out, speaking with the clerk regarding attendance calls, creating monthly attendance incentives, organizing and scheduling "coffee with the principal", monthly parent appreciation incentive celebrations)"

Aug 27, 2018 to Jun 27, 2019 - Teachers that form this committee, administrators, parent mentors, the clerk staff

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

Feedback forms from parents, increase in parent and student attendance, increased participation in before and after-school events

NOT STARTED

Newly created committee (will include at least parent member) will oversee and assist with the promotion of regular attendance through acknowledgement in monthly newsletters, creating monthly parent event, monitoring attendance and call logs."

Aug 27, 2018 to Jun 27, 2019 - attendance team

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

Committee will use attendance monitoring to collect data from call logs which classrooms/students have the highest absentees, create a Google calendar to set dates for committee meetings with agendas and minutes discussing goals and strategies , utilizing newsletters to promote incentives and current data of attendance progress.

ON-TRACK

Parent promotions; incentives and event planning (i.e. Family Literacy/curriculum Night, Coffee with the Principal, Parent Appreciation Night, weekend parent-student brunch or cooking classes)"

Aug 27, 2018 to Jun 27, 2019 - Parent committee, PAC, LSC, and administration to designate funding

Status history

Jun 11

ON-TRACK

Jun 11, 2018

Evidence

Regular, monthly parent events with mandatory sign-in sheets to monitor participation. At these events parents will be provided with feedback forms, and/or surveys specifically for the events, as an exit ticket. Exit tickets will be examined to see how well it was received.

Strategy 4

NOT STARTED

A school-wide PD training staff on how to follow the MTSS system. This includes starting the school year by assessing students with diagnostic tools and grouping them in the subject areas of math and reading. Identifying students early in the year for behavior interventions should also be included."

Aug 27, 2018 to Jun 27, 2019 - The MTSS team will work in collaboration with district MTSS specialists to train staff, teachers for performing the diagnostics and grouping students.

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

Teacher's diagnostic tools filled out and grouping of students for both reading and math. Following this, teacher's MTSS forms filled out for students moving to tier 2 or 3.

NOT STARTED

The creation of diagnostic and MTSS tools to distribute to each teacher to be followed and kept in a MTSS binder."

Aug 27, 2018 to Jun 27, 2019 - The MTSS team is responsible for creating/gathering these resources prior to the staff PD at the beginning of next school year.

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

There will be both an electronic and paper master binder/folder of these tools.

Strategy 5

NOT STARTED

Provide teachers with a series of focused professional development opportunities aligned to address the school's CIWP and the CCSS in Literacy and Mathematics. Additionally, it will focus on challenging all levels of learners, promote college and career readiness and assist in closing the achievement gap."

Aug 27, 2018 to Jun 27, 2019 - Teachers, ILT, administration

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

professional development agenda, student task protocol, DOK questioning Data presentations

NOT STARTED

Provide teachers with a series of focused professional development opportunities aligned to address the school's CIWP and the CCSS in Literacy and Mathematics. Additionally, it will focus on challenging all levels of learners, promote college and career readiness and assist in closing the achievement gap."

Aug 27, 2018 to Jun 27, 2019 - Teachers, ILT, administration

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

professional development agenda, student task protocol, DOK questioning Data presentations

NOT STARTED

Teachers will complete peer observations of proficient and /or distinguished teachers who are utilizing rigorous student tasks in daily lessons."

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

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

completed classroom observation forms,

NOT STARTED

The ILT will create and utilize a learning walk feedback form that includes praises for instructional practice, questions for differentiated strategies, and suggestions for collaborative conversations and rigorous student work."

Aug 27, 2018 to Jun 27, 2019 - teachers, ILT, administration, 2018-2019 school year

Status history

Jun 11

NOT STARTED

Jun 11, 2018

Evidence

Feedback forms will be collected to obtain evidence of differentiated instruction. Feedback Forms will be analyzed bi-monthly during ILT meetings and feedback will be provided for teachers. ILT members will provide assistance to colleagues as needed to implement suggestions from ILT.

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 school has an all-call system along with an email blast system that allows the principal to invite parents to CIWP planning meetings, Parent Advisory Committee meetings, Local School Council Meetings and other planned events. These are held mostly in the evenings to attract those parents who work throughout the day. These meetings give interested parents the opportunity to provide input.

School will organize quarterly events such as, Literacy Night, Math Night, Science Night and SEL Night to provide opportunities for parents to learn more about the education process to support their students at home.

Reinstated the Parent Mentor program. The PM program at Yates works with Logan Square Neighborhood association to recruit, train, and place parents in classrooms to help with Literacy and Math initiatives for at a minimum of 2 hours a day.

Parents will also submit their interest to becoming a parent volunteer at Yates using the parent volunteer interest form provided by Chicago Public Schools central office.

Parents are also invited on a rotating basis to volunteer to chaperone for Field Trips.

Parents will participate in various classes offered by the school interacting with students. For example: cooking classes learning about healthy snacks; technology courses learning how to navigate educational websites that support student learning.

Develop parent leaders in the building to engage with other parents and staff committees.

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

The Title 1 programs that are being offered were explained to the parents in a meeting on September 28, 2017 in the Auditorium. The meeting was held in Spanish and English. After the organizational meeting parents were then asked to stay for the Annual PAC organizational Meeting.

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.

If parents ask for specific individual meetings the school will make appointments within three working days to meet with parents. PAC meetings have been scheduled to meet every First Tuesday of the month at 9:30 am in the school's auditorium.

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.

This will be provided to each parent in the form of PowerPoint during the state of the school address on September 28, 2017. Progress sheets from NWEA will also be handed out to parents regularly in order to provide them with information about their child. Teachers are also on Class Dojo a behavior monitoring system for parents to know how their child is doing.

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.

All teachers at Yates are considered Highly Qualified. Chicago Public schools has a centralized system for this requirement.

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.

Yates elementary has many handouts in Spanish and English delineating the state standards and the assessments used. To monitor each student's progress parents have access to gradebook by the way of the Parent Portal. If parents do not have access to computers, Yates elementary has a parent's room with computers that can be used at any time for parents to log on.

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.

For meetings held regarding adult literacy, Title I meetings, and ESL learning, Yates will pass all meeting information to parents via the monthly newsletter, all call and the Parent Advisory Committee. The Bilingual school counselor will hold parent nights regarding High school applications and options for parents.

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

Parent programs like the Logan Square Neighborhood Association's parent mentor program will be established to connect parents to the classrooms in the school. A second parent volunteer program has also been established for parents who want to volunteer in the classroom using the CPS Volunteer forms.

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.

Professional development days are established throughout the school year for teachers to learn the best way to communicate with parents. Specific Bulletin boards have also been earmarked for parent information as they come to pickup their children.

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

Parents receive monthly newsletters and also periodic letters and emails regarding specific information. All correspondence will be translated to parents' native languages. The letters are translated by the bilingual clerk or the principal into Spanish.

Policy Implementation Activities

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

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

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

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

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

n/a

School-Parent Compact

Complete

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

The Mission of Richard Yates Elementary School is to provide our students with experiential learning through developmentally appropriate instruction that allows for individual differences and learning styles in an inclusive environment. Our school promotes a safe, orderly, and caring community that seeks to develop the whole child.

VISION: The Vision of Richard Yates Elementary is to develop leaders who strive for academic excellence, social awareness, and emotional intelligence, all while instilling in them critical thinking skills, a global perspective, and a respect for core values.

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.

Parent teacher conferences happen two times each year. The dates for the 2017-2018 school year are November 15 and April 18.

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

The school utilizes the grade book which which is near real time grade information. The parents also receive a grade report each 5 weeks of the school year. Parents will also receive test scores as they are provided to the school once a year.

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

Staff is available openly two days a year and by appointment for almost all other school days. Parents are encouraged to come after school to speak with teachers. By the use of the parent portal parents can check each students assignments and will be able to message teachers when assignments are not completed. Each teacher is provided with an email address and can be contacted utilizing the school's website.

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.

Parents can request access to their child's classroom at anytime by signing-in in the Main office. All volunteers are vetted through the CPS volunteer interest form and must complete the background check and fingerprinting to regularly volunteer

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

Parents are expected to ask their child what homework they have each night. By the use of the parent portal parents can check each students assignments and will be able to message teachers when assignments are not completed. Each teacher is provided with an email address and can be contacted utilizing the school's website

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 can attend PAC, LSC and other sponsored meetings to participate publicly in decisions relating to the education of their children.

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

Students will participate in monthly incentives for Highest Attendance, Character Traits, Student of the Month and Academic improvements. Students will set goals with their teacher and progress monitor their MAP achievement.

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.

Meet with parents Monthly and explain the process of MAP scores, grading periods, homework percentages and so on.
 Meet with parents and discuss the use of technology as a learning tool.
 Meet with parents to discuss adolescence

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.	\$ 350 .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.	\$ 200 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 200 .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)	\$ 238 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500 .00
<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.	\$ Amount .00

<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.

\$	200	.00
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53306 **Software**

Must be educational and for parent use only.

\$	250	.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.

\$	0	.00
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