



James Otis Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Nancy Mendez	Principal	nmendez@cps.edu	Has access
Connie Pugh	Assistant Principal	cvpugh1@cps.edu	Has access
Jestine Cross	Teacher	jgcross@cps.edu	Has access
Milagro Jump	Teacher	mmjump@cps.edu	Has access
Deborah Ratulowski	Teacher	djwinslow@cps.edu	Has access
Kellye Galvan	Teacher	krgalvan@cps.edu	Has access
Dana Midura	Teacher	djmidura@cps.edu	Has access
Eva Ghuneim	Teacher	eghuneim@cps.edu	Has access
Kathleen Rodger	Case Manager/Counselor	kmrodger@cps.edu	Has access
Margarita Peterson	ELPT	mmcisneros@cps.edu	Has access
Laura Espitia	PAC		No Access
Felipa Avelino	PAC		No Access

Team meetings

Date	Participants	Topic
04/04/2018	ILT	CIWP
04/11/2018	ILT	CIWP
04/12/2018	ILT	CIWP
04/17/2018	ILT	CIWP
04/19/2018	ILT	CIWP
02/02/2018	Paraprofessionals	CIWP
04/17/2018	Paraprofessionals	CIWP
04/26/2018	LSC Members	CIWP
04/19/2018	Grade Level PLC's	CIWP
04/27/2018	PAC Meeting	CIWP
05/02/2018	ILT	CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

The mission of James Otis World Language Academy is to guide students to take ownership of their learning through reflective thinking, high expectations and a commitment to achievement. Otis Elementary provides a balanced curriculum designed to meet the academic, cultural and social-emotional needs of the entire student body. Through our Personalized Learning initiative, students will engage in rich, relevant, and diverse learning experiences to grow into self-assured, open minded and inquisitive learners. All members of the Otis community are committed to grow as productive, caring, and responsible citizens.

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:

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

Score

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- Bi-Monthly ILT meetings.
- Agenda created, shared (via drive) with ILT members and staff ahead of meeting, minutes added throughout meeting.
- Action items created, documented and held accountable for completion.
- School-wide progress monitoring tool (student goal setting)
- ILT members create and present professional development at beginning of school year to all staff regarding school wide initiatives (MTSS, PBIS, Mini Lessons, Data Driven Goal Setting)
- Greater transparency between ILT and OTIS staff. Minutes and agenda shared in School Drive.
- Developed and implemented MTSS handbook, discipline handbook (PBIS), and math handbook.
- ILT members collaborated to create a scope and sequence for ELA.

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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Progressing: Develop block scheduling to accommodate vertical and horizontal professional learning communities.
 Implementation of Learning Walks during PLC's
 Professional Development plan (Second Step, Wilson Learning, Go Math, Literacy Series Training, Math Handbook, Restorative Practices- Talking Circles/Peace Circle, Argument Centered Education).
 Obtained Personalized Learning 2.5-year initiative, attended professional development, and created "Why Statement" regarding Personalized Learning Plan.
 Teacher teams meet in weekly grade level blocks with agenda and minutes posted in Google Drive.
 Progressing: Aligning DL resources through new math and literacy programs and professional development.
 Professional development on Model Performance Indicators (MPI) and instructional support for EL students.

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	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching the Teachers
✓	Making Better Use of Research
✓	Upcoming Professional Learning Opportunities
✓	Framework for Teaching PD Modules

Aligned Resources:

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

Score

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Teachers have engaged in Learning Walks to observe other teachers' classroom to offer feedback and obtain ideas for instruction
Teachers have reviewed and analyzed student data to inform their instructional practices and group students for differentiation
Teachers engaged in discussion and analysis of student work
Budget for Personalized Learning (furniture, software and hardware)
Learning Garden aligned curriculum to support NGSS
Strengthen Community Partnerships (Big Green; Communities in Schools; WITS; City Church; We All Live Here; Urban Initiatives; Playworks; Art Encounter; Dancing with Class; Chicago Children's Museum; LEAP Innovations)

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

Challenge: Create a school-wide literacy and math scope and sequence.
 Personalized Learning training for primary teachers to implement student-centered education
 SEL - Strengthen school-wide implementation of Second Step
 Progressing: NGSS - Utilize NGSS with scope and sequence at all grade levels.
 Provide professional development in Reading and Writing Workshop.
 Strengthen balanced literacy initiative for primary grades, including small group instruction
 Continuation of teacher-led professional development on mini lessons, weekly discussions and reflections on mini lesson progress in grade level PLCs
 Strengthen classroom instruction aligned to CCSS with data-driven instruction.
 Challenge: Science and Social Studies scope and sequence (K-8)
 Begin backwards mapping and unit planning (Understanding By Design) - Year 2.

Guide for Curriculum

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

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Provide technological programs to support Personalized Learning for literacy and math (Lexia/Squiggle Park, Imagine Learning, MobyMax, Reading A-Z, Science A-Z)

Provide flexible seating to enhance Personalized Learning initiative.

Utilize Science A-Z and Mystery Science to implement NGSS.

Increase technology hardware and software across grade-levels.

Utilize technology for student inquiry projects.

Provide Spanish-language materials for math, science, and social studies curriculum for EL students.

Provide Visually Impaired students with appropriate (Braille and large print) materials.

Strengthen: Pearson Reading Series for K-5 and My Perspectives Reading Series for 6 - 8.

Strengthen: Go! Math Mathematics series K-8

Provide resources to support Personalized Learning initiative.

Provide Reading Workshop materials for K-5.

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
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<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:

Score

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)

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Incorporate interactive, sensory and graphic supports for EL and DL students.
 Started learning walks. Goal: at least one learning walk per teacher per quarter.
 Implement Personalized Learning strategies to strengthen student-centered education
 Grade Level PLCs review student work on a monthly basis
 Utilize MARS Tasks and Math Talks to strengthen math instruction.
 Argument Centered Education in grades 5- 8.
 Begin backwards mapping and unit planning (Understanding By Design) - Year 2.

Hispanic students performed better than 52% of schools nationally in math
 Hispanic students performed better than 60% of schools nationally in reading
 Challenge: Diverse Learners performed better than 18% of schools nationally in math
 Challenge: Diverse Learners students performed better than 10% of schools nationally in reading
 Challenge: African-American students performed better than 17% of schools nationally in math
 Challenge: African-American students performed better than 54% of schools nationally in reading

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	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW/WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Arrangements Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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)

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Utilize Naviance to strengthen connection between current academic performance to post-secondary success. Strengthen SMART goals for literacy and math by 5th, 6th, 7th, and 8th grade students based on grades and NWEA scores.
 Utilize GoCPS for high school applications by 100% of 8th grade students.
 Student portal utilized to view and track student grades.
 Eighth grade students work with counselor and librarian to research, organize, and create a slide presentation on their choice of future career using the Naviance Program.
 Host Career Day event for middle school students.
 Participate in the Network 6 High School Fair.

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,

Strength: Faculty are proactive in seeking out external PD (Chicago Literacy Group, Chicago Foundation for Education, Rochelle Lee/WITS, LEAP Innovations (Personalized Learning), Big Green, Playing With Numbers, University of Illinois Extension)

Strength: Weekly administrative memorandum denotes district and other external professional development opportunities

Incorporate Personalized Learning philosophy in all aspects of instructional practice (student voice/choice, student centered education)

Strengthen: Teacher-directed professional development opportunities

80% of teachers participated peer observations (learning walks)

Effective Leaders - 35/100 - weak

Ambitious Instruction - 80/100 - very strong

Supportive Environment - 71/100 - strong

Argument Centered Education (ACE) in grades 5-8

Differentiated lessons plans, groupings present in lesson plans, targeted goal-setting sheets, Data Driven Instruction and groupings

Curriculum based scope and sequence in ELA and Math for all grades, posted in the Drive

Strengthen: up-to-date student work posted monthly with task description, standards, and grading rubrics

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	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

Score

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

1 2 **3** 4

Go Math assessments are provided by the curriculum, including diagnostic, formative, and summative assessments, and teachers frequently utilize Exit Slips to drive further instruction

Use of rubrics to assess constructed responses in writing

Use of REACH Performance Tasks to guide curricular decisions

School-wide progress monitoring tools (Moby Max, Measuring Up, running records, mClass/DIBELS/TRC) available to all and widely used

ILT created MTSS Folder provided to all teachers, which includes tracking sheets, parent contact logs, goal setting log, parent contact letter, menu of interventions, tracking protocols, etc.

Student Goal-Setting per NWEA and curricular data; teacher and student progress monitoring (student data folders)

Use of standardized test data and school progress monitoring for goal setting and formative instructional planning

District grading scale utilized

Utilize WIDA standards, WIDA Can-do descriptors, and MPI (Model Performance Indicators) in weekly planning to fairly assess EL students

SQRP Reading Attainment 3rd-8th - 45th
 SQRP Math Attainment 3rd-8th - 33rd
 SQRP Reading Attainment 2nd - 45th
 SQRP Math Attainment 2nd - 18th
 SQRP Reading Growth 3rd-8th - 62nd
 SQRP Math Growth 3rd-8th - 43rd
 Reach Domain 1 (to be filled by Admin.)

5 Essentials - Ambitious Instruction - Strong
 Domain 3D
 Domain 1C
 Domain 1E
 Domain 4

5 Essentials - Ambitious Instruction - 80% very strong
 5 Essentials - Supportive Environment - 71% very strong
 5 Essentials - Collaborative Teachers - 36% very strong

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.

- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Five Essentials	✓ SQRP Attainment and Growth
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	2.d. Designing Student Assessment
	3.d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	4.c. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Strengthen implementation of Second Step across all grade levels
 Progressing: Absence of unified tracking system and accountability systems (goal: establish norms for PLCs, specifically structures for teachers to communicate on student growth and student ownership of goals [Pulse Check Weeks])
 Strengthen unified system for progress monitoring and ownership of learning goals
 Progressing: Develop a student centered culture of goal setting and celebration of academic achievements
 ILT members facilitated professional development on MTSS interventions, tracking and progress monitoring.

SQRP Reading Attainment 3rd-8th - 45th
 SQRP Math Attainment 3rd-8th - 33rd
 SQRP Reading Attainment 2nd - 45th
 SQRP Math Attainment 2nd - 18th
 SQRP Reading Growth 3rd-8th - 62nd
 SQRP Math Growth 3rd-8th - 43rd

ILT creation of menu of available interventions

Cadre of teachers begin LEAP Innovations Personalized Learning PD series

5 Essentials - Ambitious Instruction - 80% very strong
 5 Essentials - Supportive Environment - 71% very strong
 5 Essentials - Collaborative Teachers - 36% very strong

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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:

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

Score

1 2 3 4

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.

Strengthen monthly Character Education traits school wide.
Strengthen Social Emotional Learning practices school wide.
Incorporate student centered education to support Personalized Learning initiative.
Strengthen student goal-setting strategies using assessment data.
Strengthen school mantra "Otis Students are Thinkers" (Student Ownership, Domain 2B).
Strengthen PBIS school-wide recognize of positive behaviors using "Owl Eyes".
Strengthen weekly/monthly attendance initiatives and incentives.
Strengthen small group instruction (differentiation) to meet the academic and social emotional needs of all students.
Strengthen monthly recognition for Student of the Month, Attendance, and quarterly awards celebrations.
Strengthen school-wide anti-bullying campaign.
Strengthen school-wide cultural celebrations.

85% of students report English instruction is strong per MSMV.
99% of students report Math instruction is very strong 58% applying math to situations outside of school.
Measure of Academic Press – Very Strong 89% about 41% of the students report teachers asking difficult questions in class and on test.
About 66% of students report teachers requiring them to do their best, be thinkers, and challenge them in class.
48% students report strong quality discussions on the 5 essentials.
86% Students use data and text references to support their ideas.
71% Students provide constructive feedback to their peers and to me most of the time or always.
97% Students show each other respect most of the time or always.
98% students participate in the discussion at some point most of the time or always.
86% Students build on each other's ideas during discussion most of the time or always.

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 ✓ SGA? Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<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 (en.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

1 2 **3** 4

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.

Teachers observe each others' practice and work together to review assessment data and develop instructional strategies. Quarterly Learning Walks to strengthen teacher feedback and collaboration. Develop student leadership through Student Council. Strengthen Teacher-Student relationships through student-centered education. Strengthen Teacher-Teacher relationships through collaborative planning. Strengthen middle school social events (dances, dress-up days, college day, etc.).

80%+ Observed another teacher's classroom to offer feedback and obtain ideas for instruction.
 Challenge 5 Essentials - Collaborative Teachers - Weak 20% (teachers collaborate and share ideas regarding best practices during weekly Grade Level PLC's; Primary teachers are part of a new initiative in Personalized Learning in which collaboration in planning and organizing for the initiative is key).
 5 Essentials - Supportive Environment - Strong 71%

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Extra-curricular offerings are increasing, particularly in competitive programs or programs aside from academics.
Student government opportunities currently in place i.e. Student Council.
Incorporate school-wide "Student Suggestion Box."
Incorporate student leaders across grade-levels to promote student investment in school community.
Student Council elections and regular meetings (implementation of monthly spirit days).

MSMV

Student Support for Academic Work - Very Strong 87%
Students look forward to attending class, 75%
Students try hard to get good grades, 86%
Students feel it is important to pay attention in class 90%
Students feel engaged where they do not want to stop working in class, 73%

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Strengthen framework for PBIS using discipline folder with resources for office referrals, classroom management, etc.
 Strengthen the Otis 3 Be's (Be Respectful, Be Responsible, Be Safe)
 Strengthen restorative practice initiatives (Restorative Conversations, Restorative Practice Coach, Second Step, Talking Circles, Peace Circles)
 Strengthen school-wide anti-bullying campaign
 Strengthen school partnership with States Attorney's Office to promote anti-bullying (cyber-bullying).
 Strengthen the usage of "Positive Language" for PBIS (We don't do that here, Voices Off, Order Before Movement)
 Strengthen school-wide behavior expectations and policies through positive incentives (Owl Eyes)
 Strengthen Playworks Recess Junior Coach Program to promote leadership skills

MSMV

Students responded strong to overall safety, 64%
 Bathrooms 86%
 Traveling between home and school 83%
 Outside Around the school 76%
 Hallways 86%

Academic personalism Strong 65%
 Supportive Environment - Strong 71%

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.
Measures	<ul style="list-style-type: none"> ✓ School Climate Standards Rubric/Assessment ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Mission/vision of the school is clearly communicated to all staff/students/community through 3 school rules, daily announcements and classroom expectations. Student agenda book provides parents with school expectations, mission & vision statements. Social emotional curriculum is uniformly implemented throughout the school (School Discipline Handbook) Positive behaviors (academic, social) are reinforced through formal recognition and/or rewards through Owl Eyes, Student of the Month Awards, Individual classroom recognition Teacher training in restorative practices in classrooms supported by an SEL coach Peace Circle, Talking Circles, Restorative Conversations Second Step built into the master schedule Formation of a Behavioral Health Team (BHT) - Administration and teachers participated in Network 6 BHT training Implementation of “Check-in, Check-out” program Implementation of Behavioral Health Team

5 Essentials - Supportive Environment - Strong 71%

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 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.

1 2 3 4

Parents are involved in the Parent Advisory Council, Bilingual Advisory Council, and Local School Council
BAC (Bilingual Action Committee) meets 5 times a year
Parents formulated and participated in a Parent Book Club in which they collaborated on a discussion regarding the chosen book
Parents participated in workshops in which they obtained "how to" information on how to guide and help their children in their academic and social-emotional well being.
Parents participate in a Cyber Bullying workshop
BAC participated in various cultural arts and crafts projects
Challenge: No known parent volunteer outreach protocol (a list of parent volunteers to help with certain tasks/domains)
Challenge: Greater parent involvement in school attendance plan
Challenge: Lack of fundraising activities/community building activities
Challenge: Lack of school-wide celebration of diversity of families (language/culture)

5 Essentials - Involved Families - TBD

Guide for Parent and Family Partnership

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

- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Strengthen MTSS, targeted small-group instructions on RTI score and data. Continue the school-wide progress monitoring system (MTSS handbook). Incorporate workshop mode. Alignment of Wilson Learning in the intermediate grades.	78.00	62.00	70.00	75.00	80.00
National School Growth Percentile - Math					
Strengthen MTSS, targeted small-group instructions on RTI score and data. Continue the school-wide progress monitoring system (MTSS handbook). Continuation of MARS tasks and math talks. Strengthen foundational math skills in the primary grades.	55.00	43.00	50.00	55.00	60.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Strengthen MTSS, targeted small-group instructions on RTI score and data. Continue the school-wide progress monitoring system (MTSS handbook). Vertical and horizontal alignment of literacy and math programs. Strengthen core specialty teams (Literacy, Math, Science, and SEL). Five week pulse checks on current school data during ILT and PLC's.	55.80	51.90	65.00	70.00	75.00
African-American Growth Percentile - Reading					
Strengthen school-wide student-centered goal setting using NWEA data. Provide support for goal based instruction to increase skill in targeted academic areas. Increase enrichment opportunities for student and their families. Implementation of workshop model to increase student ownership and target areas of strengths/challenges.	52.00	54.00	60.00	65.00	70.00
Hispanic Growth Percentile - Reading					
Strengthen MTSS, targeted small-group instructions on RTI score and data. Continue the school-wide progress monitoring system (MTSS handbook). Align instruction to Model Performance Indicators (MPI) and WIDA standards.	82.00	60.00	65.00	70.00	75.00
English Learner Growth Percentile - Reading					
Not Applicable	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					

Implement goal based learning communities. (MTSS) Strengthen dated-driven instruction on RIT scores.
Align school-wide scope and sequence for grade levels and content areas.

Utilize a school-wide progress monitoring system to pulse check IEP benchmarks and goal (5 weeks). Maintain and expand MobyMax progress monitoring system Provide goals based instruction to increase skills in targeted academic areas. Support for school-wide implementation of Second Step. Increase motivational/enrichment opportunities for students and their families.

Align school-wide scope and sequence for grade levels and content areas.

91.00	10.00	30.00	35.00	40.00
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African-American Growth Percentile - Math

Strengthen school-wide student-centered goal setting using NWEA data. Provide support for goal based instruction to increase skill in targeted academic areas. Increase enrichment opportunities for student and their families. Continuation of MARS tasks and math talks to increase student ownership and target areas of strengths/challenges.

55.00	17.00	35.00	40.00	45.00
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Hispanic Growth Percentile - Math

Strengthen MTSS, targeted small-group instructions on RTI score and data. Continue the school-wide progress monitoring system (MTSS handbook). Align instruction to Model Performance Indicators (MPI) and WIDA standards.

53.00	52.00	60.00	65.00	70.00
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English Learner Growth Percentile - Math

Not Applicable

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

Implement goal based learning communities. (MTSS) Strengthen dated-driven instruction on RIT scores.
Align school-wide scope and sequence for grade levels and content areas.

Utilize a school-wide progress monitoring system to pulse check IEP benchmarks and goal (5 weeks). Maintain and expand MobyMax progress monitoring system. Provide goals based instruction to increase skills in targeted academic areas. Support for school-wide implementation of Second Step. Increase motivational/enrichment opportunities for students and their families.

96.00	18.00	30.00	35.00	40.00
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National School Attainment Percentile - Reading (Grades 3-8)

Goal-based learning communities, target instruction on RIT scores and progress monitoring data. Strengthen school-wide system for student goal-setting and monitoring of achievement and growth in targeted literacy components. Progress monitoring will occur every five weeks.

51.00	45.00	55.00	60.00	65.00
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National School Attainment Percentile - Math (Grades 3-8)

Goal-based learning communities, target instruction on RIT scores and progress monitoring data. Strengthen school-wide system for student goal-setting and monitoring of achievement and growth in targeted math components. Progress monitoring will occur every five weeks.

36.00	33.00	55.00	60.00	65.00
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National School Attainment Percentile - Reading (Grade 2)

Goal-based learning communities and targeted instruction based on TRC scores and classroom assessments. Strengthen school-wide system for student goal-setting and monitoring of achievement and growth in targeted literacy components. Progress monitoring will occur in accordance with the CPS designated timeline for the year. Consistent use of research-based phonics and phonemic awareness methods across all Primary grades.

12.00	45.00	50.00	55.00	60.00
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National School Attainment Percentile - Math (Grade 2)

Goal-based learning communities and targeted instruction based on mClass math scores and classroom assessments. Strengthen school-wide system for student goal-setting and monitoring of achievement and growth in targeted literacy components. Progress monitoring will occur in accordance with the CPS designated timeline for the year.

11.00	18.00	50.00	55.00	60.00
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% of Students Making Sufficient Annual Progress on ACCESS

Core curriculum will continue to be in compliance for ELs (WIDA; ELD; CCSS; E-ELD; IELDS). WIDA standards, MPIs, language objectives, and student goals will be reflected in lesson plans for specific students. Goal-based learning communities will be aligned in accordance with ACCESS scores and progress monitored during five week pulse checks. Strengthen ongoing PD for teachers on bilingual compliance and best practices.

39.10	(Blank)	56.00	60.00	65.00
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Average Daily Attendance Rate

Strengthen school-wide attendance progress monitoring and incentive initiatives to increase attendance percentages. Continue use of color-coded attendance charts outside classrooms and the main office to increase awareness of attendance goals. Implement year-long attendance incentives and strengthen monthly attendance celebrations. Progress monitor individual students who drop below 95% attendance.

95.30	94.20	96.00	96.00	97.00
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My Voice, My School 5 Essentials Survey

School is moderately organized for improvement. Both Effective Leaders and Collaborative teachers are weak, so these will be foci of improvement for our school. One of our top priorities will be Relational Trust, which will support both of these "need" areas. Involved families is neutral, so we intend to strengthen our family involvement by providing parent orientations in certain areas and by creating more meaningful and long-term volunteer opportunities. We will continue to provide opportunities for faculty and staff to collaborate and have voice and choice in the growth and success of the school. We plan to "lean into" our strength area, Ambitious Instruction, by supporting teachers in implementing our curriculum.

(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...

comprehensively train and support teachers and students in the implementation of Personalized Learning

...then we see...

increased student ownership and engagement in their learning

...which leads to...

a 5% overall yearly increase in growth and attainment on the NWEA in both Reading and Mathematics

a 10 point increase by Year 2, from "Strong" to "Very Strong," in the Supportive Environment domain of the MVMS 5 Essentials Survey

a 2% increase in attendance, by end of Year 2, for classrooms with teachers that have been trained in Personalized Learning.

Tags:

2b, Attendance rate, Academic growth, School culture and climate

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Status

Teachers in grades K-3 will continue to receive training and support through LEAP Innovations and CPS Department of Personalized Learning to enhance student-centered education	Administration Teachers	Jan 23, 2018 to Jun 30, 2020	On-Track
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21st century skills, Attendance rate, Academic growth, School culture and climate

Teachers in grades 4-6 will begin to receive training and support through LEAP Innovations and CPS Department of Personalized Learning to enhance student-centered education	Administration Teachers	Sep 1, 2018 to Jun 30, 2020	Not started
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21st century skills, Attendance rate, Academic growth, School culture and climate

Teachers will design and implement learning experiences that are relevant, contextualized, and designed for students' individual needs, interests, and strengths. (Learner Focused)	Administration Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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21st century skills, Student centered classrooms, Relevance

Teachers will support students in articulating their interests, strengths, and needs and empower them to assess, monitor and reflect on their own learning. (Learner Led)	Administration Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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21st century skills, Student ownership, Student reflection, Analyze data, Student centered classrooms

Strategy 2

If we do...

develop coherent, comprehensive, and vertically-aligned Scope & Sequences and Unit Plans through backward design

...then we see...

strengthen our school-wide curriculum, content, and assessments which will lead to more transparent and explicit instruction that will be aligned to specific learning goals and outcomes

...which leads to...

a 95% increase in students' academic knowledge and skills in all content areas

a 5% overall yearly increase in growth and attainment on the NWEA in both Reading and Mathematics

76% of teachers scoring Proficient or higher on REACH Domains 2b, 3c, and 3d by end of Year 2

a 25 point increase on the "Quality of Student Discussion" Domain on MVMS Survey by end of Year 2

Tags:

Student engagement, Vertical alignment, Unit planning, Student discourse, Reach evaluation, Academic gains, Aligned scope and sequence

Area(s) of focus:

1, 3

Action step	Responsible	Timeframe	Status
Use of PLC time for collaborative planning of Scope & Sequence	Teachers Admin	Jul 1, 2018 to Nov 30, 2018	Not started

Vertical alignment, Collaborative planning, Aligned scope and sequence

Use of PLC time for collaborative planning of backwards-designed unit plans	Teachers Admin	Aug 27, 2018 to Jun 30, 2019	Not started
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Curriculum Design, Vertical alignment, Backwards design, Collaborative planning

Teachers participate in professional development around the implementation of Backwards Design (Unit Planning)	Admin Teachers	Jul 1, 2018 to Jun 30, 2019	Not started
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Scope and sequence, Backwards design, Teacher collaboration, Unit planning, Teacher-led professional development, Teacher voice, Curriculum development

Strategy 3

If we do...	...then we see...	...which leads to...
Implement MTSS effectively to include academic and behavior improvements, as well as implement Second Step and Restorative Practices with fidelity in all grades on a weekly basis	students that will acquire the skills to demonstrate empathy and become reflective behavioral learners, thereby improving their academic performance	less conflict within the learning environment and a decrease in office referral from 10 per week to 1 or 2 per week a 5% overall annual increase in growth and attainment on the NWEA in both Reading and Mathematics

Tags:
Social emotional learning, Academic gains, School culture and climate

Area(s) of focus:
1, 4, 5

Action step	Responsible	Timeframe	Status
Strengthen Second Step and Restorative Practices to continue to build a positive school culture and establish common expectations for the social-emotional health of all students.	Administration Teachers Students Staff	Jul 1, 2018 to Jun 30, 2020	On-Track

Social emotional, Academic achievement, Academic gains, School culture and climate

Continue weekly implementation of Second Step lessons by all staff.	Faculty and Staff	Jul 1, 2018 to Jun 30, 2020	On-Track
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Social emotional, Relational trust, Academic achievement, Academic gains, School culture and climate

PLC's and ILT will continue to progress monitor/analyze data in 5 week intervals (Pulse Checks) to discuss the impact of Second Step and Restorative Practices.	Administration ILT Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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Social emotional, Collaborative teachers, Academic achievement, Data driven practice

Continue and strengthen implementation of restorative practices, talking circles, and peace circles.	Teachers Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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Peace circles, Relational trust, Restorative practices, Talking circles, Empathy

Strategy 4

If we do...	...then we see...	...which leads to...
strengthen school-wide and classroom-based attendance incentives	more positive attitudes towards school and the school community	95% school-wide attendance after Year 1 and Year 2

Tags:
Attendance plan, Attendance rate, Attendance incentives, School culture and climate

Area(s) of focus:
2, 5

Action step	Responsible	Timeframe	Status
ILT develops and presents student centered school-wide and individualized attendance incentives to teachers and staff	ILT	Jul 1, 2018 to Aug 31, 2018	Not started

Student centered, Attendance incentives

Teachers implement Grade Cluster-based attendance incentives and competitions	Teachers Admin Staff	Aug 27, 2018 to Jun 30, 2020	Not started
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Teacher collaboration, Student centered, Attendance incentives, Schoolwide expectation, School climate and culture, Healthy competition

Strategy 5

If we do...

If we review, strengthen, and share our School Safety and Security Plan

...then we see...

more open and trusting communication among staff, students, and parents

more stabilized and positive school climate

...which leads to...

a 20 point increase on the 'Safety' Domain of the MVMS survey by end of Year 2

Tags:

Safety and order, Relational trust, Parent communication, School climate and culture, Safety and security

Area(s) of focus:

1, 2, 5

Action step	Responsible	Timeframe	Status
Behavioral Health team reviews and strengthens current Safety and Security Plan	Behavioral Health Team	Jul 1, 2018 to Nov 30, 2018	Not started

Teacher Teams/Collaboration, Safety and order, Discipline, Behavioral health team, School climate and culture

Continue use of restorative practices, peace circles, talking circles, and check-in/check-out.	Teachers Admin Staff	Jul 1, 2018 to Jun 30, 2020	On-Track
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Peace circles, Relational trust, Restorative practices, Talking circles, Check-in, check-out

Action Plan

Strategy 1

ON-TRACK

Teachers in grades K-3 will continue to receive training and support through LEAP Innovations and CPS Department of Personalized Learning to enhance student-centered education"

Jan 23, 2018 to Jun 30, 2020 - Administration Teachers

Status history



ON-TRACK

Aug 06, 2018

Evidence

Teachers currently enrolled in training

NOT STARTED

Teachers in grades 4-6 will begin to receive training and support through LEAP Innovations and CPS Department of Personalized Learning to enhance student-centered education"

Sep 01, 2018 to Jun 30, 2020 - Administration Teachers

Status history



Aug 6

NOT STARTED Aug 06, 2018
Evidence

ON-TRACK

Teachers will design and implement learning experiences that are relevant, contextualized, and designed for students' individual needs, interests, and strengths. (Learner Focused)"

Jul 01, 2018 to Jun 30, 2020 - Administration Teachers

Status history



Aug 6

ON-TRACK Aug 06, 2018
Evidence

Teachers in first cohort (K-3) have already begun implementation of Learner Focused Strategies

ON-TRACK

Teachers will support students in articulating their interests, strengths, and needs and empower them to assess, monitor and reflect on their own learning. (Learner Led)"

Jul 01, 2018 to Jun 30, 2020 - Administration Teachers

Status history



Aug 6

ON-TRACK Aug 06, 2018
Evidence

Teachers in first cohort (K-3) have already begun implementation of Learner Led strategies

Strategy 2

NOT STARTED Use of PLC time for collaborative planning of Scope & Sequence"
Jul 01, 2018 to Nov 30, 2018 - Teachers Admin

Status history



Aug 6

NOT STARTED Aug 06, 2018
Evidence
Will begin on 7/1/18

NOT STARTED Use of PLC time for collaborative planning of backwards-designed unit plans"
Aug 27, 2018 to Jun 30, 2019 - Teachers Admin

Status history



Aug 6

NOT STARTED Aug 06, 2018
Evidence
Will begin on 8/27/18

NOT STARTED

Teachers participate in professional development around the implementation of Backwards Design (Unit Planning)"

Jul 01, 2018 to Jun 30, 2019 - Admin Teachers

Status history



NOT STARTED

Aug 06, 2018

Evidence

ILT will begin planning of Institute days in July 2018

Strategy 3

ON-TRACK

Strengthen Second Step and Restorative Practices to continue to build a positive school culture and establish common expectations for the social-emotional health of all students."

Jul 01, 2018 to Jun 30, 2020 - Administration Teachers Students Staff

Status history



ON-TRACK

Aug 06, 2018

Evidence

Continuation of current work

ON-TRACK

Continue weekly implementation of Second Step lessons by all staff."

Jul 01, 2018 to Jun 30, 2020 - Faculty and Staff

Status history



ON-TRACK

Aug 06, 2018

Evidence

Continuation of current work

ON-TRACK

PLC's and ILT will continue to progress monitor/analyze data in 5 week intervals (Pulse Checks) to discuss the impact of Second Step and Restorative Practices."

Jul 01, 2018 to Jun 30, 2020 - Administration ILT Teachers

Status history



ON-TRACK

Aug 06, 2018

Evidence

Continuation of current work

ON-TRACK

Continue and strengthen implementation of restorative practices, talking circles, and peace circles."

Jul 01, 2018 to Jun 30, 2020 - Teachers Administration

Status history



ON-TRACK Aug 06, 2018
Evidence
Continuation of current work

Strategy 4

NOT STARTED ILT develops and presents student centered school-wide and individualized attendance incentives to teachers and staff"
Jul 01, 2018 to Aug 31, 2018 - ILT

Status history



NOT STARTED Aug 06, 2018
Evidence
ILT to begin during summer planning

NOT STARTED Teachers implement Grade Cluster-based attendance incentives and competitions"
Aug 27, 2018 to Jun 30, 2020 - Teachers Admin Staff

Status history



NOT STARTED Aug 06, 2018
Evidence
Rollout to begin during Institute

Strategy 5

NOT STARTED Behavioral Health team reviews and strengthens current Safety and Security Plan"
Jul 01, 2018 to Nov 30, 2018 - Behavioral Health Team

Status history



NOT STARTED Aug 06, 2018
Evidence
Will begin July 1

ON-TRACK Continue use of restorative practices, peace circles, talking circles, and check-in/check-out."
Jul 01, 2018 to Jun 30, 2020 - Teachers Admin Staff

Status history



ON-TRACK Aug 06, 2018
Evidence
Continue use of current strategy

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 I/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 parent involvement plan and policy will be accomplished through a scheduled meeting that will solicit input from parents/guardians regarding its contents. Topics of discussion and planning will include the scheduling of meetings, programs, and activities that will meet the specific needs of our parents as well as their input in the future progress of the school.

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 I annual informational parent meeting and the organizational parent meeting will take place on September 28, 2018. The Title I Parent Advisory Council (PAC) Chairperson will schedule monthly NCLB Title 1 PAC meetings with topics of discussion and/or professional developments related to the interests/needs of parents/guardians.

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.

Parents/Guardians will engage in scheduled meetings each month. In addition, parents/guardians will be afforded many opportunities to meet with teachers as well as the administration regarding information related to their child(ren). Open discussions regarding parental suggestions for student learning will be welcome.

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.

Parent's/Guardians will be provided with information regarding the schools curriculum, academic assessment, Social Emotional Learning and proficiency levels via school newsletters, student agendas, parent workshops, promotion policy letter, teacher-parent conferences, mid-quarter reports, quarter report cards, parental notices, parent portal, Blackboard Messaging (telephone, emails, texts), marquee, open house event and the school website.

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.

Parents/Guardians will receive letter notification that will indicate their child(ren's) teacher(s) have/as a not "highly qualified" status of their credentials in accordance with Title I regulations.

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.

All information regarding state academic standards and assessments will be disseminated to parents through scheduled meetings and workshops. The school-wide will link to the Chicago Public Schools and the Illinois State Board of Education website where parents will gain access to specific information regarding state standards and assessments. Parent training on the use of the Parent Portal and assessment guidelines will continue to be a focus in order to provide support for parents/guardians in regard to the progress monitoring of the child(ren) academic standing. Through annual school-wide events, parents and teachers will collaborate on how to create a culture of high academic standards and learning, in both at home and school.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Throughout the academic year, parents/guardians will participate in workshops and training that will provide them with information regarding "How to guide their child(ren) toward academic success." "How to guide their child(ren)'s literacy development." "how to help their child(ren) during NWEA testing." as well as "How to get more involved in their school." Information regarding educational resources will be readily available to parents/guardians on a parent bulletin board in front of the main office, a marquee outside of the school as well as the school website.

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.

Faculty and staff will have received training on the use of the parent portal tool. Throughout the academic year, faculty will maintain continual contact with parents/guardians regarding grades, assessments, discipline, and students engagement/achievement. Faculty will communicate with families via letters, telephone calls, email, parent portal, agendas, and teacher-parent conferences. In addition, teachers will maintain a parent communication log throughout the school year to document all communication with parents.

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.

Otis School will offer two scheduled prospective parent open house events (fall, spring) for prospective parents/guardians to attend. Otis will conduct individual parent school tours, upon request, throughout the year. Information regarding Otis programs and registration for early childhood (pre-kindergarten/kindergarten) will be disseminated to families during these events. In addition, an open house fall event will be held at Otis to inform parents of the curriculum for the year. Teachers and parents will formulate a working partnership to work in tandem toward targeted student academic goals. The Otis website will provide parents/guardians with useful academic resources, current school information, curriculum guidelines, and enrollment procedures.

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/Guardians receive monthly school newsletters with scheduled activities/events/meetings and current information (access to the school website as well). In addition, flyers with pertinent school information will be distributed, as appropriate, throughout the academic year for attendance at various events. All newsletters, flyers, and school/community information will be distributed in both English and Spanish. A translator will be provided for monthly parent meetings (PAC, BAC, PSO, LSC), as appropriate.

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 James Otis World Language Academy is to guide students to take ownership of their learning through reflective thinking, high expectations and a commitment to achievement. Otis Elementary provides a balanced curriculum designed to meet the academic, cultural and social-emotional needs of the entire student body. Through our Personalized Learning initiative, students will engage in rich, relevant, and diverse learning experiences to grow into self-assured, open minded and inquisitive learners. All members of the Otis community are committed to grow as productive, caring, and responsible citizens. The James Otis World Language Academy community will achieve our Vision by cultivating a learning environment that fosters intellectual and social-emotional growth. Through the Personalized Learning initiative, Otis will challenge our students to become critical thinkers while meeting their individual academic goals. We aspire to develop parental and community partnerships in order to nurture a holistic learning environment and create life-long student achievement that will prepare our students for real-world experiences and higher education.

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.

Otis will hold 2 Parent-Teacher Conferences in November 2018 and April 2019. In addition, Otis School will hold one open house event in spring, 2019. Moving forward we will be assigning all middle school students a teacher high school placement coach. These teachers will hold one on one conferences with parents/guardians to guide them through the high school application process. The Annual Title I meeting will take place on September 28, 2018, 8:00 a.m. The Title I PAC Organizational meeting will take place on September 28, 2018, 9:00 a.m.

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

Faculty will communicate with families regarding student academic progress via notes/letters, Blackboard Messaging (telephone calls, email, text), parent portal, agendas, parent meetings, and teacher-parent conferences. Faculty will frequently provide with teacher-generated classroom reports, assessment reports, mid-quarter reports, and report cards. Teachers will maintain a parent communication log.

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

Parents/Guardians will have access to faculty members via student agendas, telephone, email, text, notices/letters, parent portal, school website as well as face to face meetings to maintain consistent communication regarding student performance, academic achievement, absences/tardies, concerns and/or questions, and enrichment opportunities throughout the year.

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/Guardians are welcome to volunteer or observe in their child(ren's) classroom(s) upon request. Our parent groups (PAC, BAC, LSC) offer our parents/guardians many opportunities to get involved or participate in school-sponsored activities/events and meetings throughout the academic year. Otis will work with parent groups to schedule regular "Room Parens" in classrooms at grade levels.

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

Parents/Guardians will support their child(ren's) learning by monitoring their child (ren's) grades, attendance, and tardies via the Parent Portal. Student agenda communication and homework folders will be utilized to ensure completion of daily homework assignments via parent signatures. Parents/Guardians will be encouraged to maintain consistent communication with faculty by viewing current school information via newsletters, parent bulletin board, marquee, school website, and attendance at monthly parent meetings.

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/Guardians will participate in decisions related to the education of the child(ren) via three parent groups (PAC, BAC, LSC) during monthly meetings or on an individual basis with faculty and the administration. Parents/guardians on the Local School Council will collaborate with the administration, community members, and faculty regarding policies, student academic progress, and achievement. All parent groups will consult with the administration, parents, and community to discuss fundraising opportunities that will help to help to meet the educational needs of Otis students.

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 share the responsibility for improved academic achievement by adhering to the school rules: Be Respectful, Be Responsible, Be Safe. Students will exemplify monthly Character Education Traits at will be studied school-wide throughout te year. Students will maintain attendance above 95%.

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.

James Otis World Language Academy will extensively increase parent involvement by providing programs and activities that will meet the needs of all parents and students.

James Otis World Language Academy will:

- Establish and collaborate with the Parent Advisory Council (PAC).
- Connect parent involvement activities to the CIWP.
- Provide parents/guardians of all students with professional development and program opportunities, including LEP and students with diverse needs.
- Use Title I funds to facilitate and maximize parent involvement.
- Establish and maintain community relationships to support parent involvement and help parents in educating their children.
- Periodically evaluate our parent involvement policy and make improvements where necessary.
- Collaborate with the Local School Council (LSC) to monitor parent involvement programs and activities.
- Provide professional development for all staff on how to collaborate with parents to support students' academic progress.
- Strengthen the home-school connection through newsletters, student agendas, parent workshops, and resources to help students increase literacy skills.
- Provide parents/guardians with pertinent information to help them understand the importance of school and state testing standards.
- Provide students with high-quality curriculum and instruction which includes social-emotional learning in support of a nurturing learning environment.
- Provide parents with frequent reports regarding their children's progress.
- Provide parents opportunities to volunteer in school activities and participate in their child(ren's) class when requested and with reasonable notice.

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	800 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500 .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)	\$	1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount .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.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

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

\$	490	.00
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