



Peter Cooper Elementary Dual Language Academy / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Martha Alba	Principal	malba7@cps.edu	Has access
Hamed Flores	Assistant Principal	haflores@cps.edu	Has access
Wanda Reyes	ELPT/Dual Language Coord/LSC Rep	wiramos@cps.edu	Has access
Alfredo Calderon	5th Gr Bil Tchr/ ILT Member/LSC Rep	acalderon2@cps.edu	No Access
Maricruz Rodriguez	4th Gr Bilingual Tchr/ ILT Member	mrodriguez19@cps.edu	No Access
Maria Miranda	3rd Gr Bilingual Teacher/ ILT Member	mgmiranda@cps.edu	No Access
Ashley Thomas	2nd Gr Gen Ed Teacher/ ILT Member	althomas3@cps.edu	No Access
Olga Daza	Kdg Bilingual Tchr/ ILT Member	oldaza@cps.edu	No Access
Jennifer Plaskota	Spec Ed Teacher/ ILT Member	jplaskota@cps.edu	No Access
Maria Candelaria Ramirez	Parent, LSC Chairperson	mariacramirez@gmail.com	No Access
Maribel Alquisira	Parent, Title I PAC Chairperson	malquisira@yahoo.com	No Access

Team meetings

Date	Participants	Topic
------	--------------	-------

02/02/2018	School Faculty	Introduction to CIWP Process / SEF completion
02/21/2018	LSC Members and Community	Update on CIWP/SEF process and completion
02/26/2018	CIWP Team/ILT Members, Administration	Review of SEF faculty results; discuss draft priorities
03/23/2018	CIWP Team/ILT Members, Administration	Review ILT feedback on draft SEF Priorities and finalize for Network Leadership PD/discussion
04/13/2018	CIWP Team/ILT Members, Administration	Continue development of Action items aligned to Strategies
04/19/2018	Network 7 Team and School Administration	Review progress and provide feedback
04/20/2018	Title I PAC/Bilingual Advisory Committee and parents	Review/request input on CIWP Priorities/Strategies/Action Items and Parent Plan
04/25/2018	LSC Members and Community	Review CIWP components and request feedback

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 **4**

Shared leadership among school administration, staff and parents supports an unwavering commitment to achieving Cooper's vision. All Cooper stakeholders are included in decision-making conversations when setting priorities and implementing initiatives. An area for improvement is the use of MTSS framework to distribute leadership and make significant decisions social-emotionally. Members of the Cooper community are inspired to make or influence decisions in a variety of ways, such as participation on the school's ILT, LSC and grade level teams including our DL teachers to empower others through content-based PD. Moreover, there is a shared responsibility for ensuring students leave each grade with the necessary knowledge and skills to be ready for what comes next as evidenced by communication between grade levels.

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

1 2 **3** 4

Our school staff is provided with an opportunity to address instructional opportunities at various grade bands and with all students in mind through the leadership of administration and teacher leaders. Our ILT meets regularly with representatives from every grade band. The ILT's work is supported by the use of protocols and tools (Ex: ICEL RIOT), meeting structures (agenda, norms and roles), use of relevant data (e.g., NWEA, TRC), equity of voice among members, and staff representation that reflects the school grade levels and special populations (K-5, DLs, ELs). The collaboration and learning filters into other leadership teams and Grade Level Team meetings. During our grade level team weekly meetings, teachers participate in continuous professional development, conduct data analysis, and perform teaching reflection based upon the application of strategies in the classrooms. The outcomes/data from this process are taken back to the ILT meetings where the team is constantly asking "Is it working?". For instance, we approach professional development through a cycle of learning lense regarding Questioning and Discussion Techniques in all grade levels. Data (TRC/DIBELS/NWEA/ACCESS/MTSS/Classroom Assessments/ Anecdotal notes, etc.) is used to discuss students strengths and areas of growth with the strategic plan in mind.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 **3** 4

Professional learning is selected and designed to achieve school-wide improvement, as well as identifying opportunities for individual teacher's specific areas of focus. The structure of the school schedule allows for a weekly grade level team meeting, which includes Professional Learning and peer-to-peer feedback, as well as common planning periods across grade levels. To expand opportunities and increase teacher capacity, we plan activities in the areas of schedules and systems to conduct peer observations, coaching, monitoring of school wide professional learning and providing non-evaluative feedback in support of Cooper's instructional priorities. We have established protocols to create safe practices for learning. We utilize Google Drive to facilitate collaboration and share knowledge in the implementation of new practices, which is continually revisited to provide opportunities for reflection and growth. An opportunity for growth will be to establish/provide formal and informal support to new teachers by administration, grade level teams, and teacher leaders. District initiatives takes place at BOY professional development and throughout the year.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

School resources are aligned to support Cooper's academic priorities including Literacy, Mathematics, Science, English Learners and Diverse Learners. Instructional materials, technology equipment and digital learning tools support learners by providing intervention and enrichment opportunities. The Counselor and School Social worker provide their services effectively at the classroom level. Financial resources are also aligned to school improvement strategies. Staff members have expressed the need of more resources for math centers as well as update/upgrade/maintenance of technology. The school is organized effectively to provide daily common planning time for teacher teams. Community partnerships and grants support extended day opportunities for students as well as parent engagement programs and adult learning for Cooper families. We follow established protocols to interview potential candidates through an interview process. All teachers are required to be endorsed in their content area and are encouraged to seek opportunities for continued professional development such as additional endorsements and master's degrees. We have an ESL endorsed teacher and bilingual teachers at all necessary grade levels. Cooper makes efforts to engage community members as partners and resources (Junior Achievement, Coat Angels, RISE Academy, Chicago Children Choir, Old Town School of Folk Music) that compliment the vision and mission of our school and add support for all our learners.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum at Cooper aligns to the CPS Content Frameworks to ensure alignment to scope. Units of instruction are horizontally aligned to scope and sequence lessons appropriately. Learners are engaged in content areas by fully integrating opportunities for all learners, including supports for ELs. Opportunities for improvement include the integration of supports for diverse learners to demonstrate core knowledge and skills and advanced learners to extend core knowledge and skills; the integration of academic and social emotional learning; to provide opportunities for meaningful project-based learning; and to have a curriculum that is culturally relevant/sustaining and tailored to the needs of each student.

Guide for Curriculum

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

- Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Score

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

1 2 3 4

Teachers and students have access to instructional materials that represent variability and flexibility, which promotes student access to learning. Materials include printed materials (such as Words Their Way, Eureka Math, Leveled Book Libraries, and Scholastic Magazines) as well as multimedia and embedded, just-in-time supports (such as MyOn, Reading A-Z, Compass Learning). Teachers utilize various technology resources (such as tablets, iPads, Chromebooks, laptops, projectors, document cameras) to provide students with varied ways to learn and demonstrate knowledge. Areas for improvement include updating/upgrading technology and tools, access to additional materials in the native language for English learners, including those for new Dual Language program implementation in Pk/K, student opportunities for technology education, increase variety of materials to provide student choice and address specific student needs.

Guide for Instructional Materials

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

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

- Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

Teachers convey their belief that all students can learn by conveying high learning expectations for all students and creating opportunities for students to engage in rigorous tasks that reflect the key CCSS shifts in both literacy and math. Students assume responsibility for high-quality work as evidenced by writing across disciplines.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching For Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom Assessments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQIP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

As an elementary school (PreK - 5), staff members support student transitions from grade to grade until students transition to middle school. Teachers monitor progress of English Language Learners closely, including after students are no longer identified as an "EL". Moreover, teachers create and monitor Personal Learning Plans (PLPs) to support struggling or "off track" students.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to

- graduate from college if they attend a postsecondary institution with high graduation rates
- Researching/Comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Authority Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From PS to the Future (CCSB, 2006)

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Teachers plan a range of pedagogical approaches matched to content to effectively guide students in articulating the relevance of the objective to learning and anticipate student misunderstandings. Instruction is scaffolded and provides individual and group targeted instruction to engage all learners. We will continue utilizing formative assessment data in reading and math more effectively to guide instructional decisions. There are systems and structures in place (MTSS, small group instruction, progress monitoring) that ensures that all students, including diverse learners and English learners have access to complex texts and engage in complex tasks. For instance, in terms of progress monitoring, teachers use NWEA MAP, Dibels, TRC, Reading A-Z, Moby Max, Compass Learning, among others.

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	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Communicating with Students 2b. Using Questioning and Discussion Techniques 2c. Engaging Students in Learning 2d. Using Assessment in Instruction 2e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 81. Implements Curricular Scope and Sequence and Reviews Instructional Practices 82. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

Balanced Assessment & Grading:

Score

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

Multiple measures, both summative and formative, are used to provide a comprehensive picture of student learning and to inform instruction. Teacher-created assessments, such as Quarterly Benchmarks in ELA and math (K-2), reflect the key shifts in CCSS literacy and math. Student progress and proficiency is tracked using formative data and data tracking sheets. Areas of improvement include enhancing progress monitoring for math instruction (screening, diagnostic), investing resources in helping teachers evaluate and improve the quality of formative assessments as well as improving communication and collaboration in the IEP-DL decisions among teachers, families and services providers.

Guide for Balanced Assessment & Grading

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

complexity.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SGRF Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.e. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

All teachers provide academic and SEL Tier 1 to all students. Teachers utilize progress monitoring data and NWEA to inform and differentiate Tier 1 instruction, examples of differentiated instruction include the use of small group guided reading and math centers. Academic Tier 2 and 3 is informed using progress monitoring data and NWEA data. Student progress within Tier 2 and 3 is communicated with parents regularly. SEL Tier 2 includes strategies such as check in/check out in grades 3 - 5. Opportunities for improvements include persisting in adjusting instruction so that advanced student needs are successfully accommodated (e.g., enrichment activities).

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
	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	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
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 **3** 4

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

School staff communicate high learning expectations and a belief that all students can learn, which is reinforced by teaching a growth mindset. Learning goals are made relevant to students. Staff members encourage students to take ownership and pride in their work. We will work to encourage students to self-assess and to develop a reflective habit of mind essential for improvement; as a result, students will take responsibility for their own learning, focus attention on criteria for success, and increase effort and persistence.

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 ✓ SQRTP 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 (cps.edu/sel) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

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.

1 2 3 4

Among all school participants, there is a high level of relationship trust. This is seen through strong support and respect, personally, and professionally among teachers. Teacher-student and student-student relationships are developed through practices such as Morning Meeting in homeroom classes, Spot On! program, restorative conversations and daily Check-ins, systems of support (Counselor, Social Worker, Psychologist), check-in systems are implemented as needed (Including: Admin, Clerks, Security Officers, Staff members), parent trainings, volunteering opportunities as well as outside class activities such as Girls on the Run.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.

- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Students have access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement in school, some examples include: Student Patrol, Girls on the Run, After School Cultural Extracurriculars (ex: Mariachi, Folkloric Dancing), After School Academic Programs (ex: Scientists of Tomorrow, Math Support, Literacy Support).

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

Staff members teach, model, and reinforce clear behavior expectations for all areas of the school as well as manage efficient and orderly transitions between activities. Staff members have a shared framework for positive behavior ("Spot On"). Safety protocols are implemented consistently to ensure that students and families feel physically and emotionally safe.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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.

A school team meets regularly to organize school-wide systems that reinforce positive student behavior with clear expectations, routines, and procedures. Staff members regularly engage parents in supporting students in meeting behavior and academic expectations. Areas of improvement include intentionally teaching competencies outlined in SEL Standards, using MTSS for social, emotional, and behavioral growth as well as support all staff in restorative conversations, understanding the impact of trauma on student behaviors, develop a continuum of interventions and logical consequences that address root causes.

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

Parents are encouraged to participate in authentic and engaging activities in the school community (examples include: Parent tutor program, parent mentoring program, ESL classes, Computer Classes, Parent Workshops). Information is shared equitably to ensure access for parents speaking languages other than English, examples include sharing the the school-wide monthly calendar and parent newsletters in both English and Spanish. Parents ask questions, raise concerns, and give feedback through the Local School Council meetings.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Based on the SY17 reading growth result of 71st percentile, we have set annual goals to increase the number of students meeting growth targets by 9 - 10 percentile points each year. Given our success with small group instruction and guided reading, we feel these goals are attainable. These goals also meet CPS expectations for SQRP growth.	91.00	71.00	29.53	80.00	90.00
National School Growth Percentile - Math					
Based on the SY17 reading growth result of 80th percentile, we have set annual goals to increase the number of students meeting growth targets by 5 percentile points each year. Given our on-going work with math block structures and center work address specific student needs, we feel these goals are attainable. These goals also meet CPS expectations for SQRP growth.	97.00	80.00	26.29	85.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Based on the SY17 result of 58.3 percentile, we have set annual goals to reduce the percentage of students not meeting or exceeding National average growth norms by 10 percent each year. These goals are attainable and meet CPS expectations for SQRP growth.	69.30	58.30	50.60	62.50	65.70
African-American Growth Percentile - Reading					
No metric assigned due to limited size of priority group	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Based on the SY17 reading growth result of 70th percentile, we have set annual goals to decrease the number of students not meeting growth targets by 10 percent each year. These goals are attainable and are aligned to school-wide reading growth. The goals also meet CPS expectations for SQRP growth.	92.00	70.00	35.20	73.00	75.70
English Learner Growth Percentile - Reading					
Based on the SY17 reading growth result of 64th percentile, we have set annual goals to decrease the number of students not meeting growth targets by 10 percent each year. These goals are attainable and aligned to strategies and action items planned for 2018-2020. The goals also meet CPS expectations for SQRP growth.	97.00	64.00	24.60	67.00	70.00
Diverse Learner Growth Percentile - Reading					
No metric assigned due to limited size of priority group	(Blank)	(Blank)	0.00	0.00	0.00
African-American Growth Percentile - Math					
No metric assigned due to limited size of priority group	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					

Based on the SY17 math growth result of 85th percentile, we have set annual goals to decrease the number of students not meeting growth targets by 10 percent each year. These goals are attainable and are aligned to school-wide math growth. The goals also meet CPS expectations for SQRP growth.	97.00	85.00	27.00	86.50	87.80
---	-------	-------	-------	-------	-------

English Learner Growth Percentile - Math

Based on the SY17 math growth result of 58th percentile, we have set annual goals to decrease the number of students not meeting growth targets by 10 percent each year. These goals are attainable and are aligned to school-wide math growth. The goals also meet CPS expectations for SQRP growth.	97.00	58.00	23.00	62.20	65.70
---	-------	-------	-------	-------	-------

Diverse Learner Growth Percentile - Math

No metric assigned due to limited size of priority group	(Blank)	(Blank)	0.00	0.00	0.00
--	---------	---------	------	------	------

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

Based on continued increase in reading attainment in SY 17, we have set annual goals to increase attainment to the 60th and 70th percentile respectively. These goals meet or exceed CPS recommendations provided for this metric.	26.00	46.00	33.00	60.00	70.00
--	-------	-------	-------	-------	-------

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

Based on continued increase in math attainment in SY 17, we have set annual goals to increase attainment to the 60th and 70th percentile respectively. These goals meet or exceed CPS recommendations provided for this metric.	32.00	46.00	34.40	60.00	70.00
---	-------	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

Based on continued curriculum alignment work to this baseline assessment, we have set annual goals to increase attainment to the 40th and 45th percentile respectively. These stretch goals exceed CPS recommendations provided for this metric.	51.00	28.00	42.40	40.00	45.00
--	-------	-------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

Based on continued curriculum alignment work to this baseline assessment, we have set annual goals to increase attainment to the 40th and 45th percentile respectively. These stretch goals exceed CPS recommendations provided for this metric.	42.00	25.00	40.00	40.00	45.00
--	-------	-------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

No metric assigned per CPS	35.80	(Blank)	61.60	0.00	0.00
----------------------------	-------	---------	-------	------	------

Average Daily Attendance Rate

Our attendance has met the district expectations for several years. We have set a goal of 97.0 to exceed that expectation	96.10	96.00	97.30	96.00	97.00
---	-------	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

We have earned a Well Organized rating for the past two years and feel that we will maintain this status as we continue to improve in all areas of School Essentials.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------	---------

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Supplement the Literacy and Math curriculum in Grades K-5 to address the needs of our English Learners, Diverse Learners and Advanced Learners through differentiation, ensuring equal access to core and advanced curriculum

...then we see...

higher student engagement through appropriate learning opportunities

...which leads to...

increased student outcomes for these special populations as evidenced in IEP goal attainment, On track Grades and District Wide Assessments.

Tags:

Diverse Learners, English Learners, Dual Language, Acceleration

Area(s) of focus:

1

Action step

Revisit Literacy units and specify how EL and DL students will demonstrate core knowledge and skills

Responsible

ELPT, Case Manager

Timeframe

Sep 4, 2018 to Jun 14, 2019

Status

Not started

Core Instruction

Develop and implement Quarterly enrichment activities within the Literacy and Math core curriculum to engage advanced students.

Grade level chairs

Sep 4, 2018 to Jun 14, 2019

Not started

Enrichment, Literacy curriculum

Identify collaboration opportunities (peer visits, PLC's) for DL and General Ed teachers in order to share strategies and plan instruction

Principal, SSA

Nov 9, 2018 to Jun 12, 2020

Not started

Diverse Learners, Collaborative planning

Implement Professional Development on effective instructional strategies for Diverse Learners in a variety of LRE settings (Co-teaching, Separate setting)

Assistant principal, SSA

Aug 27, 2018 to Aug 31, 2018

Not started

Professional development, Diverse learning strategies

Develop protocols for General Ed/EL/DL teacher collaborations around data analysis, instructional strategies and assessments

ELPT, ILT lead

Feb 4, 2019 to Nov 8, 2019

Not started

Protocols, Teacher collaboration

Strategy 2

If we do...

Implement systematic word study instruction in grades K-3 by reviewing program scope and sequence and ensuring alignment to student needs to improve reading fluency

...then we see...

improved student fluency skills in all learner's language of instruction

...which leads to...

increased student outcomes in literacy as evidenced by TRC/Dibels/Idel results

Tags:

Curriculum alignment, Fluency

Area(s) of focus:

1

Action step

Implement additional PD on Words their Way/Palabras a Su Paso program to incorporate extension activities that further develop student skills

Responsible

Principal

Timeframe

Aug 27, 2018 to Feb 1, 2019

Status

Not started

Professional development, Words their way

Review Word Study time allocations per grade to ensure development of skills and progress towards next grade expectations	Assistant principal	Aug 27, 2018 to Oct 5, 2018	Not started
---	---------------------	-----------------------------	-------------

Scheduling

Review coherency of Word their Way/Palabras a Su Paso program: Placement of levels, Progress towards new levels	Instructional coach	Aug 27, 2018 to Apr 5, 2019	Not started
---	---------------------	-----------------------------	-------------

Words their way

Assess and identify Fourth and Fifth graders fluency needs in order to implement additional word study instruction	Grade Level chairs	Sep 4, 2018 to Nov 2, 2018	Not started
--	--------------------	----------------------------	-------------

Assessment, Word study

Implement targeted professional development on Pk-1 Dual Language strategies (Dictado, Asi se Dice, Bridging) in order to develop teacher capacity in the Dual Language program	Principal, Dual Language Coordinator	Aug 6, 2018 to Nov 2, 2018	Not started
---	--------------------------------------	----------------------------	-------------

Dual Language, Instructional strategies

Create a PLC/teacher team that will work to develop Bilingual Unit Frameworks/curriculum in order to ensure a strong academic foundation for the Dual Language program.	Dual Language Coordinator	Aug 6, 2018 to Jun 12, 2020	Not started
---	---------------------------	-----------------------------	-------------

Curriculum Design, Dual Language

Strategy 3

If we do...

Identify and acquire instructional materials including technology that support instruction, provide enrichment and address academic needs of all learners including new dual language program students.

...then we see...

higher engagement and technology embedded instruction in all content areas

...which leads to...

increased learning outcomes and technology capacity among our students

Tags:

Technology, Instructional materials

Area(s) of focus:

2

Action step

Identify and acquire additional authentic native language (Spanish) instructional materials that support a parallel core curriculum

Responsible

Bilingual Lead Teacher

Timeframe

Sep 4, 2018 to Apr 5, 2019

Status

Not started

Instructional materials, Bilingual education

Collaborate with the Office of Language & Culture Education to identify appropriate bilingual instructional materials to support Dual Language instructional units for PK through 1st grade	Dual Language Coordinator	Aug 6, 2018 to Jan 17, 2020	Not started
---	---------------------------	-----------------------------	-------------

Dual Language, Instructional materials

Revisit existing technology/instructional tools to ensure all K-5 students have equitable access	Assistant Principal, Tech Co	Aug 27, 2018 to Nov 2, 2018	Not started
--	------------------------------	-----------------------------	-------------

Technology, Instructional materials

Complete an instructional materials/technology inventory to identify needs by grade level and special student populations to inform school purchases	Principal, Assistant Principal	Jan 7, 2019 to Jan 10, 2020	Not started
--	--------------------------------	-----------------------------	-------------

Technology, Instructional materials, Inventory

Develop and implement a monitoring tool around the level of fidelity in the implementation of technology programs and devices to quantify impact on teaching and learning by grade level	Principal, ILT Lead	Aug 26, 2019 to Jan 10, 2020	Not started
--	---------------------	------------------------------	-------------

Monitoring tools, Technology integration

Strategy 4

If we do...

incorporate SEL Standards into daily instruction and further develop a school culture that implements restorative practices to address the Socio Emotional needs of all students

...then we see...

increased awareness and implementation of SEL practices and a positive school-wide culture

...which leads to...

a higher level of student self awareness and reduced number of behavior infractions as evidenced by CPS Verify reports and Behavior metrics

Tags:

SEL, Restorative practices

Area(s) of focus:

3

Action step

Implement professional development on Illinois SEL Standards and practices in order to integrate into core instruction effectively

Responsible

School Counselor

Timeframe

Aug 27, 2018 to Jan 17, 2020

Status

Not started

Professional development, Sel standards

Revisit discipline referral process to ensure appropriate consequences for infractions including restorative practices	Assistant Principal	Oct 8, 2018 to Jan 11, 2019	Not started
--	---------------------	-----------------------------	-------------

Discipline, Restorative practices

Implement professional development on Restorative Practices in order to support student ownership of actions	School Counselor, Behavioral Health Team	Nov 2, 2018 to Jun 21, 2019	Not started
--	--	-----------------------------	-------------

Professional development, Restorative practices

Develop school-wide common language and practices for documenting and tracking student behaviors	School Counselor, Behavioral Health Team	Aug 26, 2019 to Nov 22, 2019	Not started
--	--	------------------------------	-------------

Behavior management

Develop a family accountability tool that promotes parent partnership in positive behavior reinforcement	Principal, ILT Lead	Aug 26, 2019 to Oct 4, 2019	Not started
--	---------------------	-----------------------------	-------------

Parent involvement, Positive behavior supports

Action Plan

Strategy 1

NOT STARTED

Develop and implement Quarterly enrichment activities within the Literacy and Math core curriculum to engage advanced students."

Sep 04, 2018 to Jun 14, 2019 - Grade level chairs

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Quarterly Enrichment Activities implemented

NOT STARTED

Revisit Literacy units and specify how EL and DL students will demonstrate core knowledge and skills"

Sep 04, 2018 to Jun 14, 2019 - ELPT, Case Manager

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

K-5 Literacy Units updated

NOT STARTED

Identify collaboration opportunities (peer visits, PLC's) for DL and General Ed teachers in order to share strategies and plan instruction"

Nov 09, 2018 to Jun 12, 2020 - Principal, SSA

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Calendar of Collaboration activities identified

NOT STARTED

Implement Professional Development on effective instructional strategies for Diverse Learners in a variety of LRE settings (Co-teaching, Separate setting)"

Aug 27, 2018 to Aug 31, 2018 - Assistant principal, SSA

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

PD identified and implemented to build teacher capacity

NOT STARTED

Develop protocols for General Ed/EL/DL teacher collaborations around data analysis, instructional strategies and assessments"

Feb 04, 2019 to Nov 08, 2019 - ELPT, ILT lead

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Collaboration protocols developed and implemented during teacher meetings

NOT STARTED

Implement additional PD on Words their Way/Palabras a Su Paso program to incorporate extension activities that further develop student skills"

Aug 27, 2018 to Feb 01, 2019 - Principal

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

PD identified and implemented to provide expanded instructional activities

NOT STARTED

Review coherency of Word their Way/Palabras a Su Paso program: Placement of levels, Progress towards new levels"

Aug 27, 2018 to Apr 05, 2019 - Instructional coach

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Program review completed to ensure coherence among grade levels

NOT STARTED

Review Word Study time allocations per grade to ensure development of skills and progress towards next grade expectations"

Aug 27, 2018 to Oct 05, 2018 - Assistant principal

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Time allocation review completed; schedules updated

NOT STARTED

Assess and identify Fourth and Fifth graders fluency needs in order to implement additional word study instruction"

Sep 04, 2018 to Nov 02, 2018 - Grade Level chairs

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Assessment implemented and adjustment of word study instruction as needed

NOT STARTED

Implement targeted professional development on Pk-1 Dual Language strategies (Dictado, Asi se Dice, Bridging) in order to develop teacher capacity in the Dual Language program"

Aug 06, 2018 to Nov 02, 2018 - Principal, Dual Language Coordinator

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

PD agendas, planning documents

NOT STARTED

Create a PLC/teacher team that will work to develop Bilingual Unit Frameworks/curriculum in order to ensure a strong academic foundation for the Dual Language program."

Aug 06, 2018 to Jun 12, 2020 - Dual Language Coordinator

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

PLC agendas and meeting minutes, completed Bilingual Units

Strategy 3

NOT STARTED

Identify and acquire additional authentic native language (Spanish) instructional materials that support a parallel core curriculum"

Sep 04, 2018 to Apr 05, 2019 - Bilingual Lead Teacher

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Additional Native Language instructional materials purchased

NOT STARTED

Collaborate with the Office of Language & Culture Education to identify appropriate bilingual instructional materials to support Dual Language instructional units for PK through 1st grade"

Aug 06, 2018 to Jan 17, 2020 - Dual Language Coordinator

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Instructional materials purchased for Dual Language program

NOT STARTED

Revisit existing technology/instructional tools to ensure all K-5 students have equitable access"

Aug 27, 2018 to Nov 02, 2018 - Assistant Principal, Tech Co

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Review of K-5 technology tools completed

NOT STARTED

Complete an instructional materials/technology inventory to identify needs by grade level and special student populations to inform school purchases"

Jan 07, 2019 to Jan 10, 2020 - Principal, Assistant Principal

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Instructional materials/technology inventory completed

NOT STARTED

Develop and implement a monitoring tool around the level of fidelity in the implementation of technology programs and devices to quantify impact on teaching and learning by grade level"

Aug 26, 2019 to Jan 10, 2020 - Principal, ILT Lead

Status history



NOT STARTED

Apr 26, 2018

Evidence

Monitoring tool developed and implemented

Strategy 4

NOT STARTED

Implement professional development on Illinois SEL Standards and practices in order to integrate into core instruction effectively"

Aug 27, 2018 to Jan 17, 2020 - School Counselor

Status history



NOT STARTED

Apr 26, 2018

Evidence

PD identified and implemented

NOT STARTED

Revisit discipline referral process to ensure appropriate consequences for infractions including restorative practices"

Oct 08, 2018 to Jan 11, 2019 - Assistant Principal

Status history



NOT STARTED

Apr 26, 2018

Evidence

Review of discipline referral process completed

NOT STARTED

Implement professional development on Restorative Practices in order to support student ownership of actions"

Nov 02, 2018 to Jun 21, 2019 - School Counselor, Behavioral Health Team

Status history



NOT STARTED

Apr 26, 2018

Evidence

PD identified and implemented

NOT STARTED

Develop school-wide common language and practices for documenting and tracking student behaviors"

Aug 26, 2019 to Nov 22, 2019 - School Counselor, Behavioral Health Team

Status history



NOT STARTED

Apr 26, 2018

Evidence

Common Language and procedures developed

NOT STARTED

Develop a family accountability tool that promotes parent partnership in positive behavior reinforcement"

Aug 26, 2019 to Oct 04, 2019 - Principal, ILT Lead

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Family accountability tool developed

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

☒ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Parents will be invited to attend Title I PAC meetings where the parental involvement plan/policy will be completed. This meeting will be held at a time convenient for parents. It will be publicized in advance and those unable to attend will be encouraged to submit their ideas/comments directly to the principal. Parents will be involved in the process of school review and improvement through participation in monthly Title I PAC and LSC meetings.

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

On September 19, 2018, the Annual Title I Informational meeting will be held so that parents can attend and learn about the CIWP/school goals, budget, parent involvement policy and budget plan and Parent Compact, as well as the District's parent involvement policy and Title I guidelines. On September 21, 2018, a parent meeting will be held to explain the procedures for establishment of a Parent Advisory Council and the purpose of said group will be reviewed. Election of officers will be held and a calendar of monthly meetings will be established to ensure consistent and continued involvement of all parents. All meets will be publicized in the school calendar and reminder flyers will be sent home in both English and Spanish.

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.

Parent requests for meetings will be immediately addressed by the school principal and/or the local administrative team. In addition, the principal or other administrator will make themselves available during monthly school PAC meetings to respond to suggestions regarding decisions about the education of their children.

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 reports regarding their child's performance on State assessment will be sent home as soon as they are made available by the CPS Office of Accountability in the Fall of 2018. Reports will be made available in the parents preferred language when provided by CPS.

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 will be notified of a teacher's "Not Highly Qualified" status in accordance with guidelines and procedures set forth by the Chicago Public School Talent Office.

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.

Parents will be informed of the Common Core State Standards and State/Local assessments at school-wide events such as our September Open House/Parent Orientation sessions, Title I PAC meetings, and LSC meetings. Parents will also receive all informational material made available by CPS departments regarding related topics. Parents will be encouraged to utilize the CPS Parent Portal in order to monitor their child's progress and teachers will schedule individual parent conferences as needed to discuss issues related to student progress.

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.

Parents will have the opportunity to participate in numerous workshops geared towards assisting them in understanding how to support their child's learning. Various parent governance committees are established to provide parent involvement opportunities. In addition, opportunities for parent education in our school as well as the local CPS Parent University and Community Learning Center will be promoted throughout the year. Areas of study including ESL, Computer Literacy, and Parent Skills Development will be offered.

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.

All staff will be provided with such information during school opening professional development. A review of parent programs will be provided and a committee of teachers and support staff will work to identify additional ideas/opportunities for parental involvement.

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.

All parents in our Preschool program will be strongly encouraged to participate in the meetings and workshops offered by the CPS Office of Early Childhood Education. These parents will also be encouraged to participate in all parent governance/involvement initiatives such as our Title I PAC, Bilingual Advisory Committee, Local School Council, and local parent programs.

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

All parent involvement activities will be publicized in English and Spanish in the school's monthly calendars, the school's website and electronic message board, as well as in flyers and parent letters sent home. A large number of bilingual staff are available to address parent concerns if English is not their primary language of communication.

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 Cooper Dual Language Academy is to engage all students in a rigorous and challenging curriculum while developing their ability to master higher level thinking, inquiry based learning and reading/writing across the curriculum. School personnel, parents, community organization and external partners will work collaboratively to support an instructional climate that provides opportunities for all children to become successful achievers in their elementary school years and beyond.

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.

Cooper's Open House/Parent Information Night will be held on September 14, 2018. Report Card Pick Up/Parent Conferences will be held November 14, 2018 and April 10, 2019. Ongoing parent/teacher conferences will be held on an "as needed" basis throughout the school year.

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

Progress reports will be sent home to parents on the 5th, 15th, 25th, and 35th weeks of the 2018-19 school year. District Wide Assessment parent reports and State Assessment parent reports will be sent home in the Fall and Spring of 2018-19 as they become available.

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

Staff will be available to meet with parents in September during Parent Information Night, during two Report Card Pick Up days in November and April, and by appointment during morning and after school hours throughout the school 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 are encouraged to volunteer, participate in, and observe classroom activities throughout the school year. During our Fall Open House, the CPS volunteer application process, Civcore.cps.edu, is introduced and the principal shares different parent involvement initiatives. Parents are always welcomed to observe classroom instruction in order to understand practices and teacher objectives and expectations. These visits are pre-arranged between teacher and parent. In addition, parents may assist with student projects, volunteer for field trip supervision or help with special events/activities in their child's classroom throughout the school year.

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

Parents will be asked to support their child's learning by maintaining communication with the school through the use of the 2018-19 school planner. This planner allows for monitoring of daily homework completion and classroom behavior and requires a parent signature. It also serves as a communication log between home and school, where notes can be written. The use of the CPS parent portal will also be encouraged so that parents can monitor their child's progress on a regular basis. Parents will also support their children through school uniform compliance and the consistent daily attendance to school.

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 will participate in decisions relating to the education of their children by providing input to teachers/school administrators during parent conferences, LSC meetings, and/or other parent meetings. They will also have the opportunities to participate in district wide and local parent survey initiatives to elicit input on school matters.

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 coming to class on a daily basis, being prepared of instruction and contributing to a positive school environment that promotes learning. To specifically track their academic growth, students will participate in goal setting conferences where academic performance will be reviewed and steps for improvement or enrichment will be developed collaboratively. Students will comply with local school rules and student expectations as well as the CPS attendance and discipline policies provided to them.

Parent Budget

Complete

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

Parent goals for 2018-2020 are aligned to the following focus areas: 1. Adult Education - ESL, Computer Literacy, Health & Wellness 2. Parent Education Development - Understanding Child Development, Parent/child relationships, Social Emotional Learning, 3. School-home Connection - Supporting academic learning at home, On Track strategies for College & Career success and Volunteer opportunities.

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.	\$	1843	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	731	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	350	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00

<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
----	--------	-----

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
----	--------	-----

53306

Software

Must be educational and for parent use only.

\$	Amount	.00
----	--------	-----

55005

Furniture and Equipment

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

\$	Amount	.00
----	--------	-----