



Manuel Perez Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/15/2018	All Teachers	School Excellence Framework
03/08/2018	ILT	School Excellence Framework and Goal Setting
04/12/2018	ILT	CIWP Final Review

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Administration meets with senior leadership team that focuses on logistics and operations. Administration communicates weekly through Panther Updates. Flex day PD include staff participation in CIWP and goal planning school wide. Teachers lead PD sessions and share expertise in grade level meetings, ILT, and flex day. School goals are focused and prioritize instruction.

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 LeadersCollaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none">4d. Growing and Developing Professionally4e. 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 CIWPA2. Implements Data Driven Decision Making and Data Driven InstructionA5. School Vision and Mission Drive Decision-MakingD4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

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ILT meets biweekly throughout the school year. There are members of all teams (DL, EL, primary, middle, arts, counselor). The agendas show evidence of instructionally focused objectives and goals. Data is used on a regular basis in the ILT (MOY analysis, TRC, and on track). ILT sign in sheets are evidence of participation. Notes for ILT show the evidence of work occurring. Protocols are used when applicable in meetings. Team celebrates wins at beginning of meetings.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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Perez has many professional learning opportunities that are year long and ongoing. In SY18 there were 4 grade release days for unit planning and curriculum. In addition, there were 8 flex days in the afternoon for all staff professional learning. Staff attend weekly grade level meetings that are focused on instruction. Teachers applied for Rochelle Lee as a group and have participated for several years. Teachers in 4 grade levels participated in science on the go with Peggy Notebaert museum. PK-2 were participants in Network 7 Balanced Literacy PD. PE teacher facilitates district PD. Literacy coach supports teachers through modeling and one on one to improve instructional practice. Teachers attended District Summits in all content areas. In addition, Perez has hosted 5 schools to observe guided math.

All of staff participated in Q1 peer observations and learning walk. Learning walks occur 2/year to analyze strengths and areas of growth. Principal and literacy coach have structured and planned teaching/coaching support for designated staff.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**

- Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules 	

Aligned Resources:

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

Score

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The school day has one hundred twenty minutes of Arts education and physical education included in the schedule. The daily schedule also includes a Literacy Block for all students and the required minutes for Diverse Learners. Support staff is strategically placed to support students with the higher needs during the Literacy Block. The school has 100% of teachers with the Highly Qualified status. There is a hiring team in place which includes a variety of faculty members. Teacher retention rate is very high. A team of related service team members provide necessary services for students in need. After school academic programs are in place to support students. Saturday program expanded for 6-8th grade, EL Saturday program for 10 weeks, and 4 weeks of Saturday literacy/math intervention.

Partnerships with various organizations and institutions provide support to teachers and students. They include: Chicago Police Department, Merit Music, Chicago Childrens Choir, CHIME, Supplies for Dreams, the Lyric Opera, Chicago Symphony Orchestra, Arte, kCura's Letters to Santa program, Frida Khalo Community Organization, Loyola University, DePaul University, and Columbia College. Student and parent surveys are conducted to provide feedback on school priorities. Scheduling allows for grade level meetings with multiple grade levels. DL teachers participate in meetings. Scheduling allows for students to receive music and songwriting/production. Budget is aligned to instructional goals and used to improve technology and instruction.

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 CWP
	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most	
✓ Instructional Supports	
✓ Strategic Source Vendor List	
✓ CPS Instructional Time Guidelines: Elementary School Overview	
✓ CPS Instructional Time Guidelines: High School Overview	
✓ CPS Instructional Block Guidance: K-2 Literacy	
✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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In SY18, the units for literacy were created throughout the school year. A scope and sequence for literacy and math are in process. The math units are not created at this time and will be a priority in Sy19. Go Math is used for math curriculum. Pacing guide for math is outlined in pK-8. Literacy units include assessments and rubric. Units and assessments need further development of WIDA alignment and EL support. Teachers receive feedback on unit plans during development.

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	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:

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

Score

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Guided reading leveled library are available for primary classrooms. Teachers have Lucy Calkins writing workshop materials. LLI is available for reading intervention. All classrooms have projector and elmo for teacher to use during instruction. Classrooms have flexible seating.

Perez School uses a wide variety of instructional materials to make sure all students have access to learning. All classrooms are equipped with multimedia projectors, document cameras and desktop computers. There are 6 screens in classroom for technology and 1 smartboard. There is 1:1 ratio of Chromebook carts, and two 30-Workstation computer labs to enhance the instructional program. Various online programs have been purchased to give students the opportunity to build academic skills in reading and math. They include GoMath online supports, IXL, Mystery Science, Reading A to Z, and Khan Academy. The use of manipulatives in lessons help students experience hands on learning in math, science and music classes. Students are often given the opportunity to select their own reading materials for their literature circles. A Primary Reading resource room is provided so that teachers have access to a variety of materials to support student learning. Upper grade students use Google Docs to collaborate with their teachers and peers on lessons and projects. Students use Self-Assessment tools to reflect on their own learning. Instructional supply money is allocated for the purchase of supplemental learning materials which are used to increase access to learning for students at every academic level.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Cross-section of materials from a variety of content areas and grade levels✓ Evidence of scaffolding and differentiation for all students to access the content/skills✓ Description of materials in curriculum and/or lesson plans✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none">✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionSupportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none">1a. Demonstrating Knowledge of Content and Pedagogy1b. Demonstrating Knowledge of Students1c. Selecting Learning Objectives1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none">A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ Universal Design for Learning Guidelines 2.0✓ UDL PD Modules✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

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Learning walks occur a minimum of 2 times each school year. In SY18 the entire staff participated in one learning walk and ILT in a second learning walk. Learning walk data is used to plan and identify trends. Review student work and literacy assessments in flex day and grade level meetings. Literacy units created in SY18 with assessment and aligned rubric. Assessments have student friendly assessment or rubric.

There is a need to create authentic work for real audiences, and to create rubrics for vertical alignment of rigorous tasks from kindergarten through 8th grade.

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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For Observation Tool
✓	Checking In: Do Classroom 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)

First annual career day in 2018 was begun. The career day highlighted a variety of carers.

Students participate in high school fair and professional presentations from a variety of careers. All students use GoCPS for high school application. Students visit Juarez HS and participate in college visits to Northwestern Campus.

Transition plans are completed for all students with an Individual Education Plan. Students participate in programs that guide them in making plans for post secondary education such as: Pathways, High Jump to Success, Naviance, Supplies for Dreams, and Upward Bound. The school also have partnerships with various entities that ensure students are prepared for college and career success. The Daniel Murphy Scholarship program, High School Algebra for Middle School Students, Rush Medical Center, and an annual visit by Judge Reyes to speak to upper grade classes provide students with post-secondary awareness. After School programs such as RISE offer activities lay the foundation for the academic rigor needed for transitioning to college and career. The middle school students have banners from colleges and universities from around the country displayed in the corridors.

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 awarded ✓ Antifairs, 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. Create a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Enriching College ✓ CPS Antifairs 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 ✓ Identifying Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCBP, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Instruction:

Score

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.

1 2 3 4

Teachers participate in peer observations and learning walks 2 times per year. Teachers complete observations and peer support in grade level bands. Grade level release days used to plan instruction and review strategies.

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 InstructionEffective LeadersSupportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	82. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none">✓ CPS Framework for Teaching with Critical Attributes✓ CPS Framework for Teaching Professional Learning Modules✓ CPS Framework for Teaching Professional Learning Opportunities✓ Special Education Addendum✓ English Language Learner Addendum	

FOR CHURCH UNIVERSITY OF CHICAGO

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

Teacher created unit assessment in literacy are complete for one year. TRC and Dibels are used in primary classrooms. In addition, teachers use online programs to monitor and assess students.

Currently, no clear grading criteria aligned to standards. Teachers have same grading scale but varies in how it is implemented.

TRC Progress Monitoring is done for primary students in reading and math. Grade Level Release sessions allow teachers time to collaborate and create common assessments. The weekly Grade Level Team meetings provide time for teachers to analyze the quality and the complexity of assessments. Teachers can be responsive to the needs of all students from the use of the school-wide data file which documents student progress and proficiency. Teachers determine as a grade level team on the weight given for each category that make up student grades. Students are given the opportunity to improve an unsatisfactory grade they have received on an assignment or assessment.

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)
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

Score

1 2 3 4

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

MTSS team started in MOY 2018. There is no evidence of tiering criteria, progress monitoring, and student data analysis. Interventions are provided, but they are not aligned to tiers or specific supports. Team began meeting in SY18 and have identified tiering criteria. In SY18 began 10 week pilot of literacy intervention. Math interventions are being analyzed based on research. Vendors visited Perez to present programs and team analyzed.

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

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.

The school sustains a culture of belief in the importance of learning and hard work through making learning goals relevant to students. Teachers share learning goals with students and parents with a Growth Targets document that shows where the student scores for the current quarter and what his/her learning targets and goals are for the next quarter. Teachers conduct conferences with each individual student to discuss his/her learning goals. Students are aware of their assessment scores, Lexile reading levels, and expectations for improvement. Upper grade students use Google Docs to critique their work and the work of their peers. Students at all levels are provided with various rubrics and check lists to self-assess their work. Parent letters are sent home to let them know what specific skills their child is working on, which skills have been mastered and the skills that still need work. A Walking Reading program allows students to not only meet but exceed their personal learning goals. Primary students use a color-coded system to keep track of their reading levels.

Student achievement is recognized quarterly by displaying their names on the Gold and Silver Honor Roll, and Perfect Attendance bulletin board. A Student of the Month luncheon is held to recognize students for achievement/improvement in a variety of areas: academics, behavior, attendance etc. All students can receive recognition through PBIS by earning Panther Cash.

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 ✓ SGP: Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework Curriculum & Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 30 ✓ Social Emotional Learning Supports (en.esd/sep) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

1 2 **3** 4

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

Collaborative teachers and grade levels, positive teacher interaction with DL, shared leadership, opportunities for teachers to collaborate,

Teachers, parents and students work together to ensure an effective school environment that is respectful, warm and caring. The school uses the PATHS curriculum for social and emotional growth of students. Students are sensitive to students as individuals particularly the Diverse Learners population. Students often volunteer to help their peers to fully participate in group activities. Teachers volunteer their personal time to tutor students before and after school hours. They volunteer in helping students successfully transition into the after school programs. Students volunteer as Recess Readers where older students tutor younger students. A group of students represent the school in the Chicago Police Department District 12 Youth Sub-Committee. Students understand diversity and learn to have mutual respect for cultural differences. The Chinese Mandarin language and culture is taught to students at all grade levels. Assemblies and special activities are held annually to celebrate different cultures such as: Black History Month Assembly, Chinese Heritage Month, Mexican Independence Day Parade, and field trips to China Town. Students take classes in Folkloric Dance, Mariachi, and Hip Hop Dance. The eighth grade students host an annual luncheon for the senior citizens of the community. Teachers and staff contribute personal finances to provide turkeys for indigent families during the holidays.

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/set)
✓	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

All students are given the opportunity to participate in a wide range of extracurricular and enrichment activities. Their input is used to determine which programs and activities are implemented in the school. Students who participate in the after school Project RISE program complete a survey for feedback and are given choice in the activities they participate.

Students are asked to reflect on their academic achievement and improvement in various classes. A group of students represent the school in the Chicago Police Department District 12 Youth Sub-Committee. Literacy units often focus on civil rights, immigration and human dignity issues which help students learn to evaluate and consider multiple viewpoints by discussing these topics. Eighth grade students host an annual luncheon for senior citizens in the community.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

Score

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.

1 2 **3** 4

Student classroom job, clear expectations in classrooms, safety score is high in 5E, low SCC violations

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to

1 2 **3** 4

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.

Paths is used in primary classrooms. Code of conduct violations is less than 5 on annual basis using SCC. Class DOJO is implemented school wide to maintain relationships and build community. Reflection table is being used during lunch and recess. My Voice My School results are well organized.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and 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.

Score

1 2 **3** 4

The following services are used for communication methods: Facebook, remind, twitter, website, Class DOJO and electronic parent letter. , Send monthly calendar to parents to open communication. Parents have opportunity for BAC, PAC, and bi-weekly parent workshops. Parent participation at LSC is decreasing over time. Parent workshops have 8-10 parents on a regular basis, but is primarily women (mothers) of students and remains the same participants. Continuing to diversify the parent participation is a priority.

The school has strong parent partnerships by having a non-threatening and welcoming environment. The principal offers an "Open Door Policy" and has a twenty-four hour response time to all questions and concerns. Parent workshops are held every two weeks to help parents improve their understanding of the instructional program of the school and to help their children succeed. All correspondences from the school are sent home in Spanish and English. The school hosts an Open House, and a Mothers' Day celebration every year. Parents are invited and encouraged to attend holiday and end of year assemblies. Teachers complete goals sheets and informational letters to keep parents informed about their child's progress in addition to the quarterly progress reports and report cards. In addition, teachers post information regularly (academic and SEL) on Class DOJO. Principal began monthly electronic newsletter.

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
Measures	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust
	Involved Families
	Family & Community Engagement
	2c. Managing Classroom Procedures
CPS Framework for Teaching	4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Parent Support Centers
✓	Parent University
✓	Parent Portal

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Leadership & Collective Responsibility	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 Student Learning: Instructional Materials	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: Relational Trust	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	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: Instructional Leadership Team	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					
Through the implementation of differentiation and small group strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and the weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an increase of 5% increase of our students meeting/exceeding growth targets during each of the school years included putting us at the 71st percentile growth by the end of the CIWP cycle.	73.00	66.00	65.00	69.00	71.00

National School Growth Percentile - Math

Through the implementation of guided math as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an increase of 2% of our students meeting/exceeding growth targets during each of the two years of the cycle resulting in growth in the 78th percentile respectively.	48.00	76.00	75.00	76.00	78.00
The math growth increased 28% in SY17. Therefore, goals are made with the expectation of a small dip or consistent growth in SY18.					

% of Students Meeting/Exceeding National Ave Growth Norms

Through the implementation of differentiation and small group strategies into instruction , as well as, an intervention/acceleration block, student strengths will be targeted and developed and the weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an increase of 1% of our students meeting/exceeding growth targets during each of the two years of the cycle resulting in growth in the 68 percentile.	57.80	63.10	64.00	65.00	68.00
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African-American Growth Percentile - Reading

Perez enrollment has a minimal number of African American students; therefore we do not have data on this metric.	(Blank)	(Blank)	100.00	0.00	0.00
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Hispanic Growth Percentile - Reading

Through the implementation of differentiation and small group strategies into instruction , as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. Due to the demographic population of the school being ____ Hispanic, the growth of our Hispanic subgroup will mirror growth in overall reading resulting in growth measured in the ____ and ____ percentile respectively for each of the school years reflected in the CIWP.	75.00	68.00	68.00	70.00	72.00
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English Learner Growth Percentile - Reading

Through the implementation of an evidence based literacy and math curriculum delivered through strong instructional strategies based on the principles of UDL our EL students will score in the ____ percentile by SY 2018-19.	(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner Growth Percentile - Reading

There is currently limited data due to insufficient number of DL testing. However, over the next two years DL will make growth targets reflective of the 45th and 50th percentile in growth.	(Blank)	(Blank)	50.00	50.00	50.00
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African-American Growth Percentile - Math

Perez enrollment has a minimal number of African American students; therefore we do not have data on this metric.	(Blank)	(Blank)	100.00	0.00	0.00
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Hispanic Growth Percentile - Math

Through the implementation of of guided math and small group strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. Due to the demographic population of the school being primarilyHispanic, the growth of our Hispanic subgroup will mirror growth in overall reading resulting in growth measured in the 77 and79 percentile respectively for each of the school years reflected in the CIWP.	48.00	77.00	75.00	77.00	79.00
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English Learner Growth Percentile - Math

Through the implementation of of guided math and small group strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions.	(Blank)	(Blank)	70.00	60.00	65.00
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Diverse Learner Growth Percentile - Math

There is currently limited data due to insufficient number of DL testing. However, over the next two years DL's will make growth targets reflective of the 50th and 55th percentile in growth.	(Blank)	(Blank)	55.00	50.00	50.00
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National School Attainment Percentile - Reading (Grades 3-8)

There will be an increase of ____ of our students grades 3-8 making attainment in reading each year for two consecutive years resulting in an overall growth in attainment in the ____ and ____ percentile respectively.	72.00	79.00	84.00	80.00	82.00
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National School Attainment Percentile - Math (Grades 3-8)

There will be an increase of our students grades 3-8 making attainment in math each year for two consecutive years resulting in an overall growth in attainment in the 77th and 79th percentile over time.	67.00	77.00	90.00	77.00	79.00
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National School Attainment Percentile - Reading (Grade 2)

Through the implementation of differentiation and small group strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in reading attainment maintaining within 1% of the previous year attainment.	89.00	81.00	80.00	81.00	82.00
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National School Attainment Percentile - Math (Grade 2)

Through the implementation of of guided math and small group strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in students maintaining a minimum of 80% attainment in mathematics and steadily increasing over time.	82.00	87.00	80.00	81.00	82.00
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% of Students Making Sufficient Annual Progress on ACCESS

Through the implementation of of differentiation and small group strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. There will be an overall growth of students making sufficient progress on the ACCESS of 2-3% each year.	33.30	(Blank)	50.00	35.00	38.00
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Average Daily Attendance Rate

School will continue to maintain an average attendance rate above 96%.	96.50	96.10	96.10	96.10	96.20
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My Voice, My School 5 Essentials Survey

School will work to maintain the "Well Organized" designation.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Create a MTSS lead team, guidelines for MTSS, tiering criteria, a menu of interventions, and progress monitoring

...then we see...

Implementation of student interventions strategically for all students in math, literacy, and SEL

...which leads to...

Increased student academic achievement (growth and attainment) in math/literacy

Tags:

MTSS, Mtss-sel, Mtss tiers 1, 2, and, Mtss math

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Identify and begin regular meetings with MTSS team that combine a range.

MTSS team

Apr 1, 2018 to
Jun 30, 2018

Not started

MTSS, Grade level meetings

Analysis and review of MTSS biannually to monitor progress of implementation.

(Blank)

May 31, 2018 to
Jun 30, 2020

Behind

Identify tiering criteria for MTSS (academic and SEL).

MTSS team

Apr 1, 2018 to
Apr 21, 2018

Behind

MTSS, Mtss-sel

Identify Interventions in Math and Literacy that are research based and proven to support students.

Principal, ILT,

May 1, 2018 to
Aug 31, 2018

Behind

Literacy/Reading, Math

Visit school/s to observe strong MTSS implementation.

mtss team, principa

Apr 1, 2018 to
Sep 29, 2018

Behind

MTSS

Establish a Perez MTSS handbook.

Principal

May 1, 2018 to
Jul 31, 2018

Behind

Create schedule that supports DL, EL, and interventions for students.

MTSS Team,
Principal

May 1, 2018 to
Aug 31, 2018

Behind

Implement pilot program of math and literacy interventions for 10 week period in SY19.

MTSS Team

Sep 10, 2018 to
Nov 30, 2018

Behind

Implement a minimum of 3 cycles in SY19 in literacy and mathematics. This includes a detailed annual calendar for interventions.

MTSS Team

Jul 31, 2018 to
Jun 29, 2019

Behind

Develop system for tracking MTSS interventions and use district logging tool as a data collection method.

MTSS Team

select

Behind

Implement attendance incentive plan on an annual basis to maintain attendance over 96%

Principal, School
Operations Team

select

Behind

Implement learning walks 2/year to monitor Tier 1 instruction, identify strengths and areas of growth.	MTSS Team	Jun 30, 2018 to Jul 31, 2020	Behind
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Analyze data from variety of assessments to inform instruction and determine students who need Tier 2 MTSS.	MTSS Team	Jun 30, 2018 to Jul 1, 2020	Behind
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Identify teachers to pilot research based intervention programs in math and literacy to determine school wide implementation.	MTSS Team	Apr 1, 2018 to Jun 30, 2018	Behind
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Literacy/Reading, Math

Determine PATHS school wide expectations and determine middle level SEL support.	Principal, Case Manager, Teacher leaders	Sep 3, 2018 to Oct 31, 2018	Behind
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SEL, Paths

Strategy 2

If we do...

If we develop school wide curriculum with student learning expectations that are vertically and horizontally aligned, scaffolded, and differentiated with rigorous student tasks using CCSS

...then we see...

Students being exposed to rigorous and engaging instruction at grade level that meets the needs of diverse student needs

...which leads to...

ALL students (DL and EL) being engaged in learning that will result in continued movement in student growth and attainment. Students 5essentials will maintain "well organized"

Tags:

Curriculum Design, Instructional Coaching, Instruction, EI, DI

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Review school wide curriculum across subjects and complete strengths/needs analysis.	ILT	Jul 1, 2018 to Aug 31, 2018	Behind

Curriculum Design

Review 4 literacy unit plans and identify needs analysis	Grade Level Teams	Sep 30, 2018 to Sep 30, 2018	Behind
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Unit planning

100% of literacy unit plans prepared with assessment and rubric. By 2019, 50% of plans will include EL/DL specific supports	All teachers	Jul 1, 2018 to Jun 29, 2019	Behind
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Unit planning

Create school wide criteria for learning in math, literacy, and science that are grade band specific.	All teachers	Jul 1, 2018 to Oct 1, 2018	Behind
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Criteria

Continue PD for guided reading, close reading of complex texts, and developing tet dependent questions focusing on moving to high level os DOK.	K-5	Jun 30, 2018 to Jun 30, 2020	Behind
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Guided reading

Research programs that will enhance instruction to increase literacy skills.	ILT	Jul 1, 2018 to Nov 30, 2018	Behind
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Literacy

Identify culturally relevant materials to enrich learning environment in classrooms and the library including texts that reflect student home culture and student native language.	(Blank)	Jul 1, 2018 to Jun 30, 2020	Behind
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Language, Culturally relevant

Grade level common planning will be scheduled during the day for collaboration and vertical/horizontal alignment	Case Manager and Principal	select	Behind
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Grade level meetings

Flex Day PD and grade level PD will have EL/DL focus throughout the learning cycle.	(Blank)	Sep 1, 2018 to Jun 30, 2020	Behind
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Pd

Strategy 3

If we do...

Engage and collaborate in strategic professional learning cycles focused on instructional priorities and small group learning

...then we see...

Engaging, creative, and innovative student centered instruction

...which leads to...

Increased student academic achievement, minimal SCC violations, a "well organized" school, and an increase in teacher REACH ratings.

Tags:

Instruction, Small group instruction, Creative curriculum, Engagement, Learning cycles

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Analyze NWEA data school wide with a specific focus on EL/DL student growth.	ILT	Jul 1, 2018 to Jun 30, 2020	Behind

Data

Complete 2 Learning Walks each school year to identify additional trends	ILT	Jul 1, 2018 to Jun 30, 2020	Behind
Professional Learning Cycles each semester that are focused on specific target and goals.	ILT	Jul 29, 2018 to Jun 30, 2020	Behind
Create professional learning calendar that maps out flex days, grade release, and grade level meetings that maintain focus on priorities.	Principal	select	Behind
Staff participate in Domain 3 and 1 framework professional learning that aligns with learning cycle	All teachres	select	Behind
Teachers identify beginning of year instructional goals that are regularly monitored and supported from principal and literacy coach.	ILT	Aug 5, 2018 to Nov 30, 2018	Behind

Admin and literacy coach build a thorough strategic plan around coaching that is monitored.	literacy coach, principal	Aug 1, 2018 to Nov 30, 2018	Behind
Peer observations are regularly done to support colleague growth and collaboration.	all teachers	Jul 2, 2018 to Jun 30, 2020	Behind
Visit other schools outside of Network 7 to continue improving, growing, and reflecting.	Principal	Oct 1, 2018 to Dec 31, 2018	Behind
Teachers will lead and receive training guided math implementation that is varied based on teacher knowledge.	Math Lead expert, literacy coach	Jul 1, 2018 to Jan 31, 2019	Behind
Perez will be a model site for guided math implementation	Principal	Nov 1, 2018 to Jun 30, 2019	Behind
80% of Perez teachers will implement guided math a minimum of 2/week	Principal, ILT	Jul 1, 2018 to Dec 31, 2018	Behind
Peer to Peer conference during guided math and guided reading.	ILT	Jul 1, 2018 to Jun 30, 2020	Behind
Complete guided reading and writing workshop instructional check ins to monitor implementation.	ILT, literacy coach	Jul 1, 2018 to Jun 30, 2020	Behind
Implement colloquium schedule in to school day, which will be driven by student interest and choice.	ILT	Jul 1, 2018 to Aug 31, 2018	Behind
Professional learning for teachers focused on technology to engage students.	Principal, ML Teacher	Sep 2, 2018 to Jun 30, 2020	Behind
Technology			
Professional learning and partnerships are continued to be sought out to integrate, language, art and music for all students pK-8	(Blank)	Jun 1, 2018 to Jun 30, 2020	Behind

Music, Language, Art

Action Plan

Strategy 1

NOT STARTED	Identify and begin regular meetings with MTSS team that combine a range."
	Apr 01, 2018 to Jun 30, 2018 - MTSS team

Status history

Apr 3

NOT STARTED

Apr 03, 2018
Evidence

BEHIND

Analysis and review of MTSS biannually to monitor progress of implementation."

May 31, 2018 to Jun 30, 2020 -

Status history

Apr 3

BEHIND

Apr 03, 2018
Problem
Root Cause
Next steps

BEHIND

Identify tiering criteria for MTSS (academic and SEL)."

Apr 01, 2018 to Apr 21, 2018 - MTSS team

Status history

Apr 3

BEHIND

Apr 03, 2018
Problem
Root Cause
Next steps

BEHIND

Identify Interventions in Math and Literacy that are research based and proven to support students."

May 01, 2018 to Aug 31, 2018 - Principal, ILT,

Status history

Apr 3

BEHIND

Apr 03, 2018
Problem
Root Cause
Next steps

BEHIND

Visit school/s to observe strong MTSS implementation."

Apr 01, 2018 to Sep 29, 2018 - mtss team, principa

Status history

Apr 3

BEHIND

Apr 03, 2018
Problem
Root Cause
Next steps

BEHIND

Establish a Perez MTSS handbook."

May 01, 2018 to Jul 31, 2018 - Principal

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

Root Cause

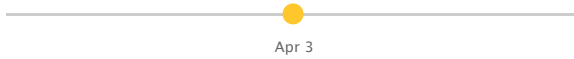
Next steps

BEHIND

Create schedule that supports DL, EL, and interventions for students."

May 01, 2018 to Aug 31, 2018 - MTSS Team, Principal

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

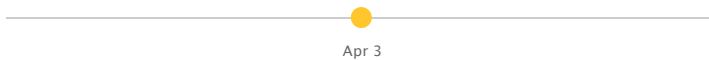
Next steps

BEHIND

Implement pilot program of math and literacy interventions for 10 week period in SY19."

Sep 10, 2018 to Nov 30, 2018 - MTSS Team

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

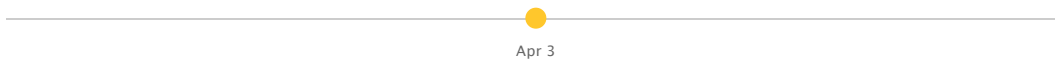
Next steps

BEHIND

Implement a minimum of 3 cycles in SY19 in literacy and mathematics. This includes a detailed annual calendar for interventions."

Jul 31, 2018 to Jun 29, 2019 - MTSS Team

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

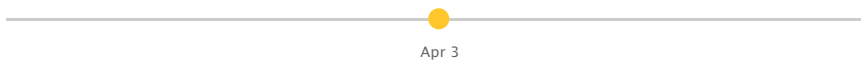
Next steps

BEHIND

Develop system for tracking MTSS interventions and use district logging tool as a data collection method."

- MTSS Team

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

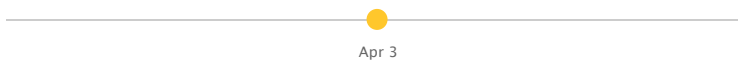
Next steps

BEHIND

Implement attendance incentive plan on an annual basis to maintain attendance over 96%"

- Principal, School Operations Team

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

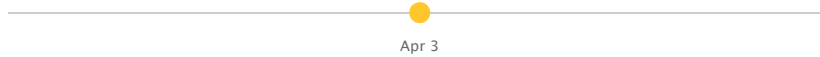
Next steps

BEHIND

Implement learning walks 2/year to monitor Tier 1 instruction, identify strengths and areas of growth."

Jun 30, 2018 to Jul 31, 2020 - MTSS Team

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

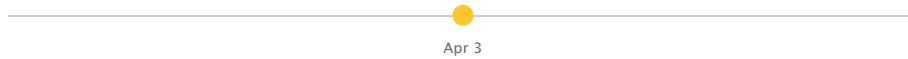
Next steps

BEHIND

Analyze data from variety of assessments to inform instruction and determine students who need Tier 2 MTSS."

Jun 30, 2018 to Jul 01, 2020 - MTSS Team

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

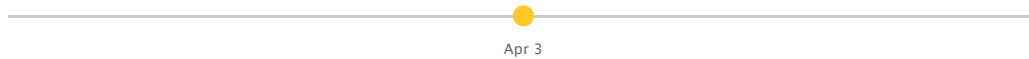
Next steps

BEHIND

Identify teachers to pilot research based intervention programs in math and literacy to determine school wide implementation."

Apr 01, 2018 to Jun 30, 2018 - MTSS Team

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

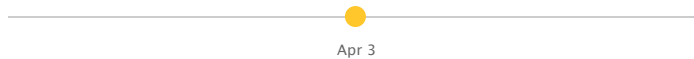
Next steps

BEHIND

Determine PATHS school wide expectations and determine middle level SEL support."

Sep 03, 2018 to Oct 31, 2018 - Principal, Case Manager, Teacher leaders

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

Next steps

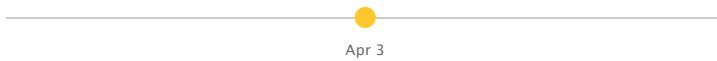
Strategy 2

BEHIND

Review school wide curriculum across subjects and complete strengths/needs analysis."

Jul 01, 2018 to Aug 31, 2018 - ILT

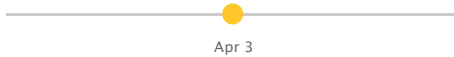
Status history



BEHIND Apr 03, 2018
Problem
Scope and Sequence- Notes from analysis
Root Cause
Next steps

BEHIND Review 4 literacy unit plans and identify needs analysis"
Sep 30, 2018 to Sep 30, 2018 - Grade Level Teams

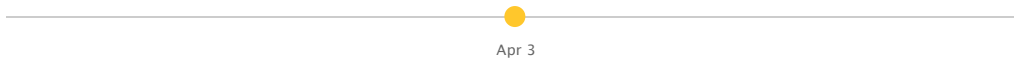
Status history



BEHIND Apr 03, 2018
Problem
100% unit plans submitted
Root Cause
Next steps

BEHIND 100% of literacy unit plans prepared with assessment and rubric. By 2019, 50% of plans will include EL/DL specific supports"
Jul 01, 2018 to Jun 29, 2019 - All teachers

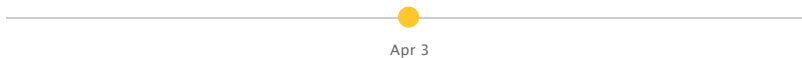
Status history



BEHIND Apr 03, 2018
Problem
Unit Plan Review
Root Cause
Next steps

BEHIND Create school wide criteria for learning in math, literacy, and science that are grade band specific."
Jul 01, 2018 to Oct 01, 2018 - All teachers

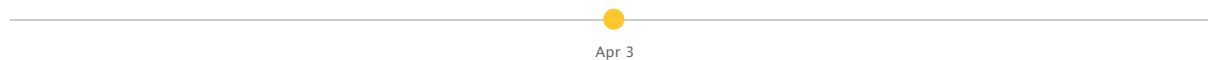
Status history



BEHIND Apr 03, 2018
Problem
School wide instructional criteria handbook
Root Cause
Next steps

BEHIND Continue PD for guided reading, close reading of complex texts, and developing text dependent questions focusing on moving to high level of DOK."
Jun 30, 2018 to Jun 30, 2020 - K-5

Status history



BEHIND Apr 03, 2018
Problem
PD agendas
Root Cause
Next steps

BEHIND

Research programs that will enhance instruction to increase literacy skills."

Jul 01, 2018 to Nov 30, 2018 - ILT

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

Root Cause

Next steps

BEHIND

Identify culturally relevant materials to enrich learning environment in classrooms and the library including texts that reflect student home culture and student native language."

Jul 01, 2018 to Jun 30, 2020 -

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

scope and sequence

Root Cause

Next steps

BEHIND

Grade level common planning will be scheduled during the day for collaboration and vertical/horizontal alignment"

- Case Manager and Principal

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

school schedule

Root Cause

Next steps

BEHIND

Flex Day PD and grade level PD will have EL/DL focus throughout the learning cycle."

Sep 01, 2018 to Jun 30, 2020 -

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

Agendas

Root Cause

Next steps

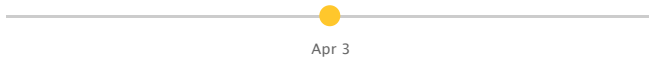
Strategy 3

BEHIND

Analyze NWEA data school wide with a specific focus on EL/DL student growth."

Jul 01, 2018 to Jun 30, 2020 - ILT

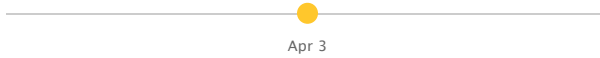
Status history



BEHIND Apr 03, 2018
Problem
Data analysis protocols.
Root Cause
Next steps

BEHIND Complete 2 Learning Walks each school year to identify additional trends"
Jul 01, 2018 to Jun 30, 2020 - ILT

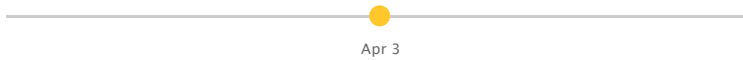
Status history



BEHIND Apr 03, 2018
Problem
Notes from learning walk
Root Cause
Next steps

BEHIND Professional Learning Cycles each semester that are focused on specific target and goals."
Jul 29, 2018 to Jun 30, 2020 - ILT

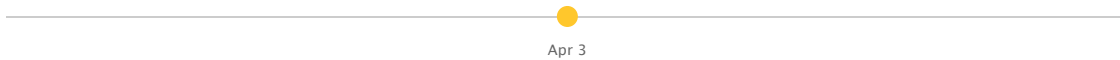
Status history



BEHIND Apr 03, 2018
Problem
Root Cause
Next steps

BEHIND Create professional learning calendar that maps out flex days, grade release, and grade level meetings that maintain focus on priorities."
- Principal

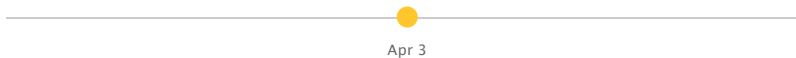
Status history



BEHIND Apr 03, 2018
Problem
professional learning calendar
Root Cause
Next steps

BEHIND Staff participate in Domain 3 and 1 framework professional learning that aligns with learning cycle"
- All teachers

Status history



BEHIND Apr 03, 2018
Problem
Root Cause
Next steps

BEHIND Teachers identify beginning of year instructional goals that are regularly monitored and supported from principal and literacy coach."
Aug 05, 2018 to Nov 30, 2018 - ILT

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

Root Cause

Next steps

BEHIND

Admin and literacy coach build a thorough strategic plan around coaching that is monitored."

Aug 01, 2018 to Nov 30, 2018 - literacy coach, principal

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

tracking document

Root Cause

Next steps

BEHIND

Peer observations are regularly done to support colleague growth and collaboration."

Jul 02, 2018 to Jun 30, 2020 - all teachers

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

schedule

Root Cause

Next steps

BEHIND

Visit other schools outside of Network 7 to continue improving, growing, and reflecting."

Oct 01, 2018 to Dec 31, 2018 - Principal

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

Root Cause

Next steps

BEHIND

Teachers will lead and receive training guided math implementation that is varied based on teacher knowledge."

Jul 01, 2018 to Jan 31, 2019 - Math Lead expert, literacy coach

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

File day agenda

Root Cause

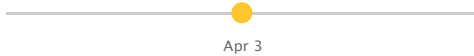
Next steps

BEHIND

Perez will be a model site for guided math implementation"

Nov 01, 2018 to Jun 30, 2019 - Principal

Status history



BEHIND

Apr 03, 2018

Problem

School visits

Root Cause

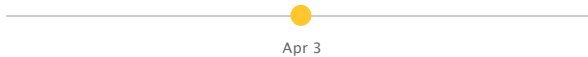
Next steps

BEHIND

80% of Perez teachers will implement guided math a minimum of 2/week"

Jul 01, 2018 to Dec 31, 2018 - Principal, ILT

Status history



BEHIND

Apr 03, 2018

Problem

Learning walk

Root Cause

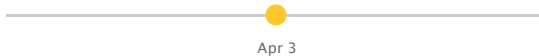
Next steps

BEHIND

Peer to Peer conference during guided math and guided reading."

Jul 01, 2018 to Jun 30, 2020 - ILT

Status history



BEHIND

Apr 03, 2018

Problem

Schedule

Root Cause

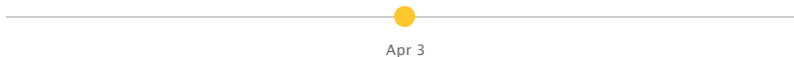
Next steps

BEHIND

Complete guided reading and writing workshop instructional check ins to monitor implementation."

Jul 01, 2018 to Jun 30, 2020 - ILT, literacy coach

Status history



BEHIND

Apr 03, 2018

Problem

Root Cause

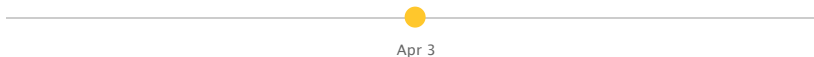
Next steps

BEHIND

Implement colloquium schedule in to school day, which will be driven by student interest and choice."

Jul 01, 2018 to Aug 31, 2018 - ILT

Status history



BEHIND

Apr 03, 2018

Problem

schedule

Root Cause
Next steps

BEHIND

Professional learning for teachers focused on technology to engage students."

Sep 02, 2018 to Jun 30, 2020 - Principal, ML Teacher

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

Root Cause

Next steps

BEHIND

Professional learning and partnerships are continued to be sought out to integrate, language, art and music for all students pK-8"

Jun 01, 2018 to Jun 30, 2020 -

Status history

Apr 3

BEHIND

Apr 03, 2018

Problem

Root Cause

Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

☒ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new

provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

Title I annual meeting will be held in September 2018. Parents will give suggestions regarding the Perez School parental involvement plan. Parent focus groups will be scheduled and a survey will be conducted to ensure maximum participation. All meeting and focus group sessions will be conducted in English and Spanish and the survey will also be available in English and Spanish to accommodate all parents.

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

In collaboration with the NCLB PAC committee the school will schedule an initial NCLB parent meeting in September 2018. In September 2018 Perez will hold the elections for PAC officers. All eligible parents will be informed of the school's participation in NCLB Title I programs, the requirements of the program, as well as, their rights to be involved in the program will be reviewed. The PAC committee will schedule monthly NCLB meetings throughout the school year. Parents will be informed of these meetings through the school calendar and through flyers sent home with the students. Meeting notice and updates will be on facebook, Class DoJo, and the school website. All information will be distributed in English and Spanish and the meeting will be conducted in both English and Spanish as well.

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.

The school along with the NCLB PAC committee will schedule a meeting focusing on Title I programs including descriptions and explanations of the curriculum, the academic assessment tools used to measure progress and the proficiency levels students are expected to meet. The meeting will be scheduled at the beginning of the 2018-2019 school year. A presentation on NCLB and Title I will also be made during the annual open house held at the beginning of the school year.

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.

Progress Reports will be distributed to the parents in the following weeks of school: 5th, 15th, 25th and 35th. NWEA and PARCC results will be distributed to the parents in the Month of May or during Report Card Pick-Up/Parent Teacher conferences in November."

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 provided with the Parent Notification Letter indicating their child is taught by a teacher who is not ""highly qualified". The notification will be sent in English and Spanish.

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.

The school will schedule informational sessions focusing on understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. These sessions will be scheduled at the beginning of the school year starting with an informational session during Open House. The sessions will be conducted in English and Spanish.

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.

The school, in collaboration with the NCLB PAC committee will schedule monthly workshops and training for parents in the areas of literacy, technology, and mathematics as well as information and resources available to assist them in working with their children to improve academic achievement."

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.

The school will schedule a professional development session for the staff during the beginning of the school year PD and teacher institute days. Sessions will cover: the importance of communication with parents; and strategies on reaching out to parents. Teachers will also be encouraged to seek out parent volunteers to assist in the classroom and as a chaperone on field trips and during in-school class activities such as assemblies.

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.

NCLB Parent Program will be integrated into activities and programs such as Reading First and Head Start through parental participation in activities such as Family Reading Night and Head Start Parent Meetings.

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 communication related to NCLB, Title I parent programs will be distributed in English and Spanish. Parent meetings will also be conducted in English and Spanish.

Policy Implementation Activities

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



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



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



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

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

n/a

School-Parent Compact

Complete

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

The Perez School Community will provide and support a rigorous and comprehensive standards based curriculum, which emphasizes high quality instruction in all subject areas for all students. The integration of technology and the fine and performing arts will help us achieve our vision of preparing college bound and career ready global citizens.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

November and April of each year the school will hold Report Card pick-up and parent/teacher conferences.

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 distributed to the parents in the following weeks of school: 5th, 15th, 25th and 35th. NWEA and PARCC results will be distributed to the parents in the Month of May or during Report Card Pick-Up/Parent Teacher conferences in November.

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

Parents will have access to staff during the two scheduled report card pick up days in November and April. In addition, parents are encouraged to make an appointment to meet with their child's teacher during staff duty-free preparation time. Parents can communicate and talk to staff/teachers via email and through Class DoJo.

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 and assist with class activities including student projects, chaperones on field trips, and helping with classroom displays and during assemblies. Opportunities to volunteer are available through-out the year and are arranged through the collaboration of parents and teachers. A schedule will be kept in the main office with all appropriate paperwork.

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

Parents will support student learning in the following ways: Monitoring student attendance; ensuring school work is completed; volunteering in the child's classroom; promoting positive use of child's extracurricular time; staying informed about child's education and communicating with the school by promptly reading all notices from the school and responding as appropriate; and participating in workshops offered through NCLB program.

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 be notified by the school in regards to decisions relating to the education of their children. Parents will participate in any meetings, conferences and evaluations regarding their children. Parents will attend the two parent/teacher conferences for report card pick-up as well as any other conferences as needed.

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 are responsible for completing all classwork and schoolwork everyday; reading at least 30 minutes a day outside of school time; attending school daily and on time; following school rules; Be Safe, Be Respectful; Be Responsible and Be a Positive Leader; and following the school uniform policy.

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.

Increase parent involvement and participation at Perez. Increase parent numbers at weekly workshops.

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.	\$	Amount	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	458	.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.	\$	Amount	.00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The	\$	Amount	.00

CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

<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.

\$	458	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

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

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

\$	919	.00
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