Irma C Ruiz Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/12/2018	MTSS Team	CIWP

03/22/2018	LSC Team	CIWP
09/12/2018	ILT	Priorities/Actions Steps
09/19/2018	Grade Level Meetings	Review Priorities, Input for Action Items
09/27/2018	ILT	Review input from teacher teams
10/11/2018	ILT	Begin to Revise Action Items
10/12/2018	Admin Team, Elitzer, Allen	Finalize Strategies
10/16/2018	Admin Team, Elitzer, Allen, Malave, Ortiz	Finalize Action Steps

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

> Ruiz State of the School Address
> OLCE Audit
> NWEA Growth Update
> PARCC Scores
> SEL Team Survey
> Irma C. Ruiz SCHOOL SECURITY PLAN
> LSC Meeting Dates
> Monthly Principal Report
> NCLB TITLE 1 Annual Meeting more details »
> Instructional Effectiveness - Meeting
> PAC
> BAC
> http://www.ruizelementaryschool.org/
> ILT Meetings

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

1   2   **3**   4

> The ILT meets twice a month. Representatives from every grade band are represented and share leadership. Diverse Learners and EL students are represented. A diverse learner teacher and ELPT teacher are members of the ILT.
>
> We utilize the ILT Effectiveness Rubric to assess the ILT's structure and communication and reflect on our results. We use the reflections and feedback to help develop better school wide communication and to improve instruction. The ILT develops the cycle work which is directly related to the CIWP.
>
> The ILT member reports out and facilitates weekly teacher team meetings around cycle work. The ILT reviews data monthly and references a school-wide data wall to inform decisions around improving instruction. ILT members contribute in collaborative conversations where all members have a voice.
>
> We need to improve in the areas of accountability. We will work on norms and building trust among team members and staff. We need to message clearly to the entire staff that the ILT is working collaboratively with administration. Administration will support the ILT through informal visits and conversations with staff to ensure implementation of cycle work. We need to do a better job of monitoring the implementation of action items by establishing roles for our members.
>
> The CIWP will be present and referred to during ILT and teacher team 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	✓ 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

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1 **2** 3 4

> Throughout each Cycle of Learning, teachers are given "safe practice" time before peer observations and learning walks. Teachers teams and ILT members collaborate to write our learning cycles and revise them based in formative data collected at team meetings. ILT members discuss progress and ways to support new learning before, during, and after each cycle.

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

Evidence, Measures, and Standards

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   **3**   4

Our resources are aligned to our priorities. The greatest percentage of our budget is allotted to staffing. ELs and DLs are scheduled first and then teacher team schedules are completed to allow for collaboration within team and with diverse learner and EL teachers. Ruiz has one of the highest teacher retention rates in the state of Illinois. Teachers appreciate the warm and welcoming culture and climate at Ruiz as well as the collaboration that takes place with administration and between teams as our rigorous instruction is planned and implemented.

Our partnerships with community organizations, universities, and fine arts organizations highlight the work we are doing to insure that the needs of our students are met. We partner with Elevarte, 5 + 1 with Rush Hospital, May I Have this Dance, Common Threads, Openlands, PODER, Roosevelt University, Chicago Teacher Center, DePaul, Northeastern, Boys and Girls Club, YMCA, Gads Hill, New Life Safe Haven

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

Expectations for depth & breadth of Student Learning

Curriculum:

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.

Score

1 **2** 3 4

> Lucy Calkins reading and writing units include performance tasks
> Assessments for RIT band groups
> Engage NY Math uses scope and sequence
> Leveled text utilized in guided reading
> SEL team in place with professional development on flex days
> ELs, DLs, and ALL students included in all curriculum which is differentiated and scaffold as needed

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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP 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

- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1   2   **3**   4

Lucy Calkins reading and writing units include performance tasks
Assessments for RIT band groups
Engage NY Math uses scope and sequence
Leveled text utilized in guided reading
SEL team in place with professional development on flex days
ELs, DLs, and ALL students included in all curriculum which is differentiated and scaffold as needed

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> ILT and teacher teams look at student work during each cycle
> Learning walks and peer observations occur

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

Suggested Evidence	✓ 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	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	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 Assignments Reflect Today's Higher Standards?
✓ Student Work Protocol (EQuIP)
✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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)

Score

1 **2** 3 4

> 8th grade students visit DePaul
> Girls Going Ballistic-summer program 6/7th grade DePaul

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

Classroom and diverse learner teachers utilize small group instruction in math K-8 based on formative and benchmark assessments. The math growth in 2015 was at 73rd percentile in NWEA. Math attainment grew from 17% to 37% in 14-15. Teachers in K-5 utilize guided reading with the use of leveled text in the language of instruction at their instructional level. Student groups are flexible as data from anecdotal running records and progress monitoring is analyzed. The reading growth in 2015 was at 73rd percentile in NWEA. (Insert Reading attainment)

The 5Essential Survey Results ranked our school as "Well-Organized" with our greatest strength were the areas of collaborative teachers, ambitious instruction, supportive environment, and safety.

Our structures for unit/lesson planning/small group lesson planning will be a focus. We want to insure WIDA standards and ESL strategies are included as well as accommodations/modifications for our DLs..

We will continue to ensure our ELs and DLs are making progress. We will monitor those ELs every 5 weeks as teachers input data on a google document.

We are working on our structures for Tier II an Tier III instruction as well.

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

> PLP improvement percentages
> Bi-Weekly MTSS one on one teacher meetings on identified students who show evidence of need for Level Tier 2 and Tier 3 supports
> Monitoring of Level One instruction in the classrooms
> Data board - BOY to EOY
> Monitoring of Dashboard - On-Track data
> Weekly Team Teacher meetings
> PATHS - SEL K-3
> Weekly Attendance Goals and incentives

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

Multi-Tiered System of Supports:

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

Score

1   2   **3**   4

Lesson Plan Submission
Samples of Student Work
Samples of teacher assessments
Cycle work
Units of study
Monitoring of Gradebook
Checking for modifications and accommodations in the planning for our DL and EL students.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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.

Teachers are working on making learning goals relevant to students, and motivating students to stay committed to their learning goals. Teachers set goals with their students individually utilizing the NWEA goal setting template. Our teachers do believe they can make a difference and utilize benchmark data to inform their planning for students. Teachers celebrate growth and achievement with students.

We post attendance goals in every classroom in the building and create systems where students are awarded for attendance and effort.

School-wide expectations for SEL are posted throughout the building. Academic goals are posted in every classroom.

Most students feel safe to share misunderstandings and struggles. When teachers need assistance, they see administration, the Dean, or the counselor. Students are always asked if there is someone in the building that they feel most comfortable speaking with when they need support.

You will find a high level of collaborative conversations in our building between adults and between students. We have worked on building those conversations through cycle work with teacher teams. Our students cite evidence when speaking and often defend their work. Partners often help one another, keep their classmates focused and are proud of their work.

We need to work on providing students frequent feedback and what they need to do to improve, including clarifying criteria and goals after progress monitoring. We also need to improve work around fixed and growth mindsets for adults and students and how to praise effort and process.

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Now What? Materials to Support Improvement Planning
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance
✓ Framework for Teaching Companion Guide p. 50
✓ Social Emotional Learning Supports (cps.edu/sel)
✓ ASCA Mindsets & Behaviors

Relational Trust:

Score

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.

> Spirit Week where the students and staff participate with each other.
> Project based learning which requires more collaboration on the structures of the work.
> PATHS Kid for a Day
> Attendance celebrations and additional gym time

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

1 2 **3** 4

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.

Students who participate in these activities with fidelity show a significantly greater growth and attainment:
May I Have This Dance
Common Threads Cooking and Cultural Program
Elevarte
Chicago Human Rhythms Projects (Hip Hop and Tap)
VH1 Save the Music Grant (Piano Lab
Little Kids Rock (Guitar)
Choir and 8th Grade Choir (All-City)
Music
Visual Arts
PODER -Student Leadership Program
5 + 1 Youth Health Services
Boys and Girls Basketball
Co-ed Volleyball
Jump Rope for Heart
Laps for Learning
8th Grade Dance Marathon

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

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

The My Voice, My School Survey, Safety score are compared yearly
Quarterly reports on misconduct infractions
(Pilot) Inclusion of the 5 minute strategies around Classroom Management 101
(Pilot)
PATHS (SEL) K-3 reflections
According to CPD District 10 - The only the school to not have breach (open door or opened door) for the lock down drill.

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

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring

1 **2** 3 4

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.

> Misconduct comparison data by year
> Student Logger?
> In-School Suspensions in lieu of out of school suspension when appropriate
> Counselor meets small groups and does classroom presentations around topics related SEL and coping skills
> Administration and identified school personnel have "check-in's" and "check on 's" with students who have been identified as needing additional supports.
> Proactive meetings with Safety and Security (semester and as needed)
> SEL Monthly teacher meetings on implementations, quick wins, and celebrations
> Looking into de-escalation training for all staff

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

Parent and Family Partnership:

Score

1 2 **3** 4

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

implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Parent Portal monitored bi-weekly and is at it's highest percentage ever.
Calendar of our BAC and PAC meetings posted, distributed, and shared on our website.
ruizelementaryschool.org website
We will be on Twitter by May 2016
High marks on our 5Essential Survey
Parents have input and decision making opportunities on their workshops and meetings topics
School Topics have been around the following:
~ Cyber Bullying
~ Common Core State Standards
~ Reading Strategies
~ How parents can better communicate with teachers
~ Additional supports for the parents for our EL and DL students
We have averaged a 100% report card pickup / parent conference over the last 25 pick ups.
We average 600 + parents for our Meet the Teachers and Family Reading Night
Mujeres Latinas - Parent Mentors
Parent Information Board
Only 3 Parent Tickets between 2013-2016 (all closed and resolved)
All notifications are distributed in English and Spanish. We also have requested Arabic and Polish as needed.
ROBO Calls by Ruiz Alumnus to promote first day/week attendance and the Back to School Jam

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)   18 of 18 complete

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

We anticipate that 90% of our students will be meeting their growth targets by 2020 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	62.00	75.00	80.00	87.00	90.00

National School Growth Percentile - Math

We anticipate that 70% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	66.00	47.00	80.00	87.00	90.00

% of Students Meeting/Exceeding National Ave Growth Norms

We anticipate that 80% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	55.10	57.20	70.00	75.00	90.00

African-American Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	99.00	99.00

Hispanic Growth Percentile - Reading

We anticipate that 70% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	62.00	75.00	77.00	87.00	90.00

English Learner Growth Percentile - Reading

We anticipate that 80% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	70.00	78.00	75.00	80.00	90.00

Diverse Learner Growth Percentile - Reading

We anticipate that 50% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	32.00	30.00	60.00	71.00	80.00

African-American Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	99.00	99.00

Hispanic Growth Percentile - Math

We anticipate that 60% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	66.00	48.00	80.00	87.00	90.00

English Learner Growth Percentile - Math

We anticipate that 60% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	84.00	43.00	60.00	66.00	80.00

Diverse Learner Growth Percentile - Math

We anticipate that 60% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	61.00	9.00	80.00	86.00	90.00

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

We anticipate that 70% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	46.00	54.00	60.00	65.00	70.00

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

We anticipate that 65% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	39.00	43.00	57.00	63.00	70.00

National School Attainment Percentile - Reading (Grade 2)

We anticipate that 50% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	18.00	17.00	34.00	49.00	60.00

National School Attainment Percentile - Math (Grade 2)

We anticipate that 40% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	16.00	14.00	40.00	50.00	60.00

% of Students Making Sufficient Annual Progress on ACCESS

We anticipate that 60% of our students will be meeting their growth targets by 2018 based on the trends we have seen over the last 3 years. If teachers continue to set individual growth goals for our students as we accelerate NWEA growth targets, and differentiate instruction based on ability, more of our students will be able to meet or exceed their targets	26.10	(Blank)	79.00	50.00	60.00

Average Daily Attendance Rate

We anticipate that our attendance rate will improve by communicating with our parents the importance of having students attend school for the entire day. We had a large percentage of early dismissals and we are working with those parents. whose students decrease overall attendance for the school. We will be providing attendance incentives for students, classrooms and grade bands. We also are working on SEL practices to ensure our students want to be here!	94.60	93.40	95.00	95.00	97.00

My Voice, My School 5 Essentials Survey

We are well-organized and will continue our efforts as we identify that our greatest strengths are with collaborative teachers, ambitious instruction, and safety.

| *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Create a culture that reflects a shared belief in the importance of academic and social emotional learning based on the creation and support of a shared growth mindset	students and teachers collaboratively setting goals based on high expectations, progress monitoring of goals, as well as recognition for on track success	an increase in the 5Essentials around supportive environment (specifically academic personalism) from neutral to strong.

Tags:
Attendance, Professional development, Communication, Culture of learning, Growth mindset, Expectations, Grit, Social emotional learning, Perseverance

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Use protocols and ask probing questions at ILT and TTeam meetings	Coaches, admin, ILT	Aug 27, 2018 to May 1, 2020	Not started

ILT, Grade level meetings, Questioning & discussion

Include weekly action items and roles for ILT and teacher team meetings	Coaches, admin, ILT	Aug 27, 2018 to May 1, 2020	Not started

ILT, Grade level meetings, Action planning

Professional development for teachers on how to analyze On-Track data to inform instruction	Coaches, Admin,	Oct 5, 2018 to Jun 14, 2019	Not started

Attendance, Instructiion, Data analysis, Practices, On track data

Professional learning around developing teachers' growth mindset and its impact on students' academic and social emotional learning	Coaches, Admin, ILT	Jan 14, 2019 to Apr 12, 2019	Not started

Professional Learning, SEL, Academic expectations, Growth mindset

Develop teacher-student coaching conversations to support goal setting (Using anecdotal notes) through professional learning	Coaches, Admin, ILT	Nov 5, 2018 to Jun 14, 2019	Not started

Goal setting, Professional learnig, Coaching support

Develop teacher - student feedback as a strategy that students will apply to increase ownership of learning to successfully self monitor and assess progress	Coaches, Admin, ILT	Sep 9, 2019 to Feb 8, 2020	Not started

Self assessment, Student ownership, Self monitoring

Strategy 2

If we do...	...then we see...	...which leads to...
develop a school wide curriculum map aligned to CCSS and grade level scope and sequence	students engaged with a curriculum without gaps that reflects what students should know, understand, and be able to do as they exit that grade level	a 10% increase in students' academic growth and attainment in NWEA reading and math.

Tags:
Curriculum, Scope and sequence, Curriculum map

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Provide PD on how to create a scope and sequence for the CCSS	Admin, Coaches, ISEL, CLI	Sep 10, 2018 to Apr 19, 2019	Not started

Professional development, Scope and sequence, Common core state standards

Provide time during grade level to collaborate and create a scope and sequence chart	Coaches, Teachers, CLI	Sep 10, 2018 to Jun 7, 2019	Not started

Grade level meetings, Collaboration, Scope & sequence

Allocate funding for supports within the curriculum such as mentor text and manipulatives.	admin	Apr 22, 2019 to Sep 9, 2019	Not started

Curriculum maps, Mentor texts, Manipulatives

Teachers will have PL on identifying and creating progress monitoring assessments to inform instruction.	admin, coaches, ISL, Teachers, CLI, Amplify	Jan 14, 2019 to May 8, 2020	Not started

Assessment, Instruction, Progress moniorting

Strategy 3

If we do...	...then we see...	...which leads to...
provide professional development around cognitive demand and equitable access	teachers providing students opportunities to productively struggle and engage in differentiated learning	a 10% increase in the overall number of students meeting attainment in NWEA Math and Reading.

Tags:
Instructiion, Cognitive demand, Access, Questioning, Agency,authority identity

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Continue to promote AAI in our classrooms and provide pd- productive struggle with rigorous task	admin, coaches, teachers, staff	Aug 27, 2018 to Jun 19, 2020	Behind

Rigorous tasks, Dok, Mentor texts, Agency, authority and identity

Teachers will receive in depth PD on how to scaffold instruction to ensure all students including diverse learners and English learners access appropriate texts and engage in complex tasks.	Admin, coaches, ILT, ISL, Summit	Dec 3, 2018 to Jun 7, 2019	Behind

Diverse Learners, English Learners, Instruction, Professional development, Text complexity

Teachers will receive PL on how to identify appropriate interventions for students or groups of students not making adequate progress.Tier II and Tier III	Admin, coaches, ILT,	Sep 10, 2018 to Jun 5, 2020	Behind

MTSS, Interevention, Multi tiered system of approaches

Monitor - One teacher team meeting per month will be utilize to address the fidelity of progress monitoring implementation. (including TRC/DIBELS)	Admin, coaches,	Nov 5, 2018 to Jun 12, 2020	Behind

Trc, Monitor, Dibels

PL for teachers around conferencing and feedback	Coaches, ILT, Admin,	Sep 9, 2019 to Feb 7, 2020	Not started

Action Plan

Strategy 1

NOT STARTED Use protocols and ask probing questions at ILT and TTeam meetings"

Aug 27, 2018 to May 01, 2020 - Coaches, admin, ILT

Status history

May 2

NOT STARTED May 02, 2018
Evidence
Agendas, notes

NOT STARTED Include weekly action items and roles for ILT and teacher team meetings"

Aug 27, 2018 to May 01, 2020 - Coaches, admin, ILT

Status history

May 2

NOT STARTED May 02, 2018
Evidence
Agendas, notes

NOT STARTED Professional development for teachers on how to analyze On-Track data to inform instruction"

Oct 05, 2018 to Jun 14, 2019 - Coaches, Admin,

Status history

May 2

NOT STARTED May 02, 2018
Evidence
Agendas, notes,

NOT STARTED Professional learning around developing teachers' growth mindset and its impact on students' academic and social emotional learning"

Jan 14, 2019 to Apr 12, 2019 - Coaches, Admin, ILT

Status history

NOT STARTED Develop teacher-student coaching conversations to support goal setting (Using anecdotal notes) through professional learning"

Nov 05, 2018 to Jun 14, 2019 - Coaches, Admin, ILT

Status history

NOT STARTED

Develop teacher - student feedback as a strategy that students will apply to increase ownership of learning to successfully self monitor and assess progress"

Sep 09, 2019 to Feb 08, 2020 - Coaches, Admin, ILT

Status history

Strategy 2

NOT STARTED Provide PD on how to create a scope and sequence for the CCSS"

Sep 10, 2018 to Apr 19, 2019 - Admin, Coaches, ISEL, CLI

Status history

May 2

NOT STARTED May 02, 2018
Evidence
Agendas, scope and sequence

NOT STARTED Provide time during grade level to collaborate and create a scope and sequence chart"

Sep 10, 2018 to Jun 07, 2019 - Coaches, Teachers, CLI

Status history

May 2

NOT STARTED May 02, 2018
Evidence
agendas, notes, scope and seuence

NOT STARTED Allocate funding for supports within the curriculum such as mentor text and manipulatives."

Apr 22, 2019 to Sep 09, 2019 - admin

Status history

May 2

NOT STARTED May 02, 2018
Evidence

NOT STARTED Teachers will have PL on identifying and creating progress monitoring assessments to inform instruction."

Jan 14, 2019 to May 08, 2020 - admin, coaches, ISL, Teachers, CLI, Amplify

Status history

May 2

NOT STARTED	May 02, 2018

Evidence
agendas, notes, assessments, learning walks data
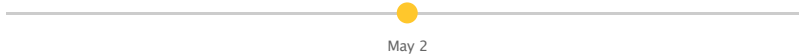
Strategy 3

BEHIND	Continue to promote AAI in our classrooms and provide pd- productive struggle with rigorous task"

Aug 27, 2018 to Jun 19, 2020 - admin, coaches, teachers, staff

Status history

May 2

BEHIND	May 02, 2018

Problem
Lesson plans, agendas, notes, student work analyzes, learning walks
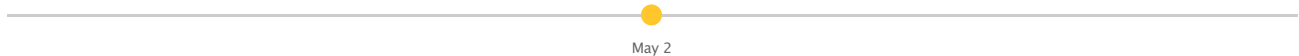**Root Cause**
Next steps

BEHIND

Teachers will receive in depth PD on how to scaffold instruction to ensure all students including diverse learners and English learners access appropriate texts and engage in complex tasks."

Dec 03, 2018 to Jun 07, 2019 - Admin, coaches, ILT, ISL, Summit

Status history

May 2

BEHIND	May 02, 2018

Problem
Learning walk, agendas, notes, IEP goals, Access scores
Root Cause
Next steps

BEHIND

Teachers will receive PL on how to identify appropriate interventions for students or groups of students not making adequate progress.Tier II and Tier III"

Sep 10, 2018 to Jun 05, 2020 - Admin, coaches, ILT,

Status history

May 2
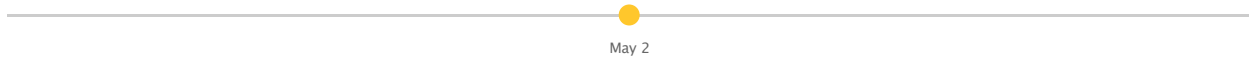
BEHIND	May 02, 2018

Problem
MTSS database, lesson plans
Root Cause
Next steps

BEHIND

Monitor - One teacher team meeting per month will be utilize to address the fidelity of progress monitoring implementation. (including TRC/DIBELS)"

Nov 05, 2018 to Jun 12, 2020 - Admin, coaches,

Status history

May 2

BEHIND	May 02, 2018

Problem

agendas, notes, TRC,
Root Cause
Next steps

Status history

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

○ ESSA Schoolwide Program

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

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

◉ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Ruiz Elementary School will hold their Principal Annual Title I meeting and Organizational Meeting on October 31 2018. Bilingual flyers informing parents of this meeting will be sent out to all families. Information will also be posted in the school's website for parents to refer to it. Flyers will also be posted by entrance of the school.

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

Principal and Bilingual Lead Teacher as well as the Literacy Coach will provide parents information regarding Title I Program at the annual Title I Program meeting scheduled for September 29th, 2018 at 8:30 a.m. Principal will discuss instructional priorities, assessment tools and student academic growth and growth targets.

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.

Ruiz plans to have regular parent meetings that address parent concerns such as but not limited to instruction, parental involvement, Math, Reading, and data review. Coaches, Literacy/Math/Bilingual, and Case Manager (IEP) will collaborate to ensure all areas are addressed for parents.

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.

State Assessment reports will be sent home for parent review on a timely manner. ACCESS Reports will also be sent home. EL Program Teacher and Literacy Coach/Math Coach will provide parent workshops in which the focus will be to help parent understand Assessment Results in ACCESS and other assessments.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

A letter is generated through CPS central office to be distributed to parents, in English and Spanish informing parents of teacher "highly qualified" status. Principal will respond to parent requests regarding their child's teacher "Highly Qualified" status in written form.

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.

Regular NCLB TITLE I meetings will focus on achievement standards; assessment review and expectations, and on how parents can monitor their child's progress and work with the educator. During IEP meetings regular classroom teachers and EL Program Teacher take an important role in the development and communication of the IEP to the parent.

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

Parents will be encouraged to take part in the network and district parent BAC and Title I meetings to serve as a resource for the rest of the parent community at Ruiz. NCLB Title I funding provides opportunity to parents to register and attend workshops around academic achievement around Common Core Standards and Bilingual Education best practices. Ruiz provides parents with annual training opportunities on how to access Parent Portal. Ruiz also attempts to host an annual Literacy or Math Family Night in efforts to involve families in academic best practices taking place in the classroom.

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.

Teachers are encouraged to maintain adequate and regular updates in Grade book so that Parent Portal information is available to parents with the most recent updates. Teachers have made effort to attain all parents email addresses to increase parent communication. Bilingual Lead Teacher implements and coordinates parent workshops and parent trainings to support the classroom focus in Math and Reading.

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

All parents are invited to our monthly BAC and Title I meetings at Ruiz Elementary School. All parents participate of Family Literacy Night events.

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 communications regarding student progress, scheduled event or meetings, disciplinary actions, and other school related communications are delivered to parents in both languages English and Spanish. During IEP meetings if parents are Spanish Speakers the case manager ensures that we have a translator at the meeting. A list of available translators is posted in the school's main office. Our office clerks are bilingual in Spanish and English. During parent conferences a bilingual staff member is assigned to classroom's in which the teacher is not bilingual. All of our parent meetings and or workshops are either bilingual or translated based on the audience need.

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.)

Our mission is to provide an educational experience that prepares all students to be critical thinkers and college and career ready by focusing our efforts on increasing achievement in literacy through a rigorous balance of focused instruction driven by data, common core standards, the arts, and health and nutrition education.

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

We have averaged a 100% Parent-Teacher Conference. Teachers /Parents have the option to schedule mini-appointments upon request. Bilingual translators are available as needed along with all the "special" teachers, i.e. Music, Art.

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

Parent portal, Primary Weekly Folders, NWEA (BOY) (MOY) Parent teacher Notice of Concern – Progress Monitoring – DIBELS and TRC Conference.

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

Parents may schedule visits and conferences with their teachers. Teaching staff are available during their preparation period.

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.

Mujeres Latinas – Parent Mentors Program. Parent volunteers for all academic and social activities

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

Parent Portal. Parent Workshops on how to help your child. Meet the Teachers Night. Progress Reports

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

LSC Meetings. PAC, Parent Portal, Open door Policy, BAC Meetings, Parent-Teacher conference

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 have individual goals.
Students are involved in making school decisions
Students reflect on their pride in their school (which is highlighted during spirit week)

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.

We will increase student academic achievement through parental involvement by focusing on Math and Reading practices that parents can practice at home with their children. These experiences will be an extension to the research based best practices that take place in the classroom. Parents will learn the research and methods to apply such practices through the use of games and family engagement activities.

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

Account(s)	Description	Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0 .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.	$ 1798 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 688 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 1000 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 900 .00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 0 .00
54565 **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.	$ 100 .00
53510 **Postage**	Must be used for parent and family engagement programs only.	$ 0 .00

| 53306 | **Software**
Must be educational and for parent use only. | $ | 0 | .00 |

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |