Walter S Christopher Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Katherine Gallagher	Principal	kmgallagher1@cps.edu	Has access
Amy McKee-Hamilton	Assistant Principal	ammckee@cps.edu	Has access
Kim Moyer	Counselor/PPLC	kamoyer@cps.edu	Has access
Jennifer McCarthy	Special Education Teacher	jamccarthy@cps.edu	Has access
Daniel Carlson	General Education Teacher	dccarlson@cps.edu	No Access
Patricia Witte	General Education Teacher	pgwitte@cps.edu	No Access
Griselda Macedo-Garcia	Bilingual Education Teacher	gmacedo-garcia@cps.edu	No Access
Susana Tapia-Alvarez	Bilingual Education Teacher	stapia@cps.edu	No Access

Team meetings

Date	Participants	Topic
02/02/2018	Christopher Staff	Overview of CIWP and Invitation to join CIWP team
02/13/2018	ILT	Reviewed CIWP process and SEF and scoring guidelines
02/20/2018	ILT	Assigning SEF categories to different school teams; engaging in SEF review and scoring
03/01/2018	ILT	SEF review and scoring- Dimension 1
02/14/2018	Grade Level Meetings	SEF review and scoring- Dimension 2
02/15/2018	Grade Level Meetings	SEF review and scoring- Dimension 2
02/21/2018	Grade Level Meetings	SEF review and scoring- Dimension 2
02/22/2018	Grade Level Meetings	SEF review and scoring- Dimension 2

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

> • School's vision, mission and beliefs are shared at Open House, LSC, PAC, BAC, ILT, 3CLT, Report Card Pick Up and other school led meetings.
> • The vision: Reach All, Teach All and Include All is on majority of correspondences sent home. Principal relays vision and mission at the State of the School Address twice a year at LSC meetings.
> • The 5 Essentials Survey Effective Leaders went from 29 and 30% in 2015, 2016 to an increase of 48% in 2017, as well as an increase from 2015, 2016 from 37and 42% to an increase of 52% in 2017.

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:

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

Score

1 2 **3** 4

- ILT has a member from each grade level and specialty.
- ILT meets 2 times a month or more to work on instruction, look at data, work on instructional practices specifically on A,A,I.
- ILT creates data wise agenda, records minutes and has binder with all resources and handouts.
- ILT brings learning back to grade level teams, shares feedback from instructional walks and peer observations.
- ILT participated in a one day summer retreat to focus on curriculum and instruction.
- Grade level team agendas are reflective of ILT focus
- ILT on 5 Essentials Survey moved from 22 & 23% in 2015,2016 to an increase of 42% in 2017.

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

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

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

• Student needs dictate how staff schedules are developed i.e. diverse learners, ELL..
• Teachers, PSRP's, therapists, and nurses schedules are developed to aligned with students IEP needs.
• High teacher and PSRP retention rate.
• Hiring committee is comprised of school administration, teachers, and/or para professionals to interview potential candidates for open positions the committee reviews resumes, cover letters, and letters of recommendation.
• Through the 21st century grant the YMCA provides after school programming which includes but is not limited to academic tutoring, cooking lessons, chess lessons, Dance, Zumba, Parent Workshops, Activity/Craft Nights, Family Bingo.
• Homework assignments are regularly turned in on a timely fashion as a result of the YMCA after school program. - Students enrolled in the after-school YMCA program have a higher rate of attendance as compared to those who are not.
• St. Ignatius High School provides their time and talents and a small gift with every student.
• The school is in a partnership with the Lincoln Park Zoo, Brookfield Zoo, Botanical Gardens, Common Threads, Small Bites, Family Cooking. All programs include ALL students and programs at our school. Various theater groups come and perform for students, using song, dance, and puppets.
• School exceeds the required number of bilingual/ ESL certified teachers. We have 8 teachers who are ESL certified and 4 that are bilingual certified. We currently have 5 more teachers that are pursuing ESL certification.
• Students are instructed by certified staff for the programs and/ or content areas for which they are enrolled.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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

> • Our Common Core State Standard Curriculum includes all of the following: Go Math!, Unique, Second Step, Touch Math, N2Y, Reading Street, My Sidewalks, SANDI, Google Classroom, Safari, NewsELA, Attainment, Readings Eggs, Kahoot, IXL, TumbleBooks, DESMOS, Quizizz, Starfall, Raz-Kids, Geogebra, Achieve3000.
> • Scope and sequence are integrated within our CCSS materials and instructional practices.
> • Ambitious Instruction is neutral, Effective leaders went from weak to neutral, and collaborative teachers went from 31 to 34 ad still in the weak range.
> • Will make improvements in all of the following areas: instruction and learning that is both culturally and historically relevant to all students while simultaneously addressing each students' language needs, to ensure that WIDA and SEL standards are being implemented alongside CCSS in teacher instruction and student learning, to enhance and individualize the learning experiences of all DLs, ELs, and advanced learners, and to further develop and incorporate more community partnerships and involvement beyond our already established relationships with programs such as Botanical Gardens and Brookfield Zoo.
> • Seek to implement the following improvement plans immediately: the scope and sequence across grade levels and disciplines to become more efficient and increase student learning, the development and implementation of higher quality CCSS unit plans and appropriate assessments that incorporate WIDA and SEL standards, and the further development of a health and PE curriculum. • 5 Essentials Ambitious Instruction remained at neutral, Effective Leaders went 2016-2017 from weak to Neutral from 30%-48%, and
> Collaborative Teachers remains weak but went up from 36%-39%.

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

> • Our CCSS materials are not only current, but they also address our students' multilingual and technological needs that provide them with various references and real-world applications allowing them to find success in both the classroom and beyond.
> • Will make improvements in the methods we design to scaffold, differentiate, and individualize learning for all students.
> • Will provide students with a stake in their own learning by providing them with choices and options that encourage and sustain interest and motivation.
> • Seek to implement the following improvement plans immediately: scaffolding and differentiation for students and their individual needs, implement practices that call for student choice by encouraging their input and providing them with options that again encourage and sustain interest and motivation.
> • 5 Essentials Supportive Environment remained neutral as well as Ambitious Instruction.

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

- Our school has developed a mindset to help and encourage students to learn. The first priority was to implement an attendance plan because learning is strongly inhibited by student absences. To encourage student attendance, we further implemented a school-wide PBIS program and monthly assemblies to recognize and celebrate our students. Furthermore, teachers engage in learning walks and instructional core visits to gauge best practices and enhance overall instructional practices among all teachers.
- Will make improvements by further developing our school wide expectations with respect to learning and classroom expectations to strengthen our culture for learning. Will increase student attendance by continuing to improve upon and promote the importance of coming to school each day through the school PBIS program and recognition assemblies. Will utilize performance and MARS tasks to gauge student proficiency and to build upon subsequent tasks that promote rigor.
- Seek to implement the following improvement plans immediately: in-depth examinations of student work, vertical planning across grade levels among parallel disciplines, the development and implementation of project-based learning, and creating tasks that are in-line with the key shifts in math and literacy.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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:

Score

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

• Our school has a system in place that mitigates the adverse effects experienced by students in transition. Programs and interventions are provided to students as they transition to high school, including access to and the use of the Naviance program. 8th graders are also exposed to and prepared for high school Algebra.
• Will improve on our use of the Naviance program by using it more consistently and effectively to provide additional exposure for our students so they are aware and understand the career paths available to them and the planning required for attending college.
• Seek to implement the following improvement plans immediately: progress monitor our ELL students to determine appropriate instruction so they high school, career and college ready, initiate college conversations beginning in the primary grades, and increasing parent awareness of opportunities for their students immediately and in the future when considering high schools, and college and career paths.

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

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

• Instructional practices focus on REACH assessments and are aligned to Common Core State Standards in that our school effectively communicates with students, uses question and discussion techniques aligned to the DOK, all of which engages our students in learning.
• Will improve on the development of our students' language for our monolingual population and our bilingual population for both their L1 and L2. Will address the needs of all learners - DL's, EL's, and advanced learners. Will monitor the effects of teaching on student learning to guide future practices. Will persist in adjusting our instruction with regards to best practices and student need. Will continue to improve upon purposing the lesson by including and helping students understand the what, how and why. Will increase our use of culturally and language appropriate instruction that is not only current, but also historically relevant to all of our students. Instruction will include and be guided by WIDA and SEL standards, in addition to CCSS. Will incorporate the use of community based programs such as Botanical Gardens, and the Lincoln Park and Brookfield Zoos.
• Seek to implement the following plans immediately: Utilize the scope and sequence as instructed by CPS more effectively; the development of stronger, evidence-based, data driven unit/ lesson plans and assessments that incorporate WIDA and SEL standards; and the development of a integrated health and PE curriculum.

Guide for Instruction

○ **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
○ **Effectively communicate with students.**
  ■ Guide students to articulate the relevance of the objective(s) to learning.
  ■ Anticipate possible student misunderstanding.
  ■ Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  ■ Enable students to contribute to extending the content by explaining concepts to their classmates.
  ■ Build on students' language development and understanding of content.
  ■ Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
○ **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  ■ Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  ■ Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  ■ Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  ■ Require students to cite textual evidence to support/develop a claim.
○ **Engage students in learning.**
  ■ Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  ■ Provide targeted supports to individual students or groups of students based on their identified needs.
  ■ Provide instruction designed to develop language domains for English learners.
○ **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  ■ Monitor progress and check for understanding for individual students.
  ■ Change instructional practice based on analysis of current data.
  ■ Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  ■ Also see *Balanced Assessment*.
○ **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**

- Intervene in a timely and effective way to help students who are struggling.
- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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

> • Balanced assessments and grading practices include all of the following: PARCC, NWEA, ACCESS/ Alternative ACCESS, DLM, DIBLES/ IDEL/ TRC, Kids First, Progress Reports, On-Track 5-Week data, GradeBook, Data Meetings, Grade level data meetings, Unit and Lesson planning.
> • Will improve our awareness and implementation of the accommodations and modifications written in student IEPs. Will improve on communication practices and frequency with families about student grades and progress. Will develop school-wide grading practices with regards to categories and weights.
> • Seek to implement the following plans immediately: progress monitoring practices that include screening and diagnostic assessments in both English and Spanish, utilize assessments that our accessible to all three of our student populations - DL's, EL's, and advanced learners, and those that are aligned to the instruction being taught, and implement a school-wide grading policy with consistency.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessment embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1   2   3   4

> • Second Step is being used to support Tier 1 instruction.
> • PBIS program and school wide expectations have been implemented school wide
> • Implement consistent progress monitoring systems in all grades
> • Establish a MTSS/BHT team that has consistent and scheduled meeting times
> • Create an MTSS process with clearly established protocols
> • Provide effective staff PD to support MTSS implementation
> • Develop a menu of research based interventions to support attendance, language arts, math and SEL

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

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is 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.

Score

1 **2** 3 4

- The expectation that all students can learn is consistently communicated to all staff during meetings and professional development activities.
- A sense of belonging is fostered within the classroom and the school community through SEL activities such as classroom buddies.
- School-wide expectations are clearly displayed on posters throughout the building and reinforced by teachers in the classrooms
- PBIS program has been implemented school-wide
- Strategies are utilized to support and increase student attendance including student/class incentives and recognition assemblies.
- Continued focus on encouraging student resilience, persistence and hard work through student self assessment and reflective habits.
- Implement more activities to support growth mindset to further student success
- Implement consistent progress monitoring for both academics and behavior

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:

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

Score

1   2   **3**   4

- Implemented a relationship with Mindful Practices and had whole staff trained.
- Developed calendar and created monthly activities with buddy classrooms to support SEL lessons.
- Implemented a school wide PBIS program, including assemblies and rewards.
- Scheduled common preps within grade bands.
- School wide SEL curriculum (Second Step) is taught weekly.
- SECA advisory board was created to allow for SECA voice to be heard.
- School wide professional development included a focus on SEL to build relationships.
- Will make improvements on having restorative conversations.
- Will make improvements on implementing tier 2 and tier 3 supports for students with SEL needs (behavior and attendance).
- Plan to provide opportunities for professional development as it relates to diversity for both students and staff.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   **2**   3   4

- Student voice is important at our school as we have a student council which includes a class president, vice president, treasurer and secretary, voted on by the 6th, 7th and 8th grade students.
- Students are given opportunities to learn about community, city, state, and national civic leaders and roles in class.
- Students reflect read, learn, and reflect in their roles related to politics.
- Teachers teach the structures and function of the government
- The following extracurricular activities are offered at our school: Math and Reading, Folkloric and modern Dance, Sports (PE), Arts, and Games
- Will make improvements on teachers integrating students' perspectives and interest in class, engaging with civic leaders, and providing opportunities for students to learn about the structures and history of local and national voting process.
- Will seek to implement a variety of school and classroom activities that support student voter preparation and participation in the electoral process.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers.
  - Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVC) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision-making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubric, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a: Creating an Environment of Respect and Rapport 2c: Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

Score

1 2 **3** 4

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.

• We have a PBIS program which includes posters, expectations, a PAWS rewards system. Teachers teach, model and reinforce positive behaviors.
• My School My Voice Survey for Supportive Environment is neutral at 54%.
• _____% of teachers are proficient and distinguished
• School Climate Standards Rubric/Assessment
• Will make improvements on transitions, including all times students are in the hallway--between classes, dismissal and arrival. Will also improve on having clear procedures for reporting and responding to safety concerns.
• Seek to implement office referrals and classroom managed behaviors

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

• With our PBIS program we reinforce positive behaviors and expectations.
• Routines and transitions are timely allowing for maximum instructional time
• Teach school wide expectations
• Provide short term and long term opportunities to reinforce and acknowledge positive behaviors
• Will make improvements on 3CLT and their role and responsibilities. Build stronger relationships with parents. Add SEL standards to lesson and unit plans and allowing time for MTSS for SEL to see behavior growth
• Seek to implement professional development to the staff on restorative practices, trauma, anger management, specific school wide discipline procedures and mentors to new teachers.

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

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.

- My School My Voice Survey went from 37% to 41% and from weak to neutral for Involved Families.
- Our office staff is very welcoming, in the entrance and office we have the vision and mission posted for all students, teachers, staff
- All teachers have communication logs kept with information about meetings and conversations with parents
- We currently have and keep record of PAC/BAC Agenda and Flyers
- We have assemblies celebrating different cultures and languages throughout the year
- We provide native language (Spanish) provided at all meetings and flyers that are sent home to parents to ensure all parents are aware of all important information in their native language
- Will make improvements on sending home more parents newsletters, providing more parent and family activities and coffee with the principal mornings, as well as informing parents of attendance expectations and grade level standards.
- Seek to implement a more regularly informing of parents of their child's attendance, discipline, academics, SEL, and health & wellness as well as positive personalized communication to families.

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
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	**1** 2 3 4 5 ⊘
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 Quality Teaching: Instruction	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: Culture for Learning	1 2 3 **4** 5 ⊘

2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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 Student Learning: Instructional Materials	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 ⊘

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					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	70.00	71.00	75.00	81.00	90.00
National School Growth Percentile - Math					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years	58.00	52.00	56.00	61.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	57.50	57.70	58.00	58.85	60.00
African-American Growth Percentile - Reading					
N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	54.00	82.00	82.00	82.00	85.00
English Learner Growth Percentile - Reading					
N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
African-American Growth Percentile - Math					
N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	53.00	52.00	56.00	61.00	70.00
English Learner Growth Percentile - Math					
N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
Diverse Learner Growth Percentile - Math					
N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	21.00	28.00	30.00	34.00	40.00
National School Attainment Percentile - Math (Grades 3-8)					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	28.00	25.00	28.00	32.50	40.00
National School Attainment Percentile - Reading (Grade 2)					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	*(Blank)*	7.00	20.00	23.50	40.00
National School Attainment Percentile - Math (Grade 2)					
This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	*(Blank)*	8.00	20.00	24.00	40.00
% of Students Making Sufficient Annual Progress on ACCESS					

N/A	20.60	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	92.10	89.70	90.00	90.00	92.00

My Voice, My School 5 Essentials Survey

This goal was set using the CIWP Goal Setting Calculator which ensures that in two years, we will move each metric up at least one level, and all metrics will be scoring at least 3 points. If we make this and our other goals our SQRP rating will be Level 2+ in 1 year and Level 1 in 2 years.	(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 successful multi-tiered system of supports	high quality standards based differentiated instruction, school-wide positive behavior supports and committed educators	ALL students learning and succeeding at high levels. We will see an increase of students on track including grades/attendance and be able to provide supports and intervention for students at risk.

Tags:
MTSS, Academic mtss, Mtss folders, Behavior mtss, Mtss coordinator, Mtss team, Mtss process

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Create MTSS/BHT Team	Administration MTSS Lead	Jul 1, 2018 to Aug 31, 2018	Not started

Mtss team

Assign MTSS Coordinator Role	Administration	Aug 27, 2018 to Sep 28, 2018	Not started

Create a Calendar of Team Meeting dates	MTSS Team	Sep 4, 2018 to Oct 1, 2018	Not started

Protocols, Roles, Organization, Priorities, Mtss team

Establish and implement protocols and student tiering criteria to guide MTSS implementation.	Administration, MTSS Team,	Sep 4, 2018 to Jun 12, 2020	Not started

Data analysis, Protocols

Develop and implement a menu of interventions/supports at Tier 1, Tier 2 and Tier 3	Administration, MTSS Team	Sep 4, 2018 to Jun 12, 2020	Not started

Data analysis, Data driven instruction, Guided reading, Small group instruction, Document student progress, Individualized instruction, Ells, Menu of intervention

Strategy 2

If we do...	...then we see...	...which leads to...
have a high quality, rigorous curriculum aligned to Common Core State standards	teachers following a scope and sequence, integrating social emotional learning	meeting the needs of ALL of our students including diverse learners, English learners and advanced learners.

Tags:
Diverse Learners, Curriculum, Common core state standards, English language learners

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Develop scope and sequence in our core programs to ensure consistency and pacing of teaching	Teachers Administration	Sep 4, 2018 to Jun 19, 2020	Not started

Common core state standards

Review lesson plans and provide feedback to ensure implementation of Common Core State Standards	Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Scope and sequence, Pacing guides

Continue Implementation of What, How, Why Strategy	Teachers	select	Not started

Implement a structured Physical Education and Health Program	Physical Education Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Health education

Strategy 3

If we do...	...then we see...	...which leads to...
provide high quality rigorous instruction aligned with Common Core, WIDA and SEL Standards	teachers providing differentiated instruction for all students	improved student achievement in the core subject areas

Tags:
SEL, Instruction, Differentiatied instruction, Wida, Common core state standards

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Include WIDA and SEL standards in Lesson Plans to guide and support instructional planning.	Teachers Admin	Sep 4, 2018 to Jun 12, 2020	Not started

SEL, Lesson plans, Wida

Action step	Responsible	Timeframe	Status
Submit Weekly Lesson/Unit Plans on Google Drive	Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Lesson plans

Action step	Responsible	Timeframe	Status
Create schedules for all programs to focus on balanced literacy components including: Whole groups, small groups, word study, independent literacy tasks	Administration ILT Team	Sep 4, 2018 to Jun 12, 2020	Not started

Balanced literacy, Small group instruction, Schedules

Strategy 4

If we do...	...then we see...	...which leads to...
create a positive culture for learning,	students and staff engaged in academic behaviors that encourage perseverance, reflect high expectations, and promote a growth mindset	increased academic achievement and student attendance.

Tags:
Attendance, SEL, Culture for learning, Culture and climate, Academic behaviors

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Create strategies and incentives to encourage daily and timely attendance.	Administration Attendance Committee Homeroom Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Attendance, Attendance incentives

Action step	Responsible	Timeframe	Status
School-wide expectations will be displayed throughout the building	Administration Climate & Culture Team Teachers	Sep 4, 2018 to Oct 1, 2018	Not started

School expectations

Action step	Responsible	Timeframe	Status
Classroom expectations will be created and displayed within all homerooms within the first week of class.	Homeroom Teachers	Sep 4, 2018 to Oct 1, 2018	Not started

Classroom expectations

Action step	Responsible	Timeframe	Status
Redesign 8th grade contract to include all middle school students and hold parent meeting to establish high expectations for students around attendance, behavior and grades	Administration Counselor Middle School Teachers	Sep 3, 2018 to Sep 28, 2018	Not started

Attendance contracts, Middle school

Action step	Responsible	Timeframe	Status
Utilize school-wide PBIS ticket system aligned to school wide expectations to recognize students who reflect the expectations.	All staff	Sep 4, 2018 to Jun 12, 2020	Not started

Schoolwide expectation, Pbis program

Action step	Responsible	Timeframe	Status
Use restorative practices in all areas within the school (classrooms, hallways, lunch, and recess.) to reduce and or eliminate discipline referrals.	Administration, Counselor, Behavior Team, and Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Restorative practice, Restorative approaches to discipline

Strategy 5

If we do...	...then we see...	...which leads to...
provide on going high quality relevant professional learning focused on our priorities: Culture for Learning, Curriculum, Instruction and MTSS	staff implementing new practices given sufficient support, time and safe practice space with peer observation opportunities	to increased student knowledge and growth.

Tags:
MTSS, Instruction, Curriculum, Professional development, Culture for learning

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Schedule professional learnings to strengthen teacher capacity in the area of MTSS	Administration ILT	Sep 10, 2018 to Jun 12, 2020	Not started

MTSS, Professional development

Action step	Responsible	Timeframe	Status
Schedule professional learning to strengthen teacher capacity in the area of Curriculum in relation to Common Core, SEL, and Wida Standards	Administration ILT	Sep 10, 2018 to Jun 12, 2020	Not started

Curriculum, Professional development

Action step	Responsible	Timeframe	Status
Schedule professional learning to strengthen teacher capacity in the area of Instruction	Administration ILT	Sep 11, 2018 to Jun 12, 2020	Not started

Instruction, Professional development

Action step	Responsible	Timeframe	Status
Schedule professional learning to strengthen teacher capacity in the area of Culture for Learning	Administration ILT	Sep 4, 2018 to Jun 12, 2020	Not started

Professional development, Culture for learning

Action step	Responsible	Timeframe	Status
Continue weekly grade level meetings to support teacher planning and collaboration as well as provide opportunities for vertical planning and peer observations.	Administration Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Grade level meetings, Grade level teams, Peer observation, Teacher planning, Collaborative planning

Conduct voluntary morning faculty meetings in order to increase professional learning and continue building community	Administration Teachers	Sep 4, 2018 to Jun 12, 2020	Not started

Professional development, Community

Action Plan

Strategy 1

NOT STARTED — Create MTSS/BHT Team"
Jul 01, 2018 to Aug 31, 2018 - Administration MTSS Lead

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
meeting sign-in sheets, agendas

NOT STARTED — Create a Calendar of Team Meeting dates"
Sep 04, 2018 to Oct 01, 2018 - MTSS Team

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
Google Calendar School Website

NOT STARTED — Establish and implement protocols and student tiering criteria to guide MTSS implementation."
Sep 04, 2018 to Jun 12, 2020 - Administration, MTSS Team,

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
Green Folder MTSS Protocol forms Progress monitoring sheets, Assessment Results

NOT STARTED — Develop and implement a menu of interventions/supports at Tier 1, Tier 2 and Tier 3"
Sep 04, 2018 to Jun 12, 2020 - Administration, MTSS Team

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
Intervention Menu MTSS Protocol Forms

NOT STARTED — Assign MTSS Coordinator Role"
Aug 27, 2018 to Sep 28, 2018 - Administration

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
Assign role and responsibilities to collegue

Strategy 2

NOT STARTED — Develop scope and sequence in our core programs to ensure consistency and pacing of teaching"
Sep 04, 2018 to Jun 19, 2020 - Teachers Administration

Status history

May 21

NOT STARTED — May 21, 2018
Evidence
Curriculum Maps Lesson/Unit Plans Reach Observations Scope and Sequence

NOT STARTED — Review lesson plans and provide feedback to ensure implementation of Common Core State Standards"
Sep 04, 2018 to Jun 12, 2020 - Teachers

Status history

May 21

NOT STARTED — May 21, 2018
Evidence

Lesson/Unit Plans Reach Observations

| NOT STARTED | Implement a structured Physical Education and Health Program" |

Sep 04, 2018 to Jun 12, 2020 - Physical Education Teachers

Status history

May 21

| NOT STARTED | May 21, 2018
Evidence
Lesson/Unit Plans Reach Observations Scope and Sequence |

| NOT STARTED | Continue Implementation of What, How, Why Strategy" |

- Teachers

Status history

May 21

| NOT STARTED | May 21, 2018
Evidence
Posters Lesson/Unit Plans |

Strategy 3

| NOT STARTED | Include WIDA and SEL standards in Lesson Plans to guide and support instructional planning." |

Sep 04, 2018 to Jun 12, 2020 - Teachers Admin

Status history

May 21

| NOT STARTED | May 21, 2018
Evidence
Lesson Plans |

| NOT STARTED | Submit Weekly Lesson/Unit Plans on Google Drive" |

Sep 04, 2018 to Jun 12, 2020 - Teachers

Status history

May 21

| NOT STARTED | May 21, 2018
Evidence
Google Drive Lesson Plans Check list |

| NOT STARTED | Create schedules for all programs to focus on balanced literacy components including: Whole groups, small groups, word study, independent literacy tasks" |

Sep 04, 2018 to Jun 12, 2020 - Administration ILT Team

Status history

May 21

| NOT STARTED | May 21, 2018
Evidence
Schedules Lesson Plans |

Strategy 4

| NOT STARTED | Create strategies and incentives to encourage daily and timely attendance." |

Sep 04, 2018 to Jun 12, 2020 - Administration Attendance Committee Homeroom Teachers

Status history

May 21

| NOT STARTED | May 21, 2018
Evidence
Attendance Plan Invoices Monitoring Sheet |

| NOT STARTED | School-wide expectations will be displayed throughout the building" |

Sep 04, 2018 to Oct 01, 2018 - Administration Climate & Culture Team Teachers

Status history

May 21

| NOT STARTED | May 21, 2018
Evidence
School Posters |

| NOT STARTED | Classroom expectations will be created and displayed within all homerooms within the first week of class." |

Sep 04, 2018 to Oct 01, 2018 - Homeroom Teachers

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Classroom Rules Checklist

NOT STARTED   Redesign 8th grade contract to include all middle school students and hold parent meeting to establish high expectations for students around attendance, behavior and grades"

Sep 03, 2018 to Sep 28, 2018 - Administration Counselor Middle School Teachers

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Meeting Date Contract Parent signed contracts Sign in Sheet

NOT STARTED   Utilize school-wide PBIS ticket system aligned to school wide expectations to recognize students who reflect the expectations."

Sep 04, 2018 to Jun 12, 2020 - All staff

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Tickets Class Dojo School Store Inventory

NOT STARTED   Use restorative practices in all areas within the school (classrooms, hallways, lunch, and recess.) to reduce and or eliminate discipline referrals."

Sep 04, 2018 to Jun 12, 2020 - Administration, Counselor, Behavior Team, and Teachers

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Restorative Practices Forms Office Referral Forms

Strategy 5

NOT STARTED   Schedule professional learnings to strengthen teacher capacity in the area of MTSS"

Sep 10, 2018 to Jun 12, 2020 - Administration ILT

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
PD calendar Agendas Sign-in Sheets Exit Slips

NOT STARTED   Schedule professional learning to strengthen teacher capacity in the area of Curriculum in relation to Common Core, SEL, and Wida Standards"

Sep 10, 2018 to Jun 12, 2020 - Administration ILT

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
PD calendar Agendas Sign-in Sheets Exit Slips Lesson/Unit Plans

NOT STARTED   Schedule professional learning to strengthen teacher capacity in the area of Instruction"

Sep 11, 2018 to Jun 12, 2020 - Administration ILT

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
PD calendar Agendas Sign-in Sheets Exit Slips

NOT STARTED   Schedule professional learning to strengthen teacher capacity in the area of Culture for Learning"

Sep 04, 2018 to Jun 12, 2020 - Administration ILT

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
PD calendar Agendas Sign-in Sheets Exit Slips

NOT STARTED   Continue weekly grade level meetings to support teacher planning and collaboration as well as provide opportunities for vertical planning and peer observations."

Sep 04, 2018 to Jun 12, 2020 - Administration Teachers

Status history

May 21

NOT STARTED   May 21, 2018
Evidence
Agendas Minutes Peer Observation Schedules

Conduct voluntary morning faculty meetings in order to increase professional learning and continue building community"

Sep 04, 2018 to Jun 12, 2020 - Administration Teachers

Status history

May 21

NOT STARTED May 21, 2018
Evidence
Agendas Sign-in Sheets

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.

> Our Annual Principal Meeting for Title 1 PAC will be held on September 2018. The organizational meeting will be held on September 2018. The parental involvement policy will be reviewed at least twice a year with parents. Parental input will also be encouraged through the CIWP process. Parents will determine how funds are spent and the Principal ensures they follow guidelines and procedures. Information about our school mission and vision, CIWP, Parent Portal, Assessments, CCSS, and Attendance are shared at meetings and during report card pick up and parent workshops.

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

> The school will hold an annual meeting and organizational meeting for Title 1 PAC in September 2018. These meetings will inform parents of the school's participation in Title 1 programs, and to explain the Title 1 requirements and their right to be involved in the Title 1 programs. The school will also offer a number of additional parental involvement meetings, including monthly school PAC meetings and will invite all parents. Title 1 parents, families and community members will receive information in the following areas: CIWP, CPS Guidelines for our Title 1 Parental Involvement Program, CPS Policy on Parent Involvement, Title 1 Program Parent Involvement Training Budget, Parent Involvement of the ESEA/NCLB Act, and our 2018-2019 meeting dates for LSC, BAC, PAC. All Materials/notices are available to parents and community in both English and Spanish.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> The school will provide opportunities for regular meetings including monthly PAC, BAC, LSC meetings, State of School and Coffee with the Principal for parents to ask questions and participate in dialogue with the principal about decisions in regards curriculum, instruction, and social emotional learning. Administration will follow up with action steps.

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.

> Parents are given their copies of the child's performance results on assessments such as PARCC, NWEA, DIBELS, DLM, ACCESS when they are received by the school. Teachers meet with parents during Parent Conferences-Report Card Pick-Up to discuss their child's results and progress. Parents are encouraged to schedule conferences to discuss assessments and student progress throughout the school year.

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.

> Every parent receives a letter explaining highly qualified teachers as specified in the Title I Final Regulations. Parents have the option to receive information regarding their children's teachers being highly qualified. When the Board of Education sends letters to Christopher School regarding teachers' highly qualified status, these letters are sent home to the parents. All Teachers are currently "highly qualified" in the position they are teaching in and if to change all notices will be sent home.

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.

> Our LSC will hold two (2) public Bi -Annual meetings to share our Continuous Improvement Work Plan.
> (ILCS Article 34)
> A copy of our school report card and our CIWP is available for parents and the community to view
> in the school office. Our Title I PAC training sessions are designed to assist and support our parents
> requests to get information on how they can help their children at home through meetings and workshops.

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.

> Our counselor, social worker, ELPT, teachers and partnerships with Gadshill, YMCA and Community in Schools provide workshops to assist our parents by providing activities around SEL needs, Naviance,
> instructional supports, reading strategies, technology, Behavior and health as they have requested at their
> Title I PAC meetings, our surveys and their evaluations. Resources selected by parents will be shared
> at PAC,BAC, LSC meetings, parent teacher conference days,Flyers home and available in the main office.

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.

Our staff professional development sessions also cover information about our Title I PAC program activities for our parents and the community. Christopher reaches out to the parents and community through regular meetings, Open House, Report Card Pick-Up, Book Fairs, Assemblies, Special Culture and Awareness days, Special Olympics etc. Parents in the PAC meet monthly with parents and Administration to plan
and organize ways to facilitate ongoing contributions from parents. A small parent volunteer team supports school, teacher and events that take place in the school. Parents are always welcome at Christopher.
Teachers are expected to contact parents when issues arise with the students and if appropriate or needed, administration becomes involved. For students in our cluster programs, special education teachers maintain daily communication with the parents through communication books/notebooks Staff are encouraged throughout the school year to contact parents regarding student progress and upcoming activities their students are involved in such as assemblies.

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

Christopher currently does not have a pre-school program. Information is made available for parents regarding Child Find Screening Program and registration and inform them of schools that have pre-school programs for reference.

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 information of PAC, BAC, LSC, Open House, Parent Conferences and any other meeting are published in both English and Spanish on our monthly calendar, Parent Monthly Newsletter and reminder notices. Report cards are available in both English and Spanish. LSC agendas and Principal Report are available in both English and Spanish. All school correspondence is sent home in English and Spanish.
All meeting agendas are posted on the school doors 48 hours before all meetings. Christopher regularly sends home fliers as well as a monthly calendar for parents in English and Spanish.
Parents are well informed and are welcome to call or come to school to ask questions.

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.)

Christopher School, consistent with its mission to Reach All, Teach All and Include All is committed to providing a differentiated academic program that will support all of our students through professional development and shared leadership with an emphasis on CCSS in literacy, math, and Next Generation Science Standards along wtih technology and inclusive educational activities. We foresee that all students will succeed in an inclusive, positive, supportive and safe learning environment that facilitates each student's growth, emphasizing academic excellence, socialization and communication.We are
committed to providing a rigorous academic program that supports literacy and learning in all areas of education, and for all students. Through sound teaching practices and professional development
involving all stakeholders, community members, and parents, we will join together to help produce
students who are contributing members of their society.

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

Parent-Teacher conferences are held twice a year, at the end of the first and third marking periods. Parents have the opportunity to meet with their child's teachers individually to discuss their progress in school at any time during the school year. Dates are as followed: Wednesday, November 14, 2018 and Wednesday, April 10, 2019.

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

Progress Reports are distributed for all students at the 5th, 15th, 20th and 35th week of school. Report Cards and IEP Progress Report Cards are distributed quarterly with the Standard Report Card. Distribution days are aligned to with the CPS calendar for distribution.
Dates are as followed for Progress Reports:
Oct. 5, 2018
December 14, 2018
March 8, 2019
May 17, 2019
Dates are as followed for Report Cards:
November 14, 2018
February 8, 2019
April 10, 2019
June 18, 2019

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

Parents may call the office to speak with teachers or set up a time to speak to their child's teacher. Parents may use the communication notebook for our special education students to request an appointment.
Appointments are made with parents when requested.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are invited to visit their children's classrooms for special presentations and/or activities or accompany students on fieldtrips. Parents may also visit their children's classroom if the visit is
approved by administration. Parents are also encouraged to participate in the parent mentor
program, volunteering in classrooms four times a week. Parents of incoming special education students are invited to attend an Open House during the school day so parents can meet some members of the staff, tour the building and see our program in progress. Parents are able to observe in classrooms with an appointment.

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

Parents are responsible for checking their child's homework agenda on a daily basis. Parents are
responsible for calling the school as well as sending a noteto school if their child will be absent.
Parents are encouraged to use the parent portal to monitor their child's progress.Parents are contacted and requested to attend a meeting to discuss the progress of students who are not making appropriate academic progress, attendance or social/emotional/behavioral concerns.

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

Communication between home and school happens regularly. Parents have the opportunity to speak with teachers before school and after school, during report card pick up, etc. Teaches discuss students'
progress and how parents can assist with learning at home.Parents are able to and are encouraged
to meet with their child's teacher(s), counselor, and/or school administration regarding any concerns they may have about their child's education/educational needs. Parents can call, write, or come in person to request a conference. Interpreters are made available to prevent any language barriers. Parents meet at least annually to discuss their child's progress and develop their IEP.

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

Students are accountable for their own learning. Students must take ownership of their learning as they
are aware of their strengths and weaknesses as well as their target growth scores. Through the use of weekly reports and CICO students set their own learning goals and are able to self monitor. Students take
pride in their learning and achievements and want to please their teachers and parents. Students are expected to be on time and prepared for school and in uniform daily. They are expected to be active learners and turn all assignments in on time.
Students receive positive recognition throughout the school year for academic achievement, attendance, and positive contributions to their learning.

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.

1. Provide informational meetings and activities for all Christopher families.
2. Educational field trip(s) to meet the literacy and cultural needs of the home.
3. Purchase supplies and materials that will support parents helping their children meet the CCSS, make grade level progress, and meet the social and emotional needs of their children.
4. Increase student achievement by helping parents understand ways to support the curriculum and CIWP goals at home with their children.
September 2018 Principals Title I Annual Meeting /Title I Election and Organizational Meeting (PAC)

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 666 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount .00
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.	$ Amount .00
53510	**Postage** Must be used for parent and family engagement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00