William H Seward Communication Arts Academy ES / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic

03/14/2018	Nora A. Cadenas, Pebble Jackson, Patricia Zarate, Rosa Ramirez, Marcella Martinez, Nancy Ibarra, Sarai Jimenez, Kim Kaberna	SEF
03/19/2018	Nora A. Cadenas, Patricia Zarate, Kimberly Kaberna, Sarai Jimenez, Marcella Martinez, Nancy Ibarra, Leticia Guerrero	SEF
04/05/2018		SEF
04/10/2018		SEF
04/11/2018	Nora A. Cadenas, Patricia Zarate, Pebble Jackson, Sarai Jimenez, Marcella Martinez, Leticia Guerrero, Jose Gutierrez, Kim Kaberna, Rosa Ramirez	SEF
04/16/2018	Nora A. Cadenas, Patricia Zarate, Pebble Jackson, Sarai Jimenez, Marcella Martinez, Leticia Guerrero, Jose Gutierrez	Strategies
04/17/2018	Nora A. Cadenas, Patricia Zarate, Pebble Jackson, Sarai Jimenez, Marcella Martinez, Nancy Ibarra, Rosa Ramirez, Greg Michie, Jose Gutierrez	Strategies and Review Goals

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

Set the direction and create a sense of purpose by building consensus on and implementing a shared vision:
*Our vision is posted on the school's website. There is a need to post it in all the classrooms in both buildings.
PPLC has organized teacher workshops to increase relational trust amongst all stakeholders.
*The LSC/HOS ensures that the CIWP priorities and budget are aligned.
*The vision was originally developed at a school-wide meeting. The vision was updated by the Middle School *Program to include the International Baccalaureate philosophy. The mission and vision will be reviewed in June 2018.
*Professional development agendas and the budget are organized by the CIWP priorities. Parents receive this information during the LSC meetings and the State of the School Address.

Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students):
*Seward's Guidelines for Success and the mission statement are posted in some classrooms.
*Seventh and Eighth-grade students serve on the Student Council. These students make suggestions for change as well as participate in service-learning activities. The students serve as translators for school events.
*All teachers have the opportunity to facilitate meetings: Grade Level, Curriculum, ILT, PPLC, and PPC.

Empower others to make or influence significant decisions:
*Each teacher chooses a curriculum team to join. Each team develops a theory of action and milestones to improve the subject area. Each team also develops a curriculum night for families and professional development for peers.
*The ILT has implemented four schoolwide powerful practices as part of the Cycle of Continuous Improvement.
*Teachers collaborated to select the reading and math program.
*Teachers also have the flexibility to choose additional supplemental resources to support the instruction and provide interventions.
*Seward consistently implements the following academic and extracurricular recognitions: Lion of the Month, NWEA awards, and Sports Awards.
*All teachers have implemented peace circles and the second step program as part of the SEL Curriculum.

Create and sustain a coherent instructional program (coordinated and consistent) with learning goals:
*In order to sustain a coherent instructional plan, teachers collaborate on unit plans.
*ELPT facilitates a Bilingual Learning Series-2016-2017: 6 meetings, 2017-2018: 1 meeting.
*Cultural Units were developed summer 2017 and shared with staff fall 2017.
*Discuss and collaborate to implement initiatives developed by the following committees: PPLC, ILT, PPC, LSC, BAC, PAC

Use the CPS Framework for Teaching to ground instructional guidance and coaching:
*Feedback and resources are provided to all teachers as part of the evaluation process.

Enable staff to focus and prioritize what matters most:
*Grade level and vertical teams collaborate to support students academically and social-emotionally.
*Individual and groups are engaged in discussions and surveys to select priorities and reduce external distractions. There is a need to increase this effort via whole staff engagement activities.

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

Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement:
*The Theory of Action is based on NWEA data analysis, staff surveys, and team members research for possible root causes. We identify the main priorities to reduce achievement gaps, research for a strategy (powerful practice) that meets this specific academic challenges, designed training of ILT members and staff, and develop an action plan for implemented the powerful practice.
*Majority of members represent various grade levels and programs in our school (DL, BIlingual, Monolingual)
*To vet initiatives they use data such as NWEA to determine which power practice we will work on.
*Powerful practice is chosen that can go across content areas such as Purposing of a Lesson, Questioning for Understanding; All data sources is used NWEA, on track data, access, trc/dibels. A root cause analysis was done.

Share leadership for improving teaching and learning with representative school members:
*Based on data, the ILT decides a purpose and instructional priority. Powerful Practices are created from the data gathered.
*Representation in ILT from various grade levels and programs (TBE, IB, DL, etc.)
*ILT members bring different perspectives on how to apply the powerful practice depending on the style of each teacher, as long as all the elements for the powerful practice and the outcomes are met. Teachers have flexibility for what lesson plan and instructional delivery style they can use to implement the strategy. Videos from online resources and the members themselves are used to see different ways teachers may use the powerful practice.

Use protocols and ask probing questions:
*Data such as NWEA is used to determine powerful practice
*Various protocols are used for our powerful practices
*Using NWEA data we look at each strand vertically and horizontally year-to-year to find patterns for strengths and challenges. This helps us to do research on what best practice will meet the needs of our students overall.

Use timely and relevant data/evidence sources:
*NWEA is the main data used to determine a powerful practice. We currently do not look at attendance data to design the Theory of Action.
*During the summer we gather all students reports and we focus on all subgroups. This helps us to find any pervasive patterns of achievement gaps, or to find if certain groups are showing greater academic difficulties. We revisit this information in the winter for any changes.

Schedule and structure frequent meetings:
*Frequent meetings bi-monthly
*A rotating facilitator creates the agenda for each meeting and keeps the pace during the meeting to meet most of the action items.
*Collaborate effectively, value transparency
*All team members have equity of voice

Collaborate effectively, value transparency, and inform and engage stakeholders:
*All team members have equity of voice.

Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work:
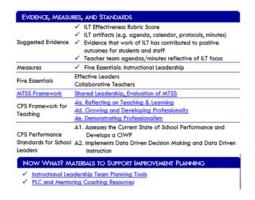*The capacity of teacher team is not a focus to lead to cycles of learning since the ILT focuses on only one practice (IRAs)
*Evidence: Some grade level minutes reflect an ILT focus; MOY NWEA data is used to see if the powerful practice was effective; looking at lesson plans for IRAs; Rubrics for Walk Throughs to see if IRAs were evident in the classrooms
*Regular feedback to the stakeholder(teachers not on ILT) is needed.
*Faster implementation of powerful practice so that teachers have time to internalize the strategy and sustain it as part of instruction.

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

Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps:
*SQRP-
For 2017, Reading Growth is at 68%, which is a decrease from 2016; Math Growth is at 52%, which is an increase from 2016; NWEA Growth Percentage is 53.9%, which is an increase from 2016.
For 2017, Reading attainment for 2nd is 25%, which is an increase in 2016; Math attainment for 2nd is 14%, which is a decrease from 2016: Reading attainment for the 3rd-8th grade is 47%, which is an increase from 2016. Math attainment for the 3rd-8th grade is 33%, which is an increase from 2016.
*Network 8 Professional Development sessions: Principal and Assistant Principal & Network 8 Summits, Professional Learning Session: Observation and Feedback Using Bambrick's Framework

Implement and sustain on-going, job-embedded professional learning (PL):
*Full Staff Professional Development Days:
August 28, 2017: SEL activity, Complete CCSS Checklist, and Curriculum Map by grade level (1-5), update Unit Plans
August 29, 2017: Complete CCSS Checklist and Curriculum Map by grade level (1-5), update Unit Plans
August 30, 2017: SEL activity, SEL Second Step Program, the Instructional Core: Evaluating Curriculum, Instruction, and Assessment, Professional Grading Standards and Practices for CPS Teachers
August 31, 2017: SEL Activity, ILT Powerful Practice: Interactive Read Alouds, REACH Orientation Parts 1 and 2, CPS Chronic Conditions Training, NWEA Data Analysis Review
November 3, 2017: SEL Activity, Access Test for ELs, SEL: Peer Circles, ILT and Reading Vertical Team Activity on Interactive Read Alouds, IB MYP Authorization Process Updates, Development of Scope and Sequence (Gr. 1-5), IB MYP Assessment Standardization (Gr. 6-8)
February 2, 2018: Science Vertical Team PD at the Peggy Notebaert Nature Museum: Topic 1: Science Integration - Inquiry-Based Learning; Topic 2: Science Integration - Resources; Topic 3: Science Integration - International Mindedness
*Vertical Curriculum Teams provide professional development as a milestone to accomplishing their Theory of Action. Vertical Team Professional Development Sessions for 2015-2016: Writing Scope and Sequence, Go Math Program implementation and online components, Text Dependent Questions, and NGSS
*Professional Development shared from outside sources

Make 'safe practice' an integral part of professional learning:
*Teachers participate in quarterly peer observations. The observations focused on; Academic Language and promoting student discourse.
* The ILT provided professional development on the Powerful Practice of Interactive Read Alouds (IRAs) via videos and articles that included discussion points.

Structure time for teachers to collaborate and learn together:
*Grade Level Teams and the Administrative Team analyze the On-Track Data which includes Math, Reading, and Attendance data to determine the need and path of professional development for individual and teacher teams.
*Grade level team members discussed their results at weekly grade level meetings.
*MVMS-
Collaborative Teachers is rated as neutral. Effective Leaders is rated as neutral. The overall rating for MVMS is Organized for 2017.
* The ILT provided professional development on the Powerful Practice of Interactive Read Alouds (IRAs) via videos and articles that included discussion points.
*PPLC meets monthly to discuss curriculum and other factors that affect student achievement. The meetings are open to all stakeholders.
*Funds are allocated to provide teachers with the opportunity to extend their learning via external professional development.

Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes:
*The administrative team guides the grade level teams to analyze NWEA and PARCC assessment items in order to ensure the related standards are being addressed throughout the school year.
*Evaluation of the effectiveness of the professional development is monitored through observations and discussions at grade level and vertical team meetings.

Provide induction and support for new teachers:
*New teacher has been paired with mentors to support the integration into the school's culture, guidance with protocols, and curriculum support.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1   2   3   **4**

Design a school day that is responsive to student needs:
*Grade level schedules are developed that meet the CPS required daily minutes of instruction for literacy (120) and mathematics (90).
*Upper grade schedules reflect the required minutes for the IB Programme 8 core areas of instruction including: language acquisition, language and literature, mathematics, sciences, individuals and societies, design, physical and health education, and arts.
*DL schedules are developed by the special education teachers and case manager that meet the required minutes of instruction per subject area indicated in the student's IEP.

Align the budget to the CIWP priorities and the mission of the school:
*CIWP: PPLC/CIWP Team dedicated three meetings 1/28, 2/25 and 3/10 to work on developing the CIWP for 2016-2018. CIWP members requested input from teachers during vertical teams and grade level meetings.
Streamline purchase procedures to minimize lapses between ordering and receiving materials.
*Teacher's request for materials via a needs list that must be aligned with the CIWP priorities. A form is provided for teachers to complete the request.

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:
*Funds are allocated to give teachers the opportunity to extend their learning.
*Funds were allocated for each Vertical Team to provide and attend professional development consistent with their ToA.
*Funds were allocated to purchase instructional materials and supplies that support each teams implementation of their ToA.
*'Funds are allocated to give students the opportunity to participate in learning beyond the classroom. I.e. field trips, museum workshops, TEAM Art Program in collaboration with the Art Institute, Ravinia Music Program.
*Funds were allocated, with the approval of the LSC, for all teachers to participate in the academic Extended Day Program. Each teacher was given the opportunity to identify students that needed additional support, select resources, and develop a timeline for the support. Funds were used to purchase the Leveled Literacy Program that is used for interventions during and after school. Funds were also utilized to fund professional development delivered by program consultants.

Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates:
*Interview protocol: Administration invites staff members that teach the same content area, grade level or program i.e. special education, bilingual and IB Programme to participate in the interview process. LSC members are also invited to participate. When possible, interviewees are asked to conduct a sample lesson in a classroom.

Use data including teacher evaluations and exit interviews to inform a retention strategy.
*Retention of staff is a priority in order to maintain and continue the current programs of instruction.
Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.

Make outreach efforts to engage community members as partners and resources:
*The school collaborates with the Resurrection Project to fund the Parent Mentor Program. Ten parents are trained to support instruction in the classroom. The parent mentors also support the culture and climate by designing and implementing a Family Night and providing students with gifts for El Dia del Niño.
*External Partners provide additional SEL support to teachers and students: Resurrection Project, SOS Boys Town, Back of the Yards Peace and Ed Coalition
*Budget: explained during LSC meeting, explained during the whole staff meeting. Each allocation is aligned to a CIWP Priority.

Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision:
*External Partners provide additional SEL support to teachers and students: Resurrection Project, SOS Boys Town, Back of the Yards Peace and Ed Coalition
*Budget: explained during LSC meeting, explained during the whole staff meeting. Each allocation is aligned to a CIWP Priority.
*The school collaborates with the Resurrection Project to fund the Parent Mentor Program. Ten parents are trained to support instruction in the classroom. The parent mentors also support the culture and climate by designing and implementing a Family Night and providing students with gifts for El Dia del Niño.

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

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

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

Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately:
* Grades 6-8 are required to submit and implement interdisciplinary units as part of the IB authorization process. Teachers collaborate to plan and deliver the unit.
* Each teacher submits quarterly unit maps for reading and mathematics or for the subject area. The unit maps include Essential Understandings, Essential Questions, objectives, CCSS, tasks, and assessments.
*All teacher are required to submit reading and math unit plans each quarter in order to demonstrate an understanding of curriculum alignment as well as course/grade scope and sequence. Understanding by Design is utilized for unit planning. The teachers have focused on essential questions, enduring understanding and assessment. They are currently working to align all stages of the plan.

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.
*The Vertical Writing Team is developing a writing scope and sequence for all grade levels

Engage all learners in content areas by fully integrating opportunities for all learners, including:
*The school utilizes the NGSS science scope and sequence. The Science Vertical Team has provided professional development for the teachers and has developed school-wide science tasks to explore NGSS standards.
*The school utilizes the Common Core State Standards combined with the Houghton Mifflin Go Math series as the foundation for math instruction. The teachers also work with the Mathematical Instructional Units to ensure that students have adequate practice Common Core-aligned MARS tasks, Formative Assessment Lessons (FALs) and Math Talks. The Math Vertical Team provides teachers with resources as well as professional development.
*Teachers work diligently in grade level as well as curriculum teams to make sure that lessons are rigorous, aligned to CCSS, and meet the needs of all students: General Ed, ELs, and DLs.
*The Bilingual Lead Program Teacher and the Special Education Teachers participate on each of the vertical teams to provide input on how to best serve DLs and ELs during Tier I and 2 instruction.

Integrate academic and social-emotional learning:
*Vertical teams design strategies that serve as interventions that support Tier 1 interventions.
*Second Step SEL Program is our primary prosocial intervention to increase positive social interactions.

Connection to the real world, authentic application of learning:
*All MYP Teachers attended the required IB 2 Day Professional Development. Each teacher was provided with a curriculum guide and they had the opportunity to collaborate with other educators working with the IB Programme. 6 meeting dates were established to give all MYP Programme Teachers the opportunity to work on IB unit plans. The IB Coordinator Designate designed the professional development to support the IB Unit Planning
*The curriculum is extended in the following ways: Art exhibits and bulletin boards Poetry night, Field Trips, Family night and Lion of the Month.
*All students in grades 6-8 participate in the IB Curriculum which includes: Art, Design, World Language, Mathematics, Language and Literacy, Individuals and Society, Science, and Physical Education.

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

Aligned to curricular plans and expectations of the standards.
*Teachers utilize Common Core-aligned textbooks in both languages (Reading Street/GoMath, Calle de la Lectura, Palabras a su Paso)
*Teachers utilize Common Core instructional resources and materials (UBD book, Content Area Frameworks, NGSS quick reference guide)
DL Teachers have access to the Goal Book Tool Kit to assist in the planning of IEPs.

Varied and flexible:
*Unit plans for each grade level includes instruction for EL, ESL, and diverse learners.
*Textbook series include web-based supports and independent practice for the students.
*The textbook series include supports for ELs and DLs.
*Adaptive supplemental resources such as Edgenuity recommends additional instruction to students based on their performance on NWEA. Teachers have the option to adjust the instruction.

Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs:
*Teachers utilize websites to enhance reading and math skills to prepare for the NWEA, and PARCC (Razkids, BrainPop, Xtramath, Frontrow, Prodigy)

Equitably available and accessible to all teachers and students:
*All teachers have access to equipment and web-based supports based on the grade level, language, and individual needs.

Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge:
*Librarian introduces the students to S.O.A.R starting in 4th Grade.

Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge:
*Many teachers use Google Classroom and/or Edmodo to organize and implement learning tasks.
*Seventh and Eighth-grade students instructional plan includes a multimedia course for at least one semester each year.
*Students have the opportunity to participate in the computer club as an afterschool activity.

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:
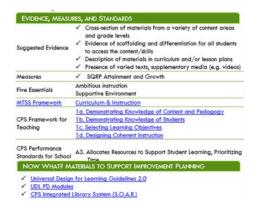*Advanced students have attended the local H.S. to continue their learning in mathematics area not covered at the elementary school: Geometry
*Advanced students are provided with Algebra I.
*Teachers provide student choice with reading and math-based technology programs.

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

Begin with the belief that all students can learn:
*Positive learning environments-providing feedback on writing

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning:
*Developing Units that focus on reading strategies, (tri-folds, drawing conclusions, annotations etc.) that promote finding and interpreting evidence

Tasks reflect the key shifts in literacy:
*Balanced literacy- literacy stations, Heggerty, reading strategies, reading response (cite text evidence to support opinions) etc.

Tasks reflect the key shifts in mathematics:
*The use of MARS Task, Math Talks, 3 Reads, etc, to develop and enhance the students' knowledge of math.

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:
*Students are guided to facilitate content-based activities during the Math and Science Family Nights.
* Upper-grade students participate in school and citywide Science Fair.
*Students are encouraged and supported to apply to participate in the High Jump Program which is an enrichment program. "At High Jump, students fun and challenging classes created to strengthen their math, reading, and writing skills as well as develop their critical thinking and problem-solving skills—all to prepare them for high school and college success."
*All 8th grade students are working on an MYP community project. The students are guided to synthesize the skill they have learned in the language domains as well in the content areas to create and manage a project to address issues affecting the community.

Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students:
*Grade level teams analyze student work to see trends
*Student work samples are shared with students and expectations are discussed

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

1 **2** 3 4

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

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):
*ELPT monitors the progress of ELs after the transition from services through ACCESS, bilingual folders, IEP language considerations notes, and LLI intervention records.
*The Counselor utilizes the GoCPS System to work individually with eighth-grade students and families to choose the most appropriate H.S. to establish a pathway to a career of interests.
*The administrators, counselor, and teachers speak to the students about the importance of the 7th-grade year to increase options for high schools.

Awareness - Expose students early to academic/professional worlds beyond K-12:
*Counselor organizes visits to neighboring high schools and career days with speakers/professionals that visit the middle grades to expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
*April is college awareness month. College-related displays/bulletin boards will be posted throughout the building. Fourth-grade students have experienced field trips to college campuses. Each classroom will research and make a display for the teacher's college or university.
*Student participates in some activities such as college visits, wearing college gear on spirit day, and host visitors from colleges to create a college-going culture.

Readiness – Ensure equitable access to college preparatory curriculum:
*The ILT and Vertical Teams develop powerful practices that promote critical thinking and problem-solving skills. Teachers are working to create a learning environment that does not teach skills in isolation.
*An Upper-Grade teacher provides access to 8th Grade Algebra to all eligible 8th-grade students.
*The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

Success - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS):
* The school's attendance rate is over 96% every year.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
    - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
        - Use student data and best practices research to develop focused programs.
            - Expand access beyond students who are struggling academically.
            - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of

college.

- ○ **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- ○ **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- ○ **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions:
*Core Instructional materials are CCSS aligned, bilingual, and include components for differentiation as well multimedia and technology integration.
*IB Criterion and ATLs used across subject areas and are grouped to provide a solid foundation for independent learning.
*Bilingual meetings are used to address language domains and strategies for English learners
*Anticipation Guides presented before lessons to activate prior knowledge.
*Self-contained classroom teachers in grades Pre-K to 5 design quarterly unit plans in literacy and math using the UBD framework in order to align objectives, assessment, and task.
*K-2 teachers plan and engage students in literacy learning stations to support the Balance Literacy Block.
*Grades 6-8 departmental teachers design IB MYP unit plans in their core area that includes global concepts and is inquiry-based.
*Teachers meet bi-weekly with their vertical team in order to ensure instructional coherence across grade levels in the core areas of reading, writing, math, and science; each team developed a ToA based on CCSS. The meetings and the agenda items are documented.

Use questioning and discussion as techniques to deepen student understanding and challenge:
*Powerful Practices include the following: Purposing of a Lesson, Interactive Read Alouds, Collaborative Conversations with Accountable Talk and, Questioning for Understanding.
*Peer Observation Focus- Academic Language
* Teachers utilize a variety of strategies that include: Costa's/Bloom's levels of questioning, Philosophical Chairs/Fish Bowl, and CER: Claim, Evidence, Reasoning
* Teachers are engaged in monthly Peer Observations. The purpose of the observations is to create a culture in which teachers are comfortable viewing and discussing instruction with peers. With the observation, teachers will become more aware of how instruction looks in the school thus creating a common ground for discussing next steps with curriculum and teaching. The plan is to focus each visit on a school initiative: Feedback, collaborative conversations, writing, close reading, MARs Tasks, etc.

Engage students in learning:
*Newcomer group meets 2 to 3 times a week
*Teachers plan field trips that are an extension of the content they are teaching and broaden the experiences of their students.
*Teachers write and receive grants that bring the arts into their classroom. Examples include Ravinia, Forward Momentum Dance, Art Institute of Chicago TEAM program, etc. Teachers participate in professional development activities in order to prepare for the programs. They collaborate with the artists-in-residence that will come to the classrooms to co-teach with them.
*Teachers are working with US Forest Service and Peggy Notebaert Partnership in order to extend the instruction to include real-life connections to the science curriculum.
*Global Garden Exchange E-Pen Pal Program
* There is a reciprocal relationship with Student Teachers. The Student Teachers are mentored to receive the necessary teacher training and they provide our student with additional support to access the curriculum.
*Core Instructional materials are CCSS aligned, bilingual, and include components for differentiation as well multimedia and technology integration.

Monitor the effect of teaching on student learning and integrate formative assessment into instruction:
*Formative assessments/Exit Ticket results used to address struggling learners
*Formative assessments within our IB units
*Progress monitoring: TRC, Dibels, and LLI

Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated:
*Use NWEA data to change the area of instructional focus
*Grade Level Teams meet weekly meetings to plan instruction based on grade level goals and student needs.
*Teacher analyzes and use NWEA and TRC to determine both Tier 1 instructional needs and to group students for Tier 2 and 3 instruction.
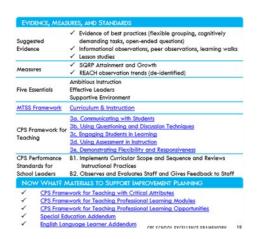
Foster student ownership:
*Most students are engaged in academic and personal goal setting. There is a need to increase this schoolwide.

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   18

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

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:
*GRASPS, Teacher generated formative and summative assessments
*Choice of media given for students to present formative and summative assessments
*Publishers' assessment for the math and reading series.
*MARs Tasks and FALs
*Teacher created quizzes and assessments

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:
*Benchmark Assessment System (BAS) is an additional diagnostic used by some teachers in grades 1-6.
*Progress Monitoring with DIBELS/TRC in the primary grades
*Prodigy Adaptive Math Program-Used by most teachers in grades 4 & 5
*BrainPOP for ELs

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:
*Prodigy Adaptive Math Program-Used by most teachers in grades 4 & 5
*Publisher assessments for Math and Reading are available in English and Spanish.
*IEPs identify and specify the exams, modifications, and accommodations for Diverse Learners.

Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments:
*NWEA Data Reports in order to determine areas of instructional focus

Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs:
*On-Track Data Reports discussed during grade-level meetings

Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers:
*IB parent meeting to introduce grading criteria
*Grades are documented on Gradebook to monitor student progress
*IB has a grading scale two years ago
* Administration provided Professional Development on CPS Guidance Document for Grading Best Practices- August 2017.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated:

TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning'):

Tier 1- Provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed:

*All teachers use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals. IEPs also include goals with supports that use the student's strengths as opportunities to enhance their learners.

*Teachers collaborate with the diverse learner team and the ELPT to develop individualized accommodations so that all learners' needs are taken into account when designing core instruction (i.e. English Language *Learners, Diverse Learners, Gifted Learners, etc.). The ELPT also coordinates training sessions for teachers working with ELs so that unit plans include WIDA standards as part of the lesson planning process.

*Implementation of the Second Step program to improve general pro-social behaviors so that students develop healthy relationships with peers and staff.

*Implementation of Tier 1 literacy interventions and powerful practices to address basic reading and math skills such as Interactive Read Alouds, Close Reading, Sustained Silent Reading, Mobymax, and Edgenuity.

*Student circles with Mr. T from Alternatives Inc to support positive social interactions in larger groups.

*The staff has access and are notified of updated On-Track Data Reports that are discussed during team meetings.

ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track):

*Daily phone calls to absent student

*Response to Intervention is scheduled into the school day for grades K-5. Each teacher is required to provide additional instructional support for reading and/or math during the scheduled time. Additional reading support is provided by the interventionist to students in grades 6-8. Teachers provide additional reading and math support is provided to 6-8 grades students via extended day programs. Some teachers give students the opportunity the sign up for tutoring during recess time.

*Students are referred to the Counselor and the Social Worker by teachers, administrators, and parents.

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:

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:

*Progress monitoring using DIBELS, ILL running records, and performance tasks to maintain data regarding students at risk for increasing academic achievement gaps. The data is used to assess if students are responding well to interventions or if they are potentially better served through IEP services, and make recommendations for evaluation.

*Implementation of Becoming A Man (BAM) program for students that are at risk.

*BIP for students with the most significant behavioral challenges to support positive replacement behaviors, and facilitate alternatives to the general education settings for breaks and crisis de-escalation strategies.

*Separate session (as needed) with LBS I for students that need extra support on socioemotional learning.

*The K-6 teachers have been trained to use the Leveled Literacy Program as an intervention program. The program is structured for small group instruction. The program included lessons and assessments to monitor the student's' progress.

*MTSS Intervention Logging Tool is monitored by teachers and administration for those students at risk of failure. Data is reviewed for grades in reading and math (C or better), attendance (96% or better), discipline. Teacher teams meet with the AP to review the goals and strategies set for students in the different tiers. Goals and/or strategies are revised when needed.

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:

Score

1 2 **3** 4

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

Create a culture that reflects a shared belief in the importance of learning and hard work:
*We currently host 3 Family Nights throughout the year and 4 IB Parent Workshops.
*Learning Goals for students are developed with the use of CCSS, NGSS, WIDA.
*IB MYP classes have their goals posted for their unit.
*As a Powerful Practice, teachers Purpose their lessons and post objectives.
* Teachers communicate the expectations that all students can achieve at high levels.
*As part of the REACH, Culture and Climate components are evaluated.
*We have posted Seward Guidelines for Success in each classroom.
*The IB profiles are posted in the classrooms and throughout the building.
*Classroom attendance percentage is posted outside of each classroom.
*Teachers report absences by 9:00 a.m. in order to make personal phone calls to parents in a timely manner.
*Schoolwide attendance is consistently above 96%.
*Seward is in year 4 of the IB MYP authorization process. All teachers in grades 6-8 have received training on the implementation of the Programme. The IB aspires to develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.
*Teachers participated in the development and writing of the school's mission and vision. They have been recently revised by the IB team. The mission and vision are on the school's webpage.

Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student:
*Unit plans are based on the CCSS for that grade level. Teachers at each grade level developed curriculum maps to ensure coverage of the standards.
* Teachers require that students develop academic goals.
*Recognition is given to students at the end of the school year for NWEA achievement and growth, perfect attendance, honor roll.
*Most classes engage in Peer Circles as part of the SEL Curriculum.
*Students are made aware of test results. Most students know their scores and are aware of grade level and individual goals for the next testing period. This happens with NWEA reading and math in grades 3-8 and TRC/DIBELs in grades K-2. The parents and students in benchmark grades are aware of the district's promotion policy.

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:
* In the staff newsletter, student and staff achievement are highlighted.
*All 8th-grade students are working on an IB MYP community project. The students are guided to synthesize the skills they have learned in the 4 language domains, as well as the content areas, to create and manage a project to address issues affecting the community.

Provide students frequent, informative feedback:
*All MYP Teachers utilize the IB rubrics for their subject area.
*Diverse learners are aware of their current level of performance from running reading records, NWEA growth goals, and math formative and summative assessments. Parents have access to these reports at any time they request them.
*As a school, students are being guided to self and peer assess. We must increase the frequency increase students' comfort level with the process.

Develop academic mindsets and behaviors:
*Peer Circles with Mr. T. encourage a sense of belonging
*On-Track Data reports is one way to monitor academics
*All classroom teachers select a Lion of the Month who demonstrates the IB Learner Profiles (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective). Students who are selected are celebrated monthly by announcing their names over the intercom and posting their pictures on the IB Lion of the Month bulletin board.
*All students in grades Prek-8 participate in a monthly School Spirit Day.
*Students successes are celebrated at the end of the year in various assemblies: academic recognition, attendance, academic improvement (growth), participation in extracurricular activities/ sports.

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

Develop trusting relationships with students so each student has at least one trusted adult in the school:
*BAM: Mr. Brackenridge works weekly with small groups of 6th-8th-grade boys who need additional emotional support and/or more frequent one-on-one interactions with adults.
*Grade-level teams regularly identify individual students who need additional academic and/or social support, and plan strategies to address their needs.
*At Risk students receive one-on-one support from an adult staff member(Teacher, Counselor, BAM Representative, Police Officer and Administration)

Foster supportive, caring and respectful staff-student interactions:
*BAM: Mr. Brackenridge works weekly with small groups of 6th-8th-grade boys who need additional emotional support and/or more frequent one-on-one interactions with adults.
*At Risk students receive one-on-one support from an adult staff member(Teacher, Counselor, BAM Representative, Police Officer and Administration)
*Students at all grade levels are recognized monthly as "Lion of the Month" for displaying IB learner profile traits;
*All grades have Social Emotional Learning time built into their weekly schedule and utilize the Second Step curriculum as a framework for SEL lessons.
*Peer-led Peace Circles: Under the guidance of Mr. T, upper-grade students lead weekly peace circles with younger students with the goal of improving student-to-student relationships, decrease bullying, and promote peaceful conflict resolution.

Student interactions are mutually supportive and respectful, with strong norms for positive behavior:
*Students at all grade levels are recognized monthly as "Lion of the Month" for displaying IB learner profile traits;
*All grades have Social Emotional Learning time built into their weekly schedule and utilize the Second Step curriculum as a framework for SEL lessons.
*Peer-led Peace Circles: Under the guidance of Mr. Tonachel, upper-grade students lead weekly peace circles with younger students with the goal of improving student-to-student relationships, decrease bullying, and promote peaceful conflict resolution.

Understand race and equity and its impact on student learning; recognize and support students' diverse social identities:
*Exemplary student creative work (media, art, video) is featured on the Seward Student Network website to share with the school and the broader community.

Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust):
*BAM: Mr. Brackenridge works weekly with small groups of 6th-8th-grade boys who need additional emotional support and/or more frequent one-on-one interactions with adults.
*Peer-led Peace Circles: Under the guidance of Mr. T, upper-grade students lead weekly peace circles with younger students with the goal of improving student-to-student relationships, decrease bullying, and promote peaceful conflict resolution.
*Mr. Tonachel led the staff in an SEL Professional Development activity to help increase relational trust amongst all stakeholders.
*Administration facilitates community building activities with the staff.
*Administrations provides refreshments on full staff development days and during the peer observations.
*Administration recognizes staff on annual appreciation days.

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

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

Study politics:
*Students take the required U. S Constitution exam for graduation.
*Students in grades 6-8 take Individuals and Societies as a required IB MYP core subject. This class encourages them to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

Become informed voters and participants in the electoral process:
*Students participate in mock elections.

Engage in discussions about current and controversial issues:
*Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content via Seward Student Network (SSN).
*IB MYP Teachers integrate Social Justice and global perspectives into their curriculum.
*Students participated in the anti-gun violence walk-out #Enough is Enough

Explore their identities and beliefs:
*Students explore their identities and beliefs through philosophical chairs/debates.

Exercise student voice:
*Students in Grades 1-8 participate in extracurricular activities: Tumbling, Soccer, Basketball, Art Club, Spanish Club, Drama Club, Science Club, Board Games, Student Council, Computer Club, Glee, Empowering Girls, UIC Health/Fitness, and Ballroom Dance. The extracurricular activities are funded by OST and the school.
*7th and 8th-grade students have the opportunity to run for Student Council position. This year, the council initiated changes to recess and lunch procedures, made recommendations to update the school uniform policy and to add extracurricular activities. The Student Council presents recommendations to the Principal and the LSC. If approved, the Student Council is charged with the responsibility of communicating and monitoring the changes with the rest of the affected student body.
*The student participation rate for MVMS is 99% of the 4-8 grade students.
*7th and 8th graders participate in Student Council (plan student dances, and Spirit Days)

Authentically interact with civics leaders
*6th, 7th, and 8th graders participate in the annual Youth Summit along with other with other neighborhood schools.

Engage with their community:
*All 8th-grade students are working on an IB MYP community project. The students are guided to synthesize the skill they have learned in the language domains as well in the content areas to create and manage a project to address issues affecting the community.
*Through Community Projects students have initiated and lead some school improvement initiatives such as Mexican Family Night, Recess Improvements, Tutoring.

Take informed action:
*Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content via Seward Student Network (SSN).
*IB MYP Teachers integrate Social Justice and global perspectives into their curriculum.
*Students participated in the anti-gun violence walk-out #Enough is Enough

Experience a Schoolwide civics culture:
*Students in 5th-8th participate in a Career Day.

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 SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

Score

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

1   2   **3**   4

Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school:
*The school employs 1 security guard, and 2 off-duty police officers to monitor and maintain safety in both buildings.
*Support staff members are positioned at the doors and outside the supervise the students' arrival to and dismissal from school.
*Seward administration maintains an open-door policy to students for discussing personal, emotional, and/or academic issues as needed.
*The engineer arrives early to clean the area around the school and to check inside for the cleanliness and proper temperature control. It is his, and our sincere belief that if the students have a clean and comfortable place to learn, it will increase their sense of physical safety. The engineer also decorates the school for holidays and other special days.
*All teachers are implementing the Second Step Curriculum to promote the safety, well-being, and success of the students in the school and in life.

Provide clear procedures for reporting and responding to safety concerns:
*All teachers and students in all CPS required annual safety drills. (Fire, Lockdown, Shelter in Place, and Bus Evacuation)
*Classroom Rules and Procedures are practiced and reinforced throughout the year

Manage efficient and orderly transitions between activities:
*Support staff members are positioned at the doors and outside the supervise the students' arrival to and dismissal from school.
*The school employs 1 security guard, and 2 off-duty police officers to monitor and maintain safety in both buildings.
*Classroom Rules and Procedures are practiced and reinforced throughout the year

Provide a framework for positive behavior throughout the school based on shared values and expectations:
*All Staff were trained and implement the CHAMPS Positive Behavior Managment System schoolwide.

Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school:
*Seward administration maintains an open-door policy to students for discussing personal, emotional, and/or academic issues as needed.

Have a voice and take informed action:
*Teachers work with students to create classroom rules and expectations during the first week of school
*Student Council is in charge of spirit days and organize dances for middle school students
*IB Community Projects are designed by small groups of students addressing issues that affect our world and/or community

Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures:
*Seward administration maintains an open-door policy to students for discussing personal, emotional, and/or academic issues as needed.

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

Evidence, Measures, and Standards

Restorative Approaches to Discipline:

Score

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.

Proactive - Reinforce positive student behavior with clear expectations, routines, and procedures:
*Seward implements the following proactive approaches to discipline: CHAMPS, Peace Circles with Mr. Tonachel, BAM, Administration, Counselor.
*Grade level teams, PPLC, LSC, PPC -provide input and help create a restorative approach to discipline.
*Teachers communicate with parents daily or weekly through different communication apps, weekly progress reports, student agendas and/or phone calls.

Instructive - Integrate universal SEL skills instruction and core content:
*There is time designated for Second Step Program instruction in all Pre-K- Eighth weekly schedules.

Restorative - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions:

*Seward adheres to the CPS Code of Conduct for all disciplinary infractions. Restorative approaches are consistently used for disciplinary infractions, such as parent/administrator/student conferences, counseling, and referral for social work, in order to effect a change in student behavior.
*In school reflection/suspensions are the preferred consequence for severe student behavior.
*Teachers and students participate in student-led Peace Circles under the guidance of Mr. Tonachel.
*Christopher Brackenridge supports students through the BAM Program, which targets at-risk male students in CPS.

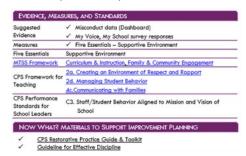## Guide for Restorative Approaches to Discipline

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

- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parent and Family Partnership:

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

Score

1   2   **3**   4

Establish a non-threatening, welcoming environment that is warm, inviting, and helpful:
*Both offices have always been welcoming to parents. Parents are greeted when they enter the building. In the main building, we have security personnel that greets families kindly when they enter our building through the main entrance on Hermitage.

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):
*All meetings and/ or workshops are publicized via the school monthly calendar. Monthly or quarterly meetings and/or workshops given to parents through various school groups such as IB, BAC, Parent Mentors, and PAC.
*BAC and PAC meetings/workshops are published on the calendar and a flyer is sent home.
*IB MYP teachers hosted 4 Parent Nights to inform parents about Assessment, International Mindedness, Learner Profiles, and ATLs.
*Vertical Teams plan and conduct at least 2 Family Nights per year that incorporate Reading, Writing, Math, and Science.
*The Art Teacher plans and hosts an end-of-the-year Art Gallery Walk to display the student projects in grades PreK-8th.
*Students participate in numerous after-school activities and the OST Coordinator plans an end-of-the-year assembly where all students have the opportunity to perform and/or demonstrate what they learned. Parents and students are welcome to attend.
*Students in 1st-8th grade participate in the annual School Spelling Bee and all classrooms are invited to attend. Parents of classroom winners are also invited.
*Seven classrooms participate in the Ravinia Music Discovery Program. All students perform for their parents and classmates at the end of the year and take a field trip to Ravinia.
*Five classrooms participate with the Forward Momentum Dance Company as part of the Creative Schools Arts Fund. They perform annually for the school and their parents.

Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback:
*Parents have the opportunity to ask questions and provide feedback during the monthly LSC meetings. Seven out of the nine are held in the morning so that parents can attend.
*Parents engage in informal conversation with the Principal during the monthly "Coffee with the Principal" session.
*Parents attend the annual State of the School Address held at the beginning of the school year. Parents have the opportunity to provide feedback with an exit slip given to them at the end of the session.

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):
*Eight Parent Mentors are trained to assist classroom teachers with instruction for two hours a day. They receive additional training every Friday.
*Parents volunteer to attend and help with supervision during classroom field trips.
*Parents attend Family Nights in order to be trained and complete activities with their child.
*Through the BAC and PAC, we bring workshops to the school that are centered around child development and parenting skills.

Frequently communicate with families about class and individual activities and individual student's progress:
*During the Open House at the beginning of the school year, parents are informed of the expectations for their child's grade.
*Through the IB MYP, parents have been informed in monthly sessions about the grading, standards, and expectations for this program.
*Parents are provided with the most current student attendance and medical compliance data during the monthly LSC meetings.
*During both Parent Teacher Conference days, parents are assisted and encouraged to sign up for the Parent Portal.
*A monthly calendar is sent home in English and Spanish to communicate all events and holidays that take place in the school.
*Teachers utilize a number of communication apps to reach out to parents.(Class Dojo, Remind)
*Teachers communicate with parents via the Seward Website on their grade level page.
*Teachers call and reach out to parents in person to schedule individual conferences as needed.
*The Art Teacher has an Instagram to communicate with parents about what students are doing in their art class.

Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies:
*Administration, Officer Hawlitzky and Ramirez, Office Personnel, and Counselor conduct home visits for chronically truant students and address verification.

Provide proactive communication (e.g. parent handbook and resources) :
*Parent Handbook is published on the Seward website and is given to the parents at the beginning of the year.

Partner equitably with parents speaking languages other than English:
*All flyers and calendars are disseminated in English and Spanish
*A translator list is posted in the Main office and Branch Building. Translators are available upon request.

Guide for Parent and Family Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**

- Host events for parents to share with other parents how home and school complement each other.
- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
  - ○ **Frequently communicate with families about class and individual activities and individual student's progress.**
    - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
    - Send regular, positive, personalized communication from a staff member.
    - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - ○ **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - ○ **Provide proactive communication (e.g. parent handbook and resources).**
  - ○ **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	**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: Student Voice, Engagement, & Civic Life	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: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 **2** 3 4 5 ⊘

3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 **3** 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	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 1 in 1 year and Level 1+ in 2 years.	76.00	68.00	78.20	69.00	70.00
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 1 in 1 year and Level 1+ in 2 years.	24.00	52.00	69.90	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 1 in 1 year and Level 1+ in 2 years.	50.50	53.90	73.69	56.95	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 1 in 1 year and Level 1+ in 2 years.	76.00	68.00	78.24	69.00	70.00
English Learner 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 1 in 1 year and Level 1+ in 2 years.	66.00	62.00	50.08	66.00	70.00

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 1 in 1 year and Level 1+ in 2 years.	22.00	50.00	71.84	60.00	70.00

English Learner 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 1 in 1 year and Level 1+ in 2 years.	9.00	24.00	57.76	27.00	30.00

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 1 in 1 year and Level 1+ in 2 years.	42.00	47.00	62.88	58.50	70.00

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 1 in 1 year and Level 1+ in 2 years.	31.00	33.00	68.00	36.50	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 1 in 1 year and Level 1+ in 2 years.	23.00	25.00	70.56	32.05	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 1 in 1 year and Level 1+ in 2 years.	17.00	14.00	71.84	27.00	40.00

% of Students Making Sufficient Annual Progress on ACCESS

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 1 in 1 year and Level 1+ in 2 years.	34.70	(Blank)	64.60	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 1 in 1 year and Level 1+ in 2 years.	96.20	96.10	97.63	96.00	97.00

My Voice, My School 5 Essentials Survey

The goal is to reach the "Well Organized" status by 2020. The focus for 2018-2019 will be on Effective Leaders and Collaborative Teacher. The 2019-2020 focus will be on Involved Families.	(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...
Systematize the MTSS process for identifying and providing services for students in need of academic and/or social-emotional support,	consistent implementation of targeted supports for students at all tiers,	an increase in academic achievement.

Tags: Area(s) of focus:
MTSS, Social emotional, Support system   1

Action step	Responsible	Timeframe	Status
Administration will recruit a diverse MTSS core team composed of content area teachers, bilingual teachers, special education teachers, counselor, administration, etc.), that is responsible for driving the school's MTSS Framework and Implementation.	Administration Counselor	Jun 1, 2018 to Jun 22, 2018	On-Track

MTSS, Acdemic supports, Sel support

The MTSS core team will analyze on-track data every 5 weeks to identify students at risk of failing (grades below C in reading and math) and for absenteeism. Identify root causes for these students using the Problem Solving Process.	MTSS Core Team, Administration	Jul 5, 2018 to Sep 4, 2018	On-Track

MTSS, Math, Problem solving process, Reading, Fail

Students in K-2 will be assessed at the BOY, MOY and EOY with the TRC to determine reading level and the need for intervention.	K-2 Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track

Intervention, Trc, Boy, Eoy, Moy

Students in 3-8 will be assessed at the MOY and EOY with NWEA to determine reading level and need for intervention.	3-8 Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track

Intervention, Nwea, Eoy, Moy

All teachers will complete the MTSS Logging Tool on Gradebook for all students receiving academic (reading or math) Tier 2 intervention.	All K-8 teachers with guidance from the MTSS Core Team	Sep 4, 2018 to Jun 21, 2019	On-Track

Intervention, Gradebook, Reading, Tier 2, Mtss logging tool

Every five weeks, progress monitor students who are entered into the MTSS Gradebook. Change strategy if needed.	Homeroom and/or content area teachers	Sep 4, 2018 to Jun 21, 2019	On-Track

MTSS, Progress monitor

Provide Tier 2 interventions for at-risk students needing SEL support: (BAM, Peer Circles, and Restorative conversations with Alternatives Inc.)	Administration, PreK-8 Teachers, Counselor, SPED Teachers, Clinicians, and SEL Providers	Sep 4, 2018 to Jun 21, 2019	On-Track

SEL, Tier 2, Restorative conversations, Peer circles, Bam, At-risk

Continue to utilize the school-wide SEL Program, Second Step, with fidelity.	PreK-8 Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track

SEL, School-wide

Strategy 2

If we do...	...then we see...	...which leads to...
Create a shared belief system of high learning expectations for all students.	a more consistent and cohesive understanding of what it means to be a learner.	Students who are more invested and engaged in learning.

Tags:
Expectations, Goal setting, Mission and vision, Beliefs, Learner profiles

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Each month, teachers will focus on the selected IB Learner Profile. On the last day of the month, teachers and students will select the Lion of the Month for their classroom. Selected students will be recognized school-wide.	Faculty and Staff, IB Coordinator Designate, Admin	Sep 4, 2018 to Jun 21, 2019	On-Track

Ib learner profile, School-wide culture

Post Seward Guidelines for Success in all classroom, hallways, bathrooms, lunchroom, prep rooms.	Administration	Apr 9, 2018 to Jun 21, 2018	On-Track

Guideline for success

Engage students in conversations about the school-wide expectations.	Administrators, Teachers, PSRPS and ESS	Apr 9, 2018 to Jun 21, 2019	On-Track

Expectations, School-wide expectations

Revise the Vision and Mission Statement integrating all learners at Seward, eg. ELs, DLs, and IB MYP Students.	All stakeholders	Jun 18, 2018 to Aug 31, 2018	On-Track

Bilingual, Mission and vision statement

Continue to utilize the school-wide SEL Program, Second Step, with fidelity.	PreK-8 Teachers	Sep 4, 2018 to Jun 21, 2019	On-Track

Second step

Consistent implementation of CHAMPS school-wide.	Faculty and Staff	Sep 4, 2018 to Jun 21, 2019	On-Track

Champs

Teachers K-8 guide students to create math and reading goals based on assessment data.	Teachers and Students	Sep 4, 2018 to Oct 4, 2018	On-Track

Personal growth goals

Strategy 3

If we do...	...then we see...	...which leads to...
increase opportunities for students to engage in discourse,	Students initiating, leading or extending discussions; asking one another questions; and pushing or defending each other's thinking,	An increase in Agency, Authority and Identity in all learners.

Tags:
Progress moniorting, Best practice, Coaching support, Planning for instruction

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Maintain and Implement school-wide Powerful Practices to support student discourse eg Collaborative Conversation, IRA , and Three-Reads	ILT	Sep 3, 2018 to Apr 26, 2019	On-Track

ILT, Powerful practice, Collaborative conversation, Ira, Three-reads

Continue Professional Development and monitoring of K-2 Balanced Literacy Block	Admin, K-2 Faculty	Sep 4, 2018 to Jun 21, 2019	On-Track

Balanced literacy, Reading, K-2

Review and apply DOK or Costa's Level of questioning as a tool to evoke the complex thinking processes during discourse.	Teachers, Admin	Sep 4, 2018 to Jun 21, 2019	On-Track
Provide professional development on the Equip protocol for looking at student work in order to improve the quality and alignment of instructional materials, standards, and instruction.	Administration, Teachers	Aug 27, 2018 to Aug 31, 2018	On-Track

Curriculum alignment, Equip, Professional develop

Teachers will have the opportunity to observe each other implementing the discussion strategy that they identified as strength.	Teachers, Administration	Sep 4, 2018 to Jun 21, 2019	On-Track

Observations, Instructional strategy, Classroom discussions, Student led discussions and dialogue

Action Plan

Strategy 1

ON-TRACK

Administration will recruit a diverse MTSS core team composed of content area teachers, bilingual teachers, special education teachers, counselor, administration, etc.), that is responsible for driving the school's MTSS Framework and Implementation."

Jun 01, 2018 to Jun 22, 2018 - Administration Counselor

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
The MTSS Core Team is identified and has a clear description for each member's role in the team.

ON-TRACK

The MTSS core team will analyze on-track data every 5 weeks to identify students at risk of failing (grades below C in reading and math) and for absenteeism. Identify root causes for these students using the Problem Solving Process."

Jul 05, 2018 to Sep 04, 2018 - MTSS Core Team, Administration

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Teachers will identify 4-5 students receiving 30 minutes of daily Tier 2 academic interventions.

ON-TRACK

Students in K-2 will be assessed at the BOY, MOY and EOY with the TRC to determine reading level and the need for intervention."

Sep 04, 2018 to Jun 21, 2019 - K-2 Teachers

Status history

Apr 30

ON-TRACK
Apr 30, 2018
Evidence
All teachers K-2 identify all students' current proficiency in reading and math, and have communicated this information to each student and parents.

ON-TRACK

Students in 3-8 will be assessed at the MOY and EOY with NWEA to determine reading level and need for intervention."

Sep 04, 2018 to Jun 21, 2019 - 3-8 Teachers

Status history

Apr 30

ON-TRACK
Apr 30, 2018
Evidence
All literacy and math teachers 3-8 identify students' current proficiency in reading and math, and have communicate this information to each student and parents.

ON-TRACK

All teachers will complete the MTSS Logging Tool on Gradebook for all students receiving academic (reading or math) Tier 2 intervention."

Sep 04, 2018 to Jun 21, 2019 - All K-8 teachers with guidance from the MTSS Core Team

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Teachers are confident using the tracking tool, and have a defined progress monitoring system completed for the duration of the intervention.

ON-TRACK

Provide Tier 2 interventions for at-risk students needing SEL support: (BAM, Peer Circles, and Restorative conversations with Alternatives Inc.)"

Sep 04, 2018 to Jun 21, 2019 - Administration, PreK-8 Teachers, Counselor, SPED Teachers, Clinicians, and SEL Providers

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Verify and Attendance Data. BAM and Peer Circle schedules with classroom and/or student participation.

ON-TRACK

Continue to utilize the school-wide SEL Program, Second Step, with fidelity."

Sep 04, 2018 to Jun 21, 2019 - PreK-8 Teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Second Step indicated in Teacher's Time Distribution

ON-TRACK

Every five weeks, progress monitor students who are entered into the MTSS Gradebook. Change strategy if needed."

Sep 04, 2018 to Jun 21, 2019 - Homeroom and/or content area teachers

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
MTSS Logging Tool

Strategy 2

ON-TRACK

Revise the Vision and Mission Statement integrating all learners at Seward, eg. ELs, DLs, and IB MYP Students."

Jun 18, 2018 to Aug 31, 2018 - All stakeholders

Status history

Apr 30

ON-TRACK

Apr 30, 2018
Evidence
Mission and Vision Statements updated on all communications and posted throughout the school.

ON-TRACK

Engage students in conversations about the school-wide expectations."

Apr 09, 2018 to Jun 21, 2019 - Administrators, Teachers, PSRPS and ESS

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Incorporated into the SEL curriculum

ON-TRACK | Continue to utilize the school-wide SEL Program, Second Step, with fidelity."

Sep 04, 2018 to Jun 21, 2019 - PreK-8 Teachers

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Second Step indicated in Teacher's Time Distribution

ON-TRACK
Consistent implementation of CHAMPS school-wide."

Sep 04, 2018 to Jun 21, 2019 - Faculty and Staff

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Posted CHAMPS expectations for behaviors and tasks in the classroom. Seeing and hearing CHAMPS being used in the school.

ON-TRACK
Teachers K-8 guide students to create math and reading goals based on assessment data."

Sep 04, 2018 to Oct 04, 2018 - Teachers and Students

Status history

Apr 30

ON-TRACK
Apr 30, 2018
Evidence
Individual growth folders will be maintained in the homeroom. Each student will receive a copy of his/her goal. Goals will be posted in the classroom.

ON-TRACK | Post Seward Guidelines for Success in all classroom, hallways, bathrooms, lunchroom, prep rooms."

Apr 09, 2018 to Jun 21, 2018 - Administration

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Picture of the Guidelines posted throughout the building uploaded to school's website.

ON-TRACK
Each month, teachers will focus on the selected IB Learner Profile. On the last day of the month, teachers and students will select the Lion of the Month for their classroom. Selected students will be recognized school-wide."

Sep 04, 2018 to Jun 21, 2019 - Faculty and Staff, IB Coordinator Designate, Admin

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Bulletin Board, Google Drive, Intercom Announcements, T-Shirts, and Parent Event

Strategy 3

ON-TRACK
Maintain and Implement school-wide Powerful Practices to support student discourse eg Collaborative Conversation, IRA , and Three-Reads"

Sep 03, 2018 to Apr 26, 2019 - ILT

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
ILT Powerful Practice Implementation Calendar

ON-TRACK
Continue Professional Development and monitoring of K-2 Balanced Literacy Block"

Sep 04, 2018 to Jun 21, 2019 - Admin, K-2 Faculty

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Network 8 will document external P.D, and the internal session will be documented on the school's Professional Development Plan.

ON-TRACK | Review and apply DOK or Costa's Level of questioning as a tool to evoke the complex thinking processes during discourse."

Sep 04, 2018 to Jun 21, 2019 - Teachers, Admin

Status history

Apr 30

ON-TRACK | Apr 30, 2018
Evidence
Questioning documented on the Unit Plans

ON-TRACK
Provide professional development on the Equip protocol for looking at student work in order to improve the quality and alignment of instructional materials, standards, and instruction."

Aug 27, 2018 to Aug 31, 2018 - Administration, Teachers

Status history

Apr 30

ON-TRACK Teachers will have the opportunity to observe each other implementing the discussion strategy that they identified as strength."

Sep 04, 2018 to Jun 21, 2019 - Teachers, Administration

Status history

Apr 30

ON-TRACK Apr 30, 2018
Evidence
Teacher Discourse Strategy Sheet, Peer Observation List

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.

The Local School Council (LSC), Title 1 (PAC) committee, and Bilingual Advisory Council (BAC) meet on a monthly basis. Parents are encouraged to attend and are notified of these meetings in advance via flyers, the monthly calendar, bulletin boards and the Seward website. At these meetings, the parents review and provide input on various issues affecting the school, community, and student achievement. In addition, parents provide input and give feedback at the Annual State of the School Address at the beginning of the year and on the My Voice, My School survey. This information is utilized to gauge what the parents think is working well and what needs improvement.

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 PAC Annual Title 1 Meeting will be held during the last week of September 2018 at 8:15 a.m. This is an informational meeting for parents to advise them of Seward Academy's participation in the Title 1 Program and explain the requirements. The PAC Organizational Title 1 Meeting will be held on the same date at 9:00 a.m. (immediately following the Annual Meeting). This is an organizational meeting in which the committee officers are elected. The yearly meeting schedule is also developed. At this meeting, parents receive information and an explanation regarding the CIWP and the Title 1 Program. They will be informed of the Title 1 Parent Involvement Policy and receive an explanation of the funds that will be used for Parent Training activities that will be held throughout the 2018-2019 school year.

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.

Meetings will be scheduled with the administration to reduce any interruption of the educational process and to ensure the availability of space within the school. All suggestions will go through a process of review by the administrative team to prioritize the requests and reduce redundancy. Parents have the opportunity to meet with the LSC, PAC, BAC, and teachers in order to offer suggestions and contribute to the progress of the school.

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.

On November 14, 2018, and April 10, 2019, parents will meet with their child's teacher to discuss academic and social emotional progress. Individual parent conferences will be held as needed throughout the year. Conferences will be scheduled by the administration, teachers, or parents as the situation warrants. Parents will receive NWEA, DIBELS, and Parcc results annually. Progress Reports will be distributed quarterly on October 5, 2018, December 14, 2018, March 8, 2019, and May 17, 2019.

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.

The school has consistently made sure that all teachers are appropriately certified to teach in their assigned positions. If a teacher is deemed NHQ, parents are notified through a written notice. The teacher is then guided by the administration on the steps necessary to become HQ.

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.

These topics will be discussed during the LSC, BAC, and PAC monthly meetings, and the Annual State of the School Address. The topics will also be covered during special events such as the Family Literacy, Math, and Science Nights, individual parent conferences, and Parent-Teacher Conference Days.

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.

As part of the Title 1 Parent Involvement Budget Plan, funds are allocated for consultants, supplies, transportation, admission and registration to local conferences specifically designed for parents. At the Title 1 Organizational Meeting held during the last week of September 2018, parents select topics based on their needs and the needs of the school. Consultants are hired to address these topics and parents are sent to external workshops to receive more training.

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.

Grade level teams are encouraged to hold grade level meetings with the parents to promote the home-school partnership. During school-wide meetings, we will discuss additional ways to build ties with parents and assess the need for professional development on this topic. Some teachers/grade levels create monthly newsletters to strengthen the home-school connection.

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.

> At parent activities and meetings, parents will be given both information and resources to support their child's education. These include the Head Start Program, Parent Mentors Program, BAC, and PAC meetings. Also included, are the 4 Vertical Team Family Nights (Reading, Writing, Math and Science). We will conduct a review of all programs to ensure appropriateness and timeliness of materials presented. We will reduce redundancy to maintain participation and interests of the parents.

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 notices, calendars, surveys, etc. are sent home in English and Spanish to ensure that clear communication is provided to the parents. All phone communication to parents is done by bilingual personnel. All meetings and workshops are conducted or translated into the language of the participants.

Policy Implementation Activities

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

☑

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

☑

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

☑

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

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

> n/a

School-Parent Compact   Complete

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

> Our mission at Seward is to provide a program that is committed to a community partnership that provides a safe, nurturing environment with a focus on reading, writing, mathematics, technology, and communication arts that will develop responsible lifelong learners for all students, including Diverse and English Learners.

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.

> On November 14, 2018, and April 10, 2019, parents will meet with their child's teacher to discuss academic and social-emotional progress. Parent conferences will be held as needed throughout the year. Conferences will be scheduled by the administration, teachers, or parents as the situation warrants.

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

> Parents are informed regarding their child's progress every 5 weeks via Progress Reports and Report Cards. In addition, teachers call or write parents when there are concerns or questions about student progress. Parents will receive NWEA, DIBELS, and Parcc results annually.

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

> Individual parent conferences will be held as needed throughout the year. Staff are accessible to parents daily before school, after school, during preparation periods, or by appointment. These conferences will be scheduled by the administration, teachers or parents as the situation warrants. Open House will be scheduled for September 13, 2018, to review classroom procedures, grade level goals and objectives, the Student Code of Conduct, and Seward Academy's mission and vision.

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 participate in field trips, individual room activities, and school safety activities. Parents assist in the supervision of recess on a daily basis. Parents participate in the Parent Mentor Program. Volunteers are recruited during parent meetings/workshops, Family Nights, Assemblies, and Fun Days, etc. Long-term volunteers are required to complete the parent volunteer packet. Parents' requests to participate will be reviewed and granted based on the situation and with minimal interruption to the educational process.

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

During the scheduled Open House on September 13, 2018, teachers will review classroom procedures, grade level goals and objectives, and the Student Code of Conduct. At the same time, teachers will show parents how to assist with homework and how to develop good study habits. Parent workshops are held throughout the year teaching parents how to assist their children with literacy activities. 5 Family Nights are held per year to invite parents to participate in math, science, and literacy activities with their children.

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

All parents are invited to participate in Local School Council (LSC), Bilingual Advisory Committee (BAC), and Title 1 Parent Advisory Committee (PAC) meetings. These are held on a monthly basis.

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).

The teachers and the administration monitor grades, attendance, and student behavior on a daily basis. The On-track Report is received every 5 weeks and reviewed by the administration to determine those students in need of intervention. The school attendance clerks make phone calls daily. Parent conferences are scheduled for chronic truant and tardy students. 5 and 10-day absence letters are sent, when needed. Teachers review the Student Code of Conduct, grading, and attendance policy with their students. Classroom teachers and the school provide incentives for academics, attendance, good behavior, and class preparation.

Parent Budget
Complete

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

Increase Student Achievement through Parent Involvement:
• To give parents strategies for helping their children succeed at school e.g. homework help, early readiness, and use of technology. September 2018-June 2019
• To give parents strategies for improving their child's Literacy skills e.g. reading aloud, book-making, playing reading and writing games. September 2018-June 2019
• To give parents the opportunity to attend local conferences (e.g. Bilingual Parent Summit) and workshops focused on parenting, educational, and basic life skills. September 2018-June 2019
• To give parents the opportunity to learn about the social-emotional needs of their children and provide them with the necessary support. September 2018-June 2019

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

Account(s)	Description	Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1238 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 500 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 2000 .00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1000	.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.	$ 200	.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.	$ 0	.00

53510 Postage	Must be used for parent and family engagement programs only.	$ 0	.00

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

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