Ref #	Dimension	Category	Subcategory + Actions
1	Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement	**Set the direction and create a sense of purpose by building consensus on and implementing a shared vision** a. Consider the demographics of the school community in developing a shared vision b. Help stakeholders understand the relationship between the school's vision and their initiatives and priorities c. Consistently use informal and formal opportunities to champion and articulate the vision d. Act in ways that consistently reflect the school's core values, beliefs, and priorities e. Ensure the school's identity, vision, and mission drive school decisions f. Create and sustain a coherent instructional program that is coordinated and consistent with learning goals
2	Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement	**Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)**
3	Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement	**Empower others to make or influence significant decisions (REQUIRED: OSEL)** a. Build shared leadership structures and opportunities for job-embedded leadership training and development b. Capitalize on the leadership skills of others c. Constantly listen and synthesize what is heard, and learn from all sources d. Use specific, consistent methods and channels for problem solving and discussion e. Acknowledge all staff for their positive contribution to the school community f. All staff collaboratively monitor REACH processes to ensure consistent implementation that supports the work of the school for improve teaching and learning
4	Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement	**Enable staff to focus and prioritize what matters most** a. Buffer staff from external distractions to the school's priorities and goals b. Focus school improvement goals to a few high leverage activities c. Prioritize teaching rigorous content and engaging students in learning
5	Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement	**Employ the skills to effectively manage change** a. Use specific, consistent methods and channels for problem solving and discussion b. Regularly and clearly communicate expectations for staff c. Actively model and foster a positive learning environment in which staff feel valued and are challenged to grow professionally
6	Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement	**Make 'safe practice' an integral part of professional learning** a. Allow teachers ample time to try new strategies, refine skills, grapple with implementation challenges, and share knowledge, experience, and successes b. Provide coaching and mentoring to support changing classroom practice
7	Leadership and Structure for Continuous Improvement	Leadership for Continuous Improvement	**Collaborate, value transparency, and inform and engage stakeholders** a. Ensure all team members have equity of voice and are actively engaged in asking questions b. Celebrate small wins and improvements c. Regularly inform and engage stakeholders of key data and work of the Instructional Leadership Teams, Grade Level Teams, and other structures for collaboration

Ref #	Dimension	Category	Subcategory + Actions
8	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement** a. Vet, review, and revise school and classroom practices, initiatives, and strategies, especially for priority student groups, on the basis of research and evidence of outcomes impact b. Use protocols to gather, disaggregate, and use relevant data to systematically consider root causes c. Relentlessly monitor and ask, "Is it working?" about every program, initiative, and strategy in the school. Ask, "If not, why not?" d. Draw from data and the best evidence available to inform instructional decisions and establish a data dissemination structure e. Monitor implementation of continuous improvement cycles to ensure staff uses new knowledge to improve practice and evaluate whether it is having the desired effect on practice and student outcomes through an ongoing data collection system f. Model ambitious goals for teaching and learning for all students, including priority groups, using the CPS Framework for Teaching to ground guidance and coaching g. Conduct frequent non-REACH observations to provide coaching and actionable feedback
9	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work** a.Share responsibility via formalized structures (Instructional Leadership Teams, Grade Level Teams, etc.) that represent all relevant content areas, programs, related services, and grade bands/department teams and is an appropriate size b. Structure time for teacher teams to collaborate and learn together through professional inquiry around a common priority c. Create systems and the culture to provide/accept collegial support and feedback via peer observations, and coaching. Reflect on its impact Teachers participate in and facilitate meetings using the MTSS Problem Solving Process to advance student learning d. Design iterative cycles to establish and revise Menu of Interventions to meet students' Tier 2 and Tier 3 support needs
10	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**Design professional learning (PL) to achieve school-wide improvement goals** a. Use data to identify performance and practice gaps to inform a PL plan (e.g. coaching, peer learning opportunities, action research, etc.) that include both whole-staff and personalized to teachers' specific areas of need and professional growth goals b. Research potential learning needs/opportunities and solicit feedback from staff, students, and families to inform PL plan c. Design a PL plan relevant to the cultural and linguistic needs of students d. Professional learning topics include social emotional learning, community-building, restorative and trauma-sensitive approaches, and supportive interventions e. Encourage staff to broaden networks to bring new knowledge and resources to learning environment f. Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill g. Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards with formative assessments
11	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**Design and implement school day schedules that are responsive to student needs** a. Follow all CPS Instructional Time Guidelines to maximize instructional time b. Follow all CPS Instructional Block Guidelines to maximize academic-engaged time
12	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**Align the budget to the CIWP priorities and the mission of the school** a. Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs b. Leverage strategic source vendors to maximize dollars c. Seek and obtain grants to support articulated needs d. Use grant funds strategically to support areas of highest need e. Maximize the use of supplemental funding to close any priority group achievement gaps
13	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers** a. Follow policies and implement procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified talent b. Have a collaborative hiring team and process with clear selection criteria to identify and select best available candidates c. Actively build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners) d. Check candidates' previous performance at CPS schools and require a classroom lesson demonstration to assess expertise, philosophy, and commitment e. Create a school-level induction plan that provides support and development around school specific goals and resources, and builds community among staff f. Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague g. Track retention rates and create a retention strategy based on teacher evaluations and informed by exit interviews h. Engage all staff in a comprehensive evaluation process that uses interactive communication tools to facilitate self-reflection and inform professional growth i. Create opportunities for growth, including opportunities for staff to assume additional leadership roles or pursue personal growth goals
14	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)**
15	Leadership and Structure for Continuous Improvement	Structure for Continuous Improvement	**Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)** a. The school campus is clean and inviting b. Positive examples of student work are prominently displayed and reflect diverse backgrounds of all students c. Throughout the building, there are many visual reminders of the school's vision, mission, and expectations for the school community

Ref #	Dimension	Category	Subcategory + Actions
16	**Depth and Breadth of Student Learning and Quality Teaching**	**Curriculum**	**Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language** a. Curriculum is tailored to the strengths, needs, and interests of each student
17	**Depth and Breadth of Student Learning and Quality Teaching**	**Curriculum**	**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** a. Identify the essential understandings – what students should learn in greater depth.
18	**Depth and Breadth of Student Learning and Quality Teaching**	**Curriculum**	**Curriculum connects to real world, authentic application of learning** a. Provide opportunities for meaningful project-based learning b. Integrate field-based learning through partnerships with city institutions (e.g. museums, colleges, universities, and community based organizations) c. 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
19	**Depth and Breadth of Student Learning and Quality Teaching**	**Curriculum**	**Curriculum is aligned to expectations of the standards** a. Align units of instruction horizontally and vertically to scope and sequence maps b. 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)
20	**Depth and Breadth of Student Learning and Quality Teaching**	**Curriculum**	**Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)** a. Teacher use an evidence-based program to explicitly teach social and emotional skills to all students b. Teachers intentionally build students' social and emotional skills during academic instruction by integrating the ISBE standards for SEL into their lessons for all subjects c. Teachers provide opportunities for students to practice interpersonal, self-management, and other SEL skills
21	**Depth and Breadth of Student Learning and Quality Teaching**	**Curriculum**	**Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity** a. Balances critical foundational reading skill instruction with the reading of rich, engaging, and complex texts, within the curriculum, to simultaneously develop strong comprehension skills and a love of reading while ensuring students can read accurately and fluently b. Provide curriculum with differentiated support, various points of access, and multiple exposures to content to ensure all students have opportunities to work with and engage in productive struggle with complex texts c. Text collections include a balance of "mirrors and windows", texts in which students can find themselves and their experiences reflected, as well as texts that offer students a broad range of content knowledge and perspectives on the wider world d. Include a variety of authors, providing diverse viewpoints reflective of the gender, racial, ethnic, and socioeconomic diversity of our society, and content often reflects contemporary issues relevant to local communities within text collections e. Ensure equitable access for teachers and students to varied and flexible high quality, standards-aligned instructional materials and resources that are selected and adapted based on specific learning objectives and learner needs f. Articulate language goals that are separate from and supportive of content goals recognizing that literacy - reading, writing and speaking - are essential 'learning tools' across the curriculum (disciplinary literacy). g. Provide materials in English and native language for English learners h. Ensure reference and resource materials are readily available, updated/upgraded in response to new understandings, and circulated throughout the school i. Provide students and teachers with multimedia and embedded, just-in-time instructional material and supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge j. Integrate technology, as appropriate, with students learning experiences

Ref #	Dimension	Category	Subcategory + Actions
22	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)** a. Believe, teach, and consistently communicate that all students can learn and achieve academic and personal success over time with effort and practice b. Encourage students to recognize the value of their learning c. Cultivate and reinforce student curiosity, resilience, and hard work in an environment where students feel safe to share misunderstandings and struggles d. Create an environment where students take responsibility for their own learning and high-quality work by persevering, self-assessing (e.g. checks own work before giving to teacher), initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers e. Differentiate expectations so all students stretch to not only meet but exceed personal learning goals f. Recognize high levels of student achievement and progress. All students have the opportunity to receive recognition g. Monitor and support students' daily/timely attendance, engagement, and academic behaviors
23	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Engage students in learning and foster student ownership** a. Plan culturally relevant, high quality, standards-aligned differentiated Tier 1 instruction in both academic and social and emotional learning b. Make learning goals relevant to students c. Scaffold instruction to ensure all students, including diverse learners and English learners, access complex texts and engage in complex tasks d. Provide instruction designed to develop language domains for English learners e. Create opportunities for students to make choices about texts, instructional materials and tasks f. Create opportunities for students to set academic and personal goals g. Create opportunities for students to provide input on how their learning will be evaluated h. Create opportunities for students to decide where they learn best, based on their strengths, interests, needs, and the current instructional task i. Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation j. Use materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic such as consumables that are often non-print supplies that promote active, hands-on learning
24	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Use questioning and discussion as techniques to deepen student understanding** a. Instruction advances higher-level thinking and metacognition, providing students with opportunities to take on multiple perspectives, construct new ideas, and engage in respectful discourse with their teachers and peers b. Use techniques that enable students to formulate their own questions, engage each other in authentic discussions about content, and respectfully challenge one another using viable arguments based on evidence c. 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 d. Require students to cite textual evidence to support/develop a claim e. Guide students to articulate the relevance of the objective(s) to learning f. Anticipate possible student misunderstanding g. Enable students to contribute to extending the content by explaining concepts to their classmates h. Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary
25	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning** a. Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations b. Integrate tasks to draw on multiple standards c. Engage students with important conceptual ideas, not simply receiving knowledge, requiring students to engage in productive struggle d. Analyze models with students to build a vision of quality e. Use protocols to collectively examine student work and reflect 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
26	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Provide students frequent, informative feedback** a. Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals b. Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning
27	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated** a. Regularly monitor students' academic progress, incorporate multi-modal learning activities that support equitable access to content, and use progress monitoring data to trace effectiveness of interventions so all students can actively participate b. Make effective impromptu adjustments that individualize instruction when formative assessments show a need for intervention or enrichment, m c. Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions
28	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Engage all learners in content areas by differentiating and fully integrating opportunities for all learners** a. Integrate opportunities for diverse learners in demonstrating core knowledge and skills b. Integrate opportunities for English learners to develop academic language to demonstrate mastery c. 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 and regardless of English language proficiency d. Understand research and implement programs to develop native language literacy for English learners c. Provide advanced learners with opportunities to extend core knowledge and skills
29	Depth and Breadth of Student Learning and Quality Teaching	Instruction	**Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)**

Ref #	Dimension	Category	Subcategory + Actions
30	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and Grading	**School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students** a. Monitor progress and check for understanding for individual students b. Change instructional practice based on analysis of current data c. Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s)
31	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and 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**
32	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and Grading	**ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers**
33	Depth and Breadth of Student Learning and Quality	Balanced Assessment and Grading	**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** a. 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)
34	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and Grading	**Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments**
35	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and Grading	**Utilize assessments that measure the development of academic language for English learners**
36	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and Grading	**Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs**
37	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and Grading	**Improve and promote assessment literacy.** a. Work together on building common assessments within a department, course, or grade level team. b. Invest resources in helping teachers evaluate and improve the quality of formative assessments such as the Assessment Design Toolkit. c. Use common protocols and calibrate on scoring and grading in teacher teams. d. Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
38	Depth and Breadth of Student Learning and Quality Teaching	Balanced Assessment and Grading	**Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.** a. 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. b. Measure, report, and document student progress and proficiency: b1. against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff. b2. 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). c. 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. d. Ensure grades are not used as a form of punishment, control, or compliance.

Ref #	Dimension	Category	Subcategory + Actions
39	Depth and Breadth of Student Learning and Quality Teaching	MTSS	ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism (REQUIRED: MTSS)
40	Depth and Breadth of Student Learning and Quality Teaching	MTSS	MTSS Team completes SEF ratings for MTSS subcategories at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
41	Depth and Breadth of Student Learning and Quality Teaching	MTSS	MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
42	Depth and Breadth of Student Learning and Quality Teaching	MTSS	Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
43	Depth and Breadth of Student Learning and Quality Teaching	MTSS	School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
44	Depth and Breadth of Student Learning and Quality Teaching	MTSS	Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
45	Depth and Breadth of Student Learning and Quality Teaching	MTSS	Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
46	Depth and Breadth of Student Learning and Quality Teaching	MTSS	Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
47	Depth and Breadth of Student Learning and Quality Teaching	MTSS	Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

Ref #	Dimension	Category	Subcategory + Actions
48	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)**
49	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)**
50	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)**
51	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)**
52	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)** a. Teachers and staff receive clear communication, support, and strategies from their school's Behavioral Health Team, other Tier 2/3 SEL Team, or administrators/support staff to better support students with targeted or intensive social and emotional needs b. Evidence-based small group and individual interventions are provided for students who need additional support to develop their academic, social, and emotional skills
53	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)**

Ref #	Dimension	Category	Subcategory + Actions
54	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)**
55	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)**
56	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)**
57	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)** a. School offers and/or connects students, staff, and families to trauma sensitive services for prevention, early intervention, treatment, and crisis intervention
58	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)**
59	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)**
60	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)**
61	Depth and Breadth of Student Learning and Quality Teaching	MTSS	**Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)**

Ref #	Dimension	Category	Subcategory + Actions
62	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)**
63	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)**
64	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)**
65	**Depth and Breadth of Student Learning and Quality Teaching**	**MTSS**	**Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)**

Ref #	Dimension	Category	Subcategory + Actions
66	Depth and Breadth of Student Learning and Quality Teaching	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)** a. 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. b. Monitor the progress of English learners after transition from services c. Implement targeted holistic student supports the entire freshmen year as well as 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 d. Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before kindergarten, HS, and college) d1. Use student data and best practices research to develop focused programs d2. Expand access beyond students who are struggling academically d3. Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college
67	Depth and Breadth of Student Learning and Quality Teaching	Transitions, College & Career Access, & Persistence	**AWARENESS - Expose students early to academic/professional worlds beyond K-12** a. Provide students with opportunities to discover personal talents and skills b. Provide students with opportunities to identify preliminary career and academic interests that align with their personal talents and skills c. Provide students with guidance to identify coursework and activities that can support their pursuit of career and academic activities, including CTE, in a strategic way d. Start the conversation about college in primary grades and continue in upper grades e. Provide parents and families with opportunities to understand the universe of academic and career options that their students might access and connect parents to appropriate supports to help their student succeed. f. Educate parents about the costs of college and the opportunities for scholarship and financial aid
68	Depth and Breadth of Student Learning and Quality Teaching	Transitions, College & Career Access, & Persistence	**READINESS – Ensure equitable access to college preparatory curriculum** a. Create structured opportunities for students to develop foundational skills, including SEL and 21st century skills to be successful in work and life b. Provide access to 8th grade algebra and transitional math and other 4th year math opportunities to reduce need for remediation c. 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) d. Teach students to understand and own their data, including transcripts, test scores, attendance, and grades and how to incorporate this information into post-secondary planning e. Create structured opportunities for students to explore college and careers and to understand the knowledge, mindsets, and skills necessary to become successful in both f. Complete all included activities in Naviance, to build foundation for robust post-secondary plans g. Provide opportunities for Dual Credit/Dual Enrollment
69	Depth and Breadth of Student Learning and Quality Teaching	Transitions, College & Career Access, & Persistence	**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:** a. Having a post-secondary success plan and a set of experiences and resources to support students in developing the plan b. Considering both match and fit to select candidate schools where a particular student has the best chance of graduating c. Affordability: Capitalizing on financial aid and scholarship opportunities and consider likely future earnings and debt load based on post-secondary plan d. 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 e. Strategic Applications: Applying to at least three schools, with appropriate numbers of match, reach, and safety schools f. Equipping students and families with persistence strategies (College Persistence Toolkit) g. Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Ref #	Dimension	Category	Subcategory + Actions
70	**Quality and Character of School Life**	**Relational Trust**	**Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)** a. Adults intentionally create opportunities for students to socialize, build positive relationships, and resolve conflicts peacefully in both the classroom and during unstructured time (e.g. lunch, recess, etc.) b. Provide opportunities for all students to learn social and emotional skills, including empathy, social awareness, and relationship-building c. Support students to show compassion and offer support for one another during moments of stress and hardship
71	**Quality and Character of School Life**	**Relational Trust**	**Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)** a. Train and coach all staff on strategies for developing supportive relationships with students b. Students with higher levels of need have assigned staff who check in frequently or serve as mentors c. Use supportive adult-student relationships to prevent and de-escalate behavior or attendance issues d. Adults frequently acknowledge students for their positive contributions to the school community e. Staff interactions with students are more often positive than corrective, particularly for students who are frequently referred for behavior incidents f. Effectively utilize related service providers at the classroom level
72	**Quality and Character of School Life**	**Relational Trust**	**Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)** a. Provide frequent opportunities for teachers to collaborate, learn from each other, and build positive relationships and a sense of community among staff (i.e, plan community building circles during professional development time) b. Develop a shared leadership structure that allows staff to work together toward school improvement c. Create a strategy for staff to bring up issues and resolve conflicts using restorative and open dialogue d. Create a positive climate and working conditions for teaching that attracts and retains educator talent

Ref #	Dimension	Category	Subcategory + Actions
73	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Study politics** a. Teach about the structure and function of government as well as local, national, and international political structures and power dynamics b. 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 c. Students critically analyze media (its impact in shaping our beliefs, our politics, and our policies) and ways in which politicians and political organizations use media to spread information or disinformation
74	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Become informed voters and participants in the electoral process** a. Students learn about the history and structures of the local and national voting process and ballot issues and candidates b. Support non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration c. Support student voter preparation and participation in the electoral process through a variety of school/classroom activities or simulations d. Model the electoral process by organizing public debates, community forums, and policy hearings that engage students and the school community
75	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Engage in discussions about current and controversial issues** a. 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 b. 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 c. Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue d. Teachers and school administration regularly engage in discussion and deliberation of difficult or controversial topics that impact students, their families, and the school community
76	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Explore their identities and beliefs (REQUIRED: OSEL)** a. Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives b. Encourage students to learn about and understand the perspectives of those who have different identities and beliefs to engage in dialogue and learn about social identities, diversity, race, racism and equity c. Train and coach staff to understand identities, diversity and bias, and to engage families and communities that the school serves d. Staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth e. Adults teach and model respect, empathy and appreciation for individual differences (e.g. gender, race, culture, language etc.) among all stakeholders (students, staff, families, etc.)
77	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Exercise student voice (REQUIRED: OSEL)** a. Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school b. Have a Student Voice Committee that 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 c. Respond to and integrate students' lived experiences, perspectives, and interests in class d. Students initiate and lead some school improvement initiatives or issues of relevance and work together to propose/advocate for solutions
78	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Authentically interact with community and civic leaders** a. Students learn about community, city, state, and national civic leaders and their roles in civil society b. 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
79	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Engage with their community** a. Regularly expose students to civic organizations, community leaders, and careers through classroom and after-school programming b. Students have opportunities to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause c. Intentionally make connections to students' community and their lived experience during classroom lessons and activities d. Regularly invite community partners and leaders are to classroom and school events
80	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Take informed action where they work together to propose and advocate for solutions** a. 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 b. Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement c. Classes across content areas engage students in the exploration and action of social or political issues connected to content
81	Quality and Character of School Life	Student Voice, Engagement, and Civic Life	**Experience a schoolwide civics culture** a. School leaders articulate a commitment to and vision for the importance of a democratic culture and civic learning; students are civic leaders in the school b. Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities. c. School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines. d. Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Ref #	Dimension	Category	Subcategory + Actions
82	**Quality and Character of School Life**	**Physical and Emotional Safety**	**Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)** a. Provide a framework for positive behavior throughout the school based on shared values and expectations b. The school has 3-5 positively stated behavior expectations and norms that are regularly reviewed and shared by all members of the school community. The school community refers to these for guidance on how to interact with one another and care for the environment. c. Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school d. All adults actively supervise by moving, scanning, and interacting in all settings e. Adults consistently intervene in all areas of the building when they observe unsafe or harmful behavior or hear about students in distress g. Adults are trained to take a trauma-sensitive approach, can identify signs and symptoms of exposure to trauma, and use an identified referral process for students with additional needs h. Students report that they know how to, and feel comfortable, seeking support from school staff if they feel unsafe or if they are struggling emotionally i. Adults follow the CPS-established protocol, including conducting a bullying investigation, when they are aware of teasing, bullying, harassment or other behaviors that may cause students to feel unsafe j. Provide clear criteria for office referrals versus classroom managed behavior
83	**Quality and Character of School Life**	**Physical and Emotional Safety**	**Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)**
84	**Quality and Character of School Life**	**Physical and Emotional Safety**	**Manage efficient and orderly transitions between activities (REQUIRED: OSEL)** a. Manage classroom routines and procedures to maximize instructional time b. Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning) c. Manage safe, efficient, and orderly transitions for arrival, dismissal, and other school-wide transitions d. During instructional time students are in classrooms and are only in common areas with permission e. Adults greet students warmly and interact positively with them during arrival, dismissal, and passing periods
85	**Quality and Character of School Life**	**Physical and Emotional Safety**	**A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)** a. Utilize the School Climate subcategories from the SEF (denoted as "REQUIRED OSEL") to identify areas of growth and create a plan for improving in those areas

Ref #	Dimension	Category	Subcategory + Actions
86	**Quality and Character of School Life**	**Supportive and Equitable Approaches to Discipline**	**INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)** a.Explicitly teach expected behavior and positively reinforce consistently school-wide b. Use data to determine which behaviors should be retaught or more heavily reinforced c. Use disciplinary interactions as opportunity to teach the IL SEL Standards
87	**Quality and Character of School Life**	**Supportive and Equitable Approaches to Discipline**	**RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)** a. Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, repair relationships, and cause minimal disruption to learning b. Implement processes that address and meet the needs of students who are impacted by behavior incidents c. Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes d. Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff
88	**Quality and Character of School Life**	**Supportive and Equitable Approaches to Discipline**	**SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)** a. Avoid power struggles with students by offering choices and redirect students privately and respectfully b. When planning a disciplinary response, staff members reflect on the root cause or function of the behavior and consider whether adult behavior and/or trauma may be contributing to student behavior c. Engage families as partners when responding to behavioral incidents d. Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline e. Employ a menu of interventions across multiple tiers of support in response to behavioral incidents f. Disciplinary response procedures include consideration of whether the student requires additional supports to be successful (e.g. reentry plan, referral to a behavioral health team, referral to community resource) g. Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community
89	**Quality and Character of School Life**	**Supportive and Equitable Approaches to Discipline**	**EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)** a. Suspensions are used as a last resort and only when the student's attendance at school presents an imminent threat to the physical or emotional safety of specific students and/or staff, or the student has caused chronic or extreme interruption to other students' participation in school activities, and prior interventions were attempted b. The school uses a standardized process for documenting and monitoring misconduct and disciplinary responses and accurately reports misconducts through official district reporting systems c. When reviewing behavior data, the school team evaluates the degree to which disciplinary practices are equitably applied and considers race, IEP status, language, gender, and other demographic factors

Ref #	Dimension	Category	Subcategory + Actions
90	Quality and Character of School Life	Family & Community Engagement	**Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)** a. Staff understand and leverage the unique strengths of each family
91	Quality and Character of School Life	Family & Community Engagement	**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).**
92	Quality and Character of School Life	Family & Community Engagement	**Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback** a. Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns
93	Quality and Character of School Life	Family & Community Engagement	**Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)** a. Host events for parents to share with other parents how home and school complement each other b. Share best practices around learning and development with parents to support students at home c. Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like d. Inform parents of attendance expectations and the impact of attendance on a student's trajectory e. Assist parents to volunteer in the school and/or participate on teams/committees f. Promote the use of Parent Portal and Parent University to connect and engage parents with school
94	Quality and Character of School Life	Family & Community Engagement	**Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)** a. Staff use a variety of strategies to communicate with families at least once a month (e.g., phone calls, newsletters, website, face to face). Communication strategies are tailored to affirm family culture and to support individual needs. b. Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness c. Provide a parent handbook and resources for families d. School-based teams develop a proactive communication process for formally notifying parents/families when their child is assigned to receive Tier 2 and/or Tier 3 interventions
95	Quality and Character of School Life	Family & Community Engagement	**Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)** a. School supports students with excessive absences and/or tardiness with outreach to families
96	Quality and Character of School Life	Family & Community Engagement	**Partner equitably with parents speaking languages other than English** a. Provide parents information in their native language b. Schedule parent meetings with interpreters present to facilitate participation
97	Quality and Character of School Life	Family & Community Engagement	**Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)** a. Make outreach efforts to engage community members as partners and resources b. Coordinate work with a variety of community agencies to strengthen school climate and contribute to students' social and emotional development (e.g. out of school time partners, organizations that provide direct services within the school building, or community leadership organizations) c. Monitor the impact of partner organizations' activity