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Indiana Department of Education School Improvement Summit

Mission

CERA partners with schools and districts to create excellent schools where students innovate and create while developing a growth mindset to persevere through set-backs and challenges.



Ambitious Instruction Approach

CERA provides a system of services that supports the work of school improvement.

Design Thinking-21st Century Learning Skills: CERA partners with classrooms to teach students how to solve authentic real-world challenges as part of an inquiry-based curriculum while teaching collaboration, communication, problem solving and critical thinking.

Culturally Relevant Instructional Practices: CERA works with schools to develop curriculum content that is inclusive of multiple perspective where teachers take time to understand students so that they can make connections to the world in ways that

feel respectful and relevant to students. Teachers also plan content choices to engage students in relevant, deep thought while connecting to communities and families in a culturally respectful manner.

MTSS/SEL-Collaborative: CERA offers the *MTSS/SEL- Collaborative*. The model supports schools in the development of a tiered instructional framework for delivering high-quality instruction and targeted SEL support for all students' academic, social and emotional needs. CERA Supports schools with developing an effective social emotional learning program using the Pyramid Model of Supports for Pre-K to 12 grades. We align our work to Dweck's Growth Mindset Data and the CASELS' SEL competencies

Data Driven Instructional Model: CERA uses two models for our data driven instructional model: Paul Bambrick's Driven by Data and Data Wise. Both processes allow school faculty to use a cycle of inquiry to answer questions about data while providing targeted feedback and next steps. Our goal is to use data to improve teaching and learning and school culture and make analysis an effective collaborative process that informs teaching and learning and supports all students in their learning.

Literacy and Math Collaborative: The Literacy and Math Consortium is a recognized comprehensive Literacy and Math Instructional Design Model for Assessment Driven Instruction. This model improves student achievement by developing teacher and administrator instructional expertise.

Differentiating our Services for the Unique Needs of Districts and Schools

CERA understands that all schools are different. We begin our work with a needs assessment to assess school needs and engage with the school in a cycle of strategic planning. We want to understand the school improvement goals and understand strengths and challenges. CERA creates an Impact Cycle based on leadership goals that align to the mission and vision of the school. The Impact Cycle is shared with the leadership team to provide clarity and feedback.

Attributes of an Ideal Partner District or School

We seek collaborative partners who are engaged in the work of school improvement and will make practice public. **Other factors include:**

- Willingness to engage in the work of school improvement
- Accountable partners
- Shared Communication

Impact

Mann School. After one year of support, Mann met all requirements under the School Quality Review that moved the school from level 2 to Level 1+, the highest designation.

Libby School. After six months of leading the Literacy Collaborative for primary teachers, Libby saw 85% improvement on all competencies of the MAP early literacy assessment for K-2 students.



Impact

Mount Vernon School. CERA continues to lead our literacy collaborative to support 2nd-8th grade teachers to build effective practices in primary literacy. Although quantitative improvement has not been determined, the school has observed growth in the development of a literacy framework and teaching strategies to support student literacy development.

CERA supported four school districts with the development of a Multi-Tiered System of Supports in DeKalb County. The work involved providing advisory and coaching services for developing an evidenced based Multi-Tiered System for K-8 schools and high schools, leading professional development for teachers on integrating Social Emotional Learning in Math, Science and Language Arts; facilitating data team meetings on NWEA Map data and coaching and modeling instruction for K-8 teachers. **Measurement of Success:** Sycamore has a systematic plan for developing a pilot MTSS/SEL program for 7th grade that uses data to track and progress-monitor students. The plan will pilot students in 7th grade to move a percentage of students from Tier II to Tier I in math and language arts. Teachers meet in PLCs to discuss their data and plan how to roll out MTSS to eighth grade students.