



Jane Addams Elementary School (/school-plans/2) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Ruth Martini-Walsh	Principal	remartini@cps.edu	Has access
Daniel Alvarez	Assistant Principal	DRAlvarez@cps.edu	Has access
Jill Wells	Math Coach	JWells@cps.edu	Has access
Kelly Campbell	Reading Coach	kasheridan@cps.edu	Has access
Summer Rabadi	EL Coordinator	SRabadi@cps.edu	Has access
Maria Garcia	LSC member and Parent	mrgarcia02@hotmail.com	Has access
Sarah Watson	Case Manager	sjwatson@cps.edu	Has access
Catalina Ortiz	Community Representative	catiz68@hotmail.com	Has access

### Team meetings

Date	Participants	Topic
01/26/2016	Ruth Martini-Walsh, Angie Marquez	CIWP First Meeting
02/25/2016	Ruth Martini-Walsh, Maria Garcia, Grace Dusing, Luis Ruiz	Parents - CIWP Meeting
03/23/2016	Ruth Martini-Walsh, Grade Level Meetings K - 8th grade teachers.	CIWP - Goals for 2016-17
03/19/2016	Ruth Martini-Walsh, Daniel Alvarez, Rachel Byrne(MTSS coordinator)	CIWP - Initiatives for 2016-18 student personal plans
04/08/2016	Ruth Martini-Walsh, Daniel Alvarez, K - 8th grade teachers	CIWP 2016-17 survey of goals/needs
04/27/2016	Ruth Martini-Walsh & Parents	CIWP - Goals for 2016-17
04/27/2016	Ruth Martini-Walsh, Daniel Alvarez & K - 8th Teachers - grade level meeting	CIWP - Review of plan

**Leadership & Collective Responsibility:**

Score

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.

1 2 **3** 4

Leadership teams collaboratively work to increase academic, social and emotional growth for themselves and students. The direction of our leadership teams will be developed with a shared vision to reflect the values and priorities of our building. Our vision entails a core belief that everyone is accountable for our student's education. Accountability will be lead to leadership in our vision through fidelity of a Personalized Student Plan. Within this plan teacher accountability will be to hold meetings/communications with parents/students on the academics, progress and curriculum while individualizing their plan for each student. Parents will be accountable by signing off of parent portal with take home sheet to complete periodically. Students will be held accountability by creating goals, keeping track of attendance/grades, and checking on the progress of their goals. The PLP's will inspire a culture of collective purpose with accountability coming from the three stakeholders who are directly involved in the educational process. We have assigned job-embedded leadership training and development for our gifted and lead teachers to help implement this plan. This select group of teachers will capitalize on their leadership skills and synthesis the expectations and develop professional development for teachers. Our priority group for this upcoming year will be the Gifted department. The following year will be our EL and DL population and in the third year of our prototype will be all of GenEd.

**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.
- **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	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

**Instructional Leadership Team:**

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the

theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Leadership team collaboratively review data and to make continuous adjustment to instruction that meets the needs of students. Team members meet bi-weekly to monitor progress of implementation and results of instructional strategies implemented. The on-going inquiry will help us address root causes and take initiatives and develop strategies on data trends and the implementation of our PLP's. A representative from every relevant specialty and content area will be represented. The relevant data will center on attendance, behavioral, formative, summative, survey and department feedback. Data will be disaggregated to specific priority groups to ensure the general data is enhanced to meet the needs and address root causes of our priority groups. The team will be provided with an agenda to ensure focus and efficiency. All teams member will abide by the meetings norms and have an equal voice to engage and discuss any needs, wins or improvements for our students.

### 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	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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 B5. Supports Teacher Teams

#### 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

ILT Team members and teacher leaders present to colleagues and provide a safe practice time for staff to implement instructional modifications. Regularly scheduled meetings with invites to discuss the success, challenges, and next steps. Our professional learning design to improve our school will be centered around best practices and researched based curriculum/programs. We will collect feedback from our staff, ILT and departments to create the relevant professional development that is needed. We will also take into account the linguistic and cultural needs of our students. We will provide whole staff and differentiated PL to small group and individual teachers. Teachers will help initiate and facilitate the personalized PL and inquire from these presentations how to monitor and/or implement the content being addressed. We will start with our ILT performing non-REACH observations and progress to grade level, then content specific walk-throughs/peer-observations. Teachers will be assigned a mentor or content coach to with pedagogy and have one-on-dialogue with a content coach, Assistant Principal (math) and Principal (ELA). Through these PL, meetings and observations we can determine the direction of our school and create goals to ensure that our methods are effective for school culture and PL.

## 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	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

### 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

The school budget will be aligned to maximize the learning of all our students. Staff credentials and schedules are in place to meet and exceed student academic and SEL learning and growth. Current funds spending patterns and staff schedules, MTSS schedules and records, afterschool programs, and Saturday academy. Student usage and performance rates on Khan, Raz-Kids, Skills Survey, and easyCBM. The Master Schedule is completed using the CPS instructional Time Guidelines with Block Guidelines to ensure maximum instructional time and academic engagement. We will continue to seek and obtain grants to support areas of our highest needs such as EL, DL, math, reading, and science. Supplemental funding will be used to provide any additional resources to close the gap on our priority groups. Purchase ordering is streamlined to eliminate any delays and my budget clerk is constantly learning new initiatives. Teachers will receive feedback on current classroom observation in accordance with prior feedback to assess and address any areas of weaknesses and strengths. We have created an atmosphere of positivity by acknowledging the celebrations and gains of our faculty and students. We will conduct surveys and hold community meetings to help those stakeholders become partners in the learning process and complement the culture we have established here.

## 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

**Curriculum:**

Score

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.

1 2 3 4

Curriculum that is aligned for math - Eureka that specifically covers the math practices and standards. For ELA - the curriculum used is the Network 13 - Dr. Radner scope and sequence. Instruction for EL's add modifications as per year in program and proficiency levels. DL learners have access to grade level work with supports and modification according to IEP's. Advanced learners have enrichment classes between 2:10 and 3pm daily. After examining the formative data teachers will provide reengagement and determine mastery and pace in accordance with the CCSS and our Scope and Sequence. Teacher will thoroughly analyze Dr.Radner's guide and ISBE's math Live Binders to utilize the "big ideas" Within our PLP initiatives is to have teachers, students, and parents be able to articulate their content goals, data goals and expectation goals. The school's curriculum will encompass all of general education including, but not limited to, Diverse Learners, English Learners, and MTSS. Use of English and native language will be used to accommodate and differentiate to help implement any initiatives we've deemed relevant. Our gifted course/classes will be disaggregated to distinguish the programs ability to provide an enriched rigorous instruction/curriculum to meet the needs of our gifted students. We will also incorporate our technology capabilities by integrate web-based learning such as Kahn Academy, Reflex Math, RazKids, and News ELA.

**Guide for Curriculum**

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Score

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)

1 2 3 4

We use a variety of programs to support differentiation. Khan Academy, Learning Continuum, RAZ Kids, Reflex Math, Compass Learning, project based instruction in addition to any Network 13 meeting that support current application and pedagogy. These programs have been selected because they include a curriculum based on the CCSS and are customized to meet individual student needs. The programs are developmentally appropriate as they track and provide data to student mastery and growth. These technological programs will be available to all students including priority groups. These programs are an integral part of the learning experience and will also be available at home. Students will also have the opportunity to make choices about instructional materials and goals as they track their progress and adjust as needed through the PLP student accountability.

### 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
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### 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

We currently review student work samples during principal grade level meeting. Teachers have a grade level binder to collect and review student work samples at each grade level. Through high learning expectations and implementation of the PLP we will develop structures of accountability that enable perseverance and create an environment of responsibility of high quality work. Students will be encouraged from teacher feedback and revision opportunities. Using Eureka and Dr.Radner ensures that all tasks and curriculum are standard-based and aligned. Learning objectives are directly related to the "big idea" and lesson and are used to help facilitate the lesson. Breaking down the Live Binders and Dr.Radner's lesson structure (on-line) the lesson will build upon and progress on multiple standards. ELA, Math, Science, Social Studies and Writing will focus on comprehension, citing evidence (justification) and tasks across disciplines. Lesson plans will reflect focus, coherence and rigor while providing students with multiple opportunities to create authentic work.

### 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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). 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	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### 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)

Our school counselor develops a preliminary career plan for 6th - 8th grade students. Formerly known as "What's Next Illinois". To ensure successful transitions students will be monitored by teacher and students themselves to determine if any interventions are needed. 8th grade students are involved in Shadow Days and Freshman Orientations to help with the transition to high school. These students will be excused for the day with confirmation of attendance to such activities. Step-up to Kindergarten and Bilingual Bridge will be utilized to minimize learning loss and ease transition. The Bridge program will be based on data from language acquisition. The talent show and opportunities to perform during assemblies will provide options for students to display or discover their personal talents. Academic talents will also be provided such as Math, Reading and Science Bowls. Students in 5th to 8th grade participate in Naviance which is an on-line formality that allows students to create goals and track career aspirations while researching resource to help obtain those goals. Students are able to create short and long-term planning and goal-setting and have conversation with the school counselor on opportunities to attend selective enrollment high schools and roads to college.

### 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, 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 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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.

- **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.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

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.

1   **2**   3   4

In the fostering of students becoming self-directed learners. To begin the process we are currently attending workshops for the Summer Design Program. We are partnering with LEAP innovations to create a prototype of personalized student learning plans. In addition to having objectives aligned to the CCSS and the "Big Idea" students will be able to articulate the learning objective through written and verbal communication. This can be observed and discussed through classroom observations and teacher facilitation. During classroom discussions students can conceptualize understanding by making connections to their interests, knowledge and experiences. To ensure genuine discussion teachers must guide dialogue and enable student to contribute by explaining to their classmates. Teachers will use different technique to ensue questions and elicit further discussion by having student engage one another. Scaffold instruction will be recorded in student PLP's and individual/groups of students will be targeted specifically through informal and formal data.

### 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.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

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

We have a formal MTSS program established at our school. Students have been identified and are tracked using MTSS recording sheets of skills and content covered. Students are progressed monitored every 3 weeks using easyCBM. Classroom teachers and MTSS coaches meet monthly to review student progress and next steps. Interventions will be implemented in a timely and effective manner by benchmarking students on a regularly scheduled formative assessment. In MTSS, students who receive the explicit instruction from a MTSS provider will have up-to-date individual profiles that include skills of need, resources used, and result. These individual portfolios are kept to track the goals set for each MTSS Tier 3 student. Tier 1 and 2 students will be tracked using in-class formative assessments and curriculum/instruction adjusted as needed such as small groups and scaffold tasks. Each student from all tiers have the opportunity to show mastery and may be exited or entered into the Tier 3 interventions for further intervention. Tier 2 and 3 students will have goals imbedded into their PLP to support all stakeholders working with these students the ability to support the student staying on track.

## Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) 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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### 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

The math curriculum comes with embedded with formative assessments, summative assessments, and interim assessment. ELA uses mastery-summative assessment on Compass, formative RAZ kids, easy CBM, skill survey assessment on NWEA. Multiple measures, in addition to district assessments, will be used such as easy CBM for MTSS, Compass for mastery and Skills Survey for goal tracking. Once specific gaps have been identified teachers/grade levels will be able to employ direct accommodations to targeted areas for individual and groups of students. English Learners will be a group, along with MTSS and Diverse Learners, whose data will be disaggregated to determine if the features of Universal Design are implemented with fidelity. Once all the data has been aggregated and disaggregated data reports will be analyzed by teachers, administration, departments, coaches, grade levels, and ILT. Gradebook audits are done biquarterly to ensure consistency, fairness and balance across all grade level and content areas. It is stressed that grades not be used as a form of punishment. Students will also keep track of their assignments and grades, including cumulative, to set and track grade goals.

### 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 (<http://www.udlcenter.org/aboutudl/udlcurriculum>) 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 (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
CPS Framework for Teaching	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 **3** 4

Grade level meeting regularly scheduled, Principal led grade level meetings, Department meetings, Professional Development, workshops, Network professional development, individualized teacher-principal meetings and student surveys.

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
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### 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

Improved differentiation plans for students, attendance at regularly scheduled meetings, teacher led meetings and professional development. Believing all learners can achieve and building student self confidence in academic goals. Evidence of results provided in staff, student, and parent surveys. Continued use of the SEL program Second Step through the partnership with the University of Illinois.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult

- and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

Students regularly attend before or afterschool activities. Science/Engineering Club, Student Counsel, Math Club, Battle of the Books, Art Therapy, Intramural Sports, Sports Teams, Book Club, tutoring, guitar classes,, Talent club, Mural Painting, MSI - STEM, Federal EPA - Green Air monitoring bench - computer program and Dance.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**

- In high school, students are enrolled in Civics courses.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

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.

Score

1 2 3 4

Students and parents feel the environment is safe according to the MVMS survey for SY14-15. We have added additional training

### 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.
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- Clarify criteria for office referrals versus classroom managed behavior.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment



**Restorative Approaches to Discipline:**

Score

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

1 2 3 4

We received training in Restorative Practices, CHAMPS, and SEL. Practices are used to support a strong and consistent academic learning environment. Respectful behavior is evident by all stakeholders in the building and students have a refresher mid-year check-in. Reflective practice is used by students and staff as corrective and restorative.

**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.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - 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 continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

**Parent Partnership:**

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

We have full active BAC, PAC, and PTO. In addition, we have 2 ESL classes for parents, 1 GED class for parents, Citizenship classes, and computer classes for parents. During regular parent PAC meetings, Robo Calls, select teachers present examples of instruction for parents to develop and understanding of what's expected at various grade levels.

## Guide for Parent 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Expectations for depth & breadth of Quality Teaching: Instruction

1	2	3	4	5	0
---	---	---	---	---	---

2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
3	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: Multi-Tiered System of Support	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 Quality & Character of School Life: Culture for Learning	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: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
To increase our growth percentile by 8% each year fostering a continued instructional rigor in reading to meet college and career readiness standards for all our students	85.00	71.00	79.00	88.00
<b>National School Growth Percentile - Math</b>				
To increase our growth percentile by 8% each year fostering a continued instructional rigor in math to meet college and career readiness standards for all our students	16.00	76.00	83.00	91.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Over two years to increase the percent of students meeting/exceeding national average growth norms at each grade level 3rd - 8th with an overall school increase of 7% percent each year.	48.90	(Blank)	63.40	70.40
<b>African-American Growth Percentile - Reading</b>				

NA	(Blank)	(Blank)	0.00	0.00
----	---------	---------	------	------

**Hispanic Growth Percentile - Reading**

To increase our Hispanic reading growth percentile by 8% percent each year with the goal of closing the achievement gap and meet college and career readiness standards. This group is representative of our majority population.	85.00	71.00	79.00	88.00
---	-------	-------	-------	-------

**English Learner Growth Percentile - Reading**

To increase the reading growth of our English Language Learners by .25% percent each year. This rigorous goal is to close the achievemnet gap for this sub group.	(Blank)	20.00	25.50	31.00
---	---------	-------	-------	-------

**Diverse Learner Growth Percentile - Reading**

To increase our Diverse Learners reading growth percentile in reading by 8% each year over the next two years. This goal will support closing the achievement gap for this sub group. .	18.00	66.00	74.00	82.00
---	-------	-------	-------	-------

**African-American Growth Percentile - Math**

NA	(Blank)	(Blank)	0.00	0.00
----	---------	---------	------	------

**Hispanic Growth Percentile - Math**

To increase our Hispanic Math growth percentile by 8% percent each year with the goal of closing the achievement gap and to meet college and career readiness standards. This group is representative of our majority population.	14.00	76.00	83.00	91.00
---	-------	-------	-------	-------

**English Learner Growth Percentile - Math**

To increase the Math growth of our English Language Learners by 10% percent each year. This rigorous goal is to close the achievemnet gap for this sub group.	(Blank)	61.00	71.00	81.00
---	---------	-------	-------	-------

**Diverse Learner Growth Percentile - Math**

To increase the math growth percent by 3.5% each year to keep up with the Diverse Learner's learning trend and goal of all learners meeting and exceeding growth goals annually.	33.00	86.00	89.50	92.50
--	-------	-------	-------	-------

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

To increase our national school attainment percentile in reading by 10% percent each year over the next 2 years. This will support students maintaining skills from one year to the next and assuring our students meet college and career standards.	68.00	70.00	80.00	90.00
---	-------	-------	-------	-------

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

To increase our national school attainment percentile in reading by 10% percent each year over the next 2 years. This will support students maintaining skills from one year to the next and assuring our students meet college and career standards.	61.00	76.00	76.50	77.00
---	-------	-------	-------	-------

**National School Attainment Percentile - Reading (Grade 2)**

To increase our national school attainment percentile for 2nd grade in reading by 12 percent to meet expectations of college and career readiness standards for the benchmark 3rd grade and beyond.	81.00	62.00	69.40	76.90
---	-------	-------	-------	-------

**National School Attainment Percentile - Math (Grade 2)**

To increase our national school attainment percentile for 2nd grade in reading by 10 percent to meet expectations of college and career readiness standards for the benchmark 3rd grade and beyond.	83.00	81.00	89.10	97.20
---	-------	-------	-------	-------

**% of Students Making Sufficient Annual Progress on ACCESS**

To increase by 10% each year the percent of English Language students making sufficient progress in their acquisition of the English language.	52.60	44.60	54.00	64.00
--	-------	-------	-------	-------

**Average Daily Attendance Rate**

To increase the daily attendance rate above the 96% percent rate to assure students are in school daily to receive the rigorous instruction needed to achieve college and career readiness standards.	95.60	95.90	96.00	96.60
---	-------	-------	-------	-------

**My Voice, My School 5 Essentials Survey**

To ensure more participation by students, staff and parents to take advantage of the Well organized status to promote more academic growth.	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------

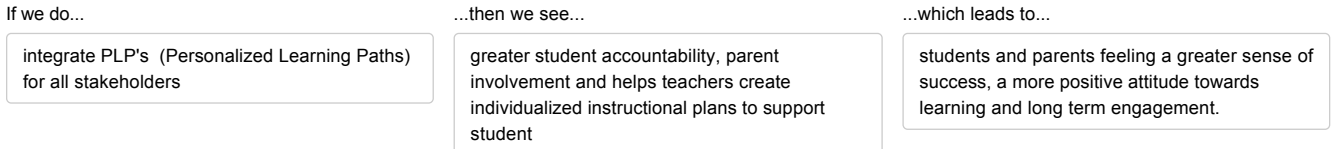
Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
School wide - Sub Group Comprehensive Gifted				
To increase the percentage of gifted students by 10% annually that are meeting custom goals. Students will set goals in September and self-monitor progress. Conferencing 1 time a month for support with teachers & parents.	(Blank)	60.00	66.00	72.50
3rd & 4th Grade - Sub Group - EL's				
Add a writing balanced assessment as the measure in the primary grades to increase the academic success rate of EL's that transition out of the Bilingual Program in their 3rd year with a score of 5.0, but have a 1 to 2.5 score in writing comprehension.	(Blank)	18.00	20.00	22.00
School - Wide MTSS				
Increase the percent of student making growth in academic/social emotional deficite areas that are placed in our Tier 2 and Tier 3 MTSS tracking system. Utilize biweekly progress monitoring.	(Blank)	35.00	55.00	65.00

Strategies

Strategy 1



Tags:  
Accountability

Area(s) of focus:  
1

Action step Responsible Timeframe Evidence for status Status

1. Create a prototype that is student, teacher and parent friendly.  
 2. Enhance visible evidence of our cultural of college and career awareness for all stakeholders to comprehend and support  
 3. Schedule Quarterly reviews of the Prototype

1. Students  
 2. Parents  
 3. Teachers  
 4. Administration

Sep 1, 2016 to Jun 16, 2017

Student paths are being updated and reviewed on a regular basis by all stakeholders \*Students showing growth with grades and summative assessments. Students are able to articulate where they are and where they have to go. \*Teachers monitor and make adjustments as needed during review sessions  
 \*Parents review plans and Parent Portal on a biweekly basis

Not started

**Personalized Learning**

1. Professional Develop Teachers on implementation of paths by ILT Team members Summer 2016  
 2. Conduct parent workshops on learning paths September & October 2016

Administration  
 ILT Team

Sep 1, 2016 to Jun 16, 2017

\*PD agendas  
 Sign-in sheets  
 Path progress reviews  
 \*Parent responses percentages and signatures on learning path reviews  
 \*Increase % of students articulating goals and educational plans beginning to end of school year -  
 \*end of year Growth assessment results

Not started

**Reading**

1. Revisit reading small groups purpose - Begin with Professional readings over the summer - feedback blog  
 2. Evaluate current models - what works/what does not work- electronically submit results  
 3. Redesign models K-2/3-5/6-8 based on feedback/evidence  
 4. Fall - Create PD for each grade band presenting revised model expectations and small group monitoring feedback form  
 5. Provide quarterly the % of effective small group instruction  
 6. Monthly use Tri-State rubric to evaluate student tasks in reading small groups  
 7. Incorporate Reading goals into Personal Learning Paths for all stakeholders to monitor

Administration  
 Reading Coach  
 ILT Team  
 Literacy Department  
 Teachers

Sep 1, 2016 to Jun 16, 2017

\*PD agendas  
 \*Sign-in Sheets  
 \*Materials alignment  
 Implementation \*Small group monitoring forms with feedback  
 \*Teacher analysis of student tasks  
 \*Student surveys on quality of tasks  
 \*Principal Feedback on the student task rubric  
 \*Over all increase in student performance on NWEA/PARCC

Not started

**Strategy 2**

If we do...

Further integrate technology in instruction (ELA, Math, Science) to increase the percentage of differentiated plans for students learning

...then we see...

greater student ownership, motivation and collaboration

...which leads to...

more students meeting and exceeding their personalized goals.

Tags:  
 21st century skills

Area(s) of focus:  
 2

Action step

Responsible

Timeframe

Evidence for status

Status

<ol style="list-style-type: none"> <li>1. Research projects requiring technology in the presentation</li> <li>2. Using apps focusing on weakness according to their placement on the learning continuum.</li> <li>3. Using apps to focus on enrichment according to their placement on the learning continuum</li> <li>4. Add more computer science programs to encompass all grade levels.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students</li> <li>2. Parents</li> <li>3. Teachers</li> <li>4. Administration</li> </ol>	<p>Sep 1, 2016 to Jun 16, 2017</p>	<p>*Increase time for students to have access to technology (before and after school sign-up)          *Post Research Project timelines and expectations online.          *Post grades according to due dates for parent to review (Gradebook)          *Quarterly curriculum for computer science</p>	<p>Not started</p>
--	---	------------------------------------	--	--------------------

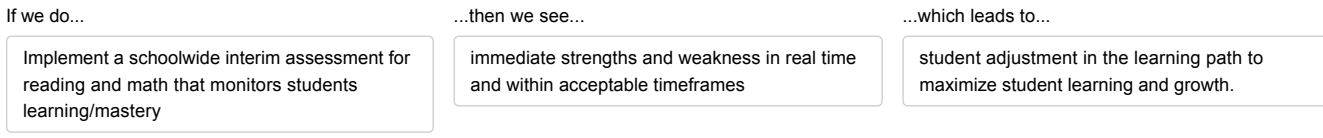
**Curriculum Design**

<p>Teacher PD on apps and potential uses          Parent PD on apps and potential student uses</p>	<p>Technology Coordinator          Teacher Leaders          Administration</p>	<p>Sep 1, 2016 to Jun 16, 2017</p>	<p>*Time usage reports by classrooms          *% of students making gains          * % of parents monitoring their child's usage - survey/signature</p>	<p>Not started</p>
--	--	------------------------------------	---	--------------------

**Authentic tasks**

<ol style="list-style-type: none"> <li>1. Project-based Learning - Great Authentic Task Creation - Subjects: Reading, Math, &amp; Science</li> <li>2. Summer 2016 -PD for staff on use of the knowledge center to support our goal of great authentic tasks that incorporate collaboration, real-world problems, community connections, and self-directed learning</li> <li>3. Identifying/creating a 6-8 question rubric to support teacher created project-based learning tasks</li> <li>4. Summer/Fall 2016 Create a Prototype bank on the Drive - of authentic tasks that require students to demonstrate proficiency by applying existing knowledge to solve a real-world problem.</li> <li>4. Create a student self-regulated feedback loop</li> </ol>	<p>ILT Team          Administrators          Coaches          Teachers          Students</p>	<p>Sep 1, 2016 to Jun 16, 2017</p>	<p>Evidence of authentic tasks on lesson plan reviews          Rated task samples using task rubric          Increase in volume of authentic tasks in bank located on the drive          Student feed back on self regulated learning form          Increase in the number of students investing time, effort and creativity in their learning - Project scoring rubrics -          Peer Scoring rubrics          Increase in the % of students "on track"          Increase in the % of students reaching mastery levels on PARCC</p>	<p>Not started</p>
--	--	------------------------------------	--	--------------------

**Strategy 3**



Tags:  
 Balanced grading and assessment

Area(s) of focus:  
 3

Using surveys the following to monitor/ adjust instruction: 1. NWEA skills survey, 2. Khan Academy, 3. RazKids, 4. NewsELA 5. Read Works 6. Commonlit 7. Reflex Math	1. Students 3. Teachers 4. Administration	Sep 1, 2016 to Jun 16, 2017	*Student conferencing records, *Review and analyze NWEA skills, RazKids, Read Works, Reflex Math, Khan Academy, commonlit reports. *Modify/adjust learning paths - plan reviews will indicate *Parents review / signature and comments	Not started
---	---	--------------------------------	---	-------------

**Differentiated instruction**

Lesson Plan reviews and feedback -biweekly Small group observations and feedback - monthly	ILT Team and Administration	Sep 1, 2016 to Jun 16, 2017	*Feedback on lesson plans and small group observations *Increase in the % of staff with observable differentiation from 60% to 80%	Not started
---	-----------------------------	--------------------------------	---	-------------

**Classroom rigor**

Summer 2016 - Using teacher observation data and small group observation data to identify the % of the instruction time in reading and math used for: 1. Presenting critical information 2. Skill and strategy practice 3. Chunking content into bitsize pieces 4. Reviewing content 5. Engaging students in cognitively complex tasks 5. Revising student knowledge 6. Students teaching students 7. Summer 2016 - Then using this data to restructure the 120 minute and 90 minute learning blocks. 8. Create PD for teachers that support student ownership of their learning - Helping students to examine their reasoning, to revise their knowledge, that will foster their engagement inCognitively complex tasks. 9. Foster a "risk free" implementation peroid where feedback is provided to/by all stakeholders 10. Design an implementation rubric to monitor progress of rigor 11. Survey students to monitor increase in ownership based on students depth of responses.	ILT Team Teacher Teams Administration Students Coaches	Sep 1, 2016 to Jun 16, 2017	Data Analysis of observations Data analysis of small group work Lesson Plan reviews showing an increase of cognitively complex tasks Student survey responses Implementation feedback showing improved usage of cognitively complex tasks	Not started
---	--	--------------------------------	---	-------------

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ 1. Create a prototype that is student, teacher and parent friendly. 2. Enhance visable evidence of our cultural of college and career awareness for all stakeholders to comprehend and support 3. Schedule Quarterly reviews of the Prototype</p> <p>Tags: Accountability, Personalized Learning</p>	1. Students 2. Parents 3. Teachers 4. Administration	Sep 1, 2016	Jun 16, 2017	Not started



District priority and action step	Responsible	Start	End	Status	
<p>✦ 1. Professional Develop Teachers on implmentation of paths by ILT Team members Summer 2016 2. Conduct parent workshops on learning paths September &amp; October 2016 Tags: Accountability, Reading</p>	Administration ILT Team	Sep 1, 2016	Jun 16, 2017	Not started	
<p>✦ 1.Revisit reading small groups purpose - Begin with Professional readings over the summer - feedback blog 2. Evaluate current models - what works/what does not work-electronically submit results 3.Redesign models K-2/3-5/6-8 based on feedback/evidence 4. Fall - Create PD for each grade band presenting revised model expectations and small group monitoring feedback form 5. Provide quarterly the % of effective small group instruction 6. Monthly use Tri-State rubric to evaluate student tasks in reading small groups 7. Incorporate Reading goals into Personal Learning Paths for all stakeholders to monitor Tags: Accountability</p>	Administration Reading Coach ILT Team Literacy Department Teachers	Sep 1, 2016	Jun 16, 2017	Not started	
<p>✦ 1. Research projects requiring technology in the presentation 2. Using apps focusing on weakness according to their placement on the learning continuum. 3. Using apps to focus on enrichment according to their placement on the learning continuum 4. Add more computer science programs to encompass all grade levels. Tags: 21st century skills, Curriculum Design</p>	1. Students Parents Teachers Administration	2. 3. 4. Administration	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Teacher PD on apps and potential uses Parent PD on apps and potential student uses Tags: 21st century skills, Authentic tasks</p>	Technology Coordinator Teacher Leaders Administration	Sep 1, 2016	Jun 16, 2017	Not started	
<p>✦ 1. Project-based Learning - Great Authentic Task Creation - Subjects: Reading, Math, &amp; Science 2. Summer 2016 - PD for staff on use of the knowledge center to support our goal of great authentic tasks that incorporate collaboration, real-world problems, community connections, and self-directed learning 3. Identifying/creating a 6-8 question rubric to support teacher created project-based learning tasks 4. Summer/Fall 2016 Create a Prototype bank on the Drive - of authentic tasks that require students to demonstrate proficiency by applying existing knowledge to solve a real-world problem. 4. Create a student self-regulated feedback loop Tags: 21st century skills</p>	ILT Team Administrators Coaches Teachers Students	Sep 1, 2016	Jun 16, 2017	Not started	
<p>✦ Using surveys the following to monitor/ adjust instruction: 1. NWEA skills survey, 2. Khan Academy, 3. RazKids, 4. NewsELA 5. Read Works 6. Commonlit 7. Reflex Math Tags: Balanced grading and assessment, Differentiated instruction</p>	1. Students Teachers Administration	3. 4. Administration	Sep 1, 2016	Jun 16, 2017	Not started
<p>✦ Lesson Plan reviews and feedback -biweekly Small group observations and feedback - monthly Tags: Balanced grading and assessment, Classroom rigor</p>	ILT Team and Administration	Sep 1, 2016	Jun 16, 2017	Not started	
<p>✦ Summer 2016 - Using teacher observation data and small group observation data to identify the % of the instruction time in reading and math used for: 1. Presenting critical information 2. Skill and strategy practice 3. Chunking content into bitsize pieces 4. Reviewing content 5. Engaging students in cognitively complex tasks 5. Revising student knowledge 6. Students teaching students 7. Summer 2016 - Then using this data to restructure the 120 minute and 90 minute learning blocks. 8. Create PD for teachers that support student ownership of their learning - Helping students to examine their reasoning, to revise their knowledge, that will foster their engagement inCognitively complex tasks. 9. Foster a "risk free" implementation peroid where feedback is provided to/by all stakeholders 10. Design an implementation rubric to monitor progress of rigor 11. Survey students to monitor increase in ownership based on students depth of responses. Tags: Balanced grading and assessment</p>	ILT Team Teacher Teams Administration Students Coaches	Sep 1, 2016	Jun 16, 2017	Not started	

## 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 supplant 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.

## NCLB Program

### NCLB 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.

NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

### Parent Involvement Policy

Complete

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

The school has an established PAC committee that posts and holds regular monthly meetings. The parents create an agenda around school improvement and submit minutes after each meeting. In addition to the PAC committee, there is a BAC committee, an LSC, a CIWP committee, and a monthly coffee with the principal where agendas are created, meetings are posted, and minutes are submitted and posted for view of all parents.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

In the 2016-2017 school year the protocols required for scheduling a PAC annual meeting will be followed. The notice will be posted on Facebook, the jaddams.org webpage, the Marque, and on class DoJo via text and emails. The Title 1 Annual and PAC Organizational meeting was held on September 23, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

The information about the Title 1 programs (curriculum, assessments, supports) will be provided in the Summer Parent mailings and on the Parent Back to School nights in September. A powerpoint called the Addams - State of the School will be presented to all parents at each grade level. In addition, during the Jane Addams Annual meeting on September 23, 2016 the principal presented all of the Title one programs.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Our school had well established PAC, BAC, and PTO committees. These meetings are scheduled monthly throughout the school year at various times of the day so all parents could attend at sometime during the year. Parents ask questions and responses are provided or written to be responded via email once an response can be provided.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

State student performance reports that arrive at the school are sent home to parents accompanied with any informational pages to assist parents in understanding the data. Parents who require further explanation are provided with an assessment session to deepen their knowledge of the state assessment at a scheduled parent assessment and strategy night.

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.

When it becomes known a teacher is not highly qualified to teach students in a content area or grade level, parents are mailed the formal letter (not highly qualified) to let them know immediately. When a teacher leaves on a family or maternity leave a parent is notified prior to the highly qualified teacher leaving so parents are informed on who will be replacing the classroom teacher for a period of time.

Schools will assist parents of participating NCLB 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.

Title 1 academic (curriculum, assessments, supports) will be provided in the Summer Parent mailings and on the Parent Back to School nights in September. A powerpoint called the Addams - State of the School address will be presented to all parents at each grade level that highlights the assessment results from the prior year and the expectation for the current year. The school currently has 582 active parent portal users that allow parents to monitor their students academic progress. This will be encouraged to continue in the SY17. Academic expectation will be provided to parents in PAC parent workshops and on Data nights held every October.

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

Through the PAC Committee, parents are provided with a survey to identify the highest need of the parents responding. Then vendors and/or local programs and agencies are contacted to support adult education based on these needs such as: housing assistance, job training, financial management, parenting, nutrition, and medical assistance. Our partnerships with neighborhood agencies allows us to provide some workshops for free, we only use the PAC funds for a snack for parents attending the workshop.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Addams has multiple ways to communicate with parents and the expectation is that parents are equal partners in the education of their children. We use Facebook, jaddams.org, robo calls, an electronic newsletter and a printed newsletter. Our staff utilized class Dojo to communicate (via text or email) daily with parents on what happened that day in school in their classroom (Class events, projects, homework, and field trip information is shared) along with pictures of students working well or when they misbehave. Parents like this system as it supports the parents and teachers working together to enhance the child's academic experience.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

Parent workshops are held at the school to support family literacy and early literacy more specific. A whole school -home read is held in October of each year and parents participate in a book club to support reading 20 minutes or more each night using a book the whole school is reading. The book is offered in English and Spanish and this allows the Addams reading department to model and support parents on how to establish a strong reading culture in their home.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All forms of communication to our parents have and will be translated. Robo calls and emails are in English and Spanish. During all school parent meetings, parent workshops and family nights a translator is provided and the materials distributed are in both languages.

#### Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement 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

## 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 Jane Addams is to provide quality instructional programs that prepare students for college, careers and beyond. We will accomplish this through integration of technology, in reading, math, science with an emphasis on a STEAM curriculum embedded in all content areas. This will allow us to ensure all students not only meet or exceed national assessment standards but are prepared for future global challenges. We will achieve this endeavor through collaborative efforts among parents, community members, and school personnel. Students will have a world class education leading them to a bright future.

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

Parent teacher conferences are board scheduled on Wednesday, November 9, 2016 and again on Wednesday, April 19, 2017. Our school will hold informal parent teacher conferences as need by teacher or parent request before, during, or afterschool throughout the school year.

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

Scheduled progress reports go out the 5th week of every quarter in the months of October, January, March, and May. In addition to these reports parents have access to parent portal to monitor their child's grades and attendance weekly. Standardized test results are provided annually to parents reporting on a child's yearly growth.

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

The school uses CLASS DoJo which is connected directly to parents email accounts. Teachers and parents communicate daily if necessary on their child's academic progress. Teachers are available for a face to face conference before school, during a prep, or after school as needed.

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

Parents are encouraged through a summer mailing to submit an online application to become a volunteer. Once approvals are received a schedule and a parent badge is created and provided to the classroom teacher the parent is volunteering support. In addition to classroom support parents are notified about school events they can volunteer for and the established parent committees BAC, PAC, and PTO. Meetings are posted at all exits and on Class Dojo.

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

Through the use of Parent Portal and Class Dojo parents have the ability to check their child's academic progress and attendance daily. Robo calls are made throughout the school year reminding parents to use class Dojo and parent portal.

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

Parents participate in educational decisions about their child's education during regular monthly parent meetings, informal parent-teacher conferences, LSC meetings, Coffee with the Principal meetings held monthly, submitting the yearly survey on school needs, and formally during report card pick-up days November and April each year.

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

Students, teachers, and parents meet and place students on a learning plan. The plans are controlled by the students but monitored by the classroom teacher and parents. Teachers conference once a month with students and parents sign off on student progress every 5 week. Academic and attendance awards are provided quarterly for students meeting the plan goals.

## Parent Budget

Complete

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

To meet the rigor in instruction required to prepare our students for college and careers beyond elementary school parents will:  
 September 2016 - Parents will be provided with instruction on reading, math, and science at the beginning and half way through the year (February) by coaches.  
 October 2016 - Parents will participate in a practice PARCC assessment to better understand what is expected of their child at each grade level.  
 November 2016 - Parents will attend a STEM workshop at MSI as part of a school-wide grant  
 December 2016 - Parents will be provided an SEL workshop by counselor  
 January 2017 - Parents will attend a 2nd in a series of STEM workshops at MSI  
 February 2017 - Parents mid-year instructional workshops by school coaches (ELA and Math)  
 March 2017 - Parent workshop on raising a Teen in a world of social -media  
 April 2017 - Parents will attend a college and Career workshop  
 May 2017 - Parents will participate in an Art Workshop - Museum of Cont

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 2027 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1200 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 1400 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 300 .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 600 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> 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 be used only by parents.	\$ Amount .00