



Little Village Elementary School (/school-plans/269) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Edna Melgar	Assistant Principal	elmelgar@cps.edu	Has access
Araceli Pedroza	Bilingual Coach (K-8th)	apedroza@cps.edu	Has access
Arlene Kuzel	Literacy Coach (Prek-8th)	amkuzel@cps.edu	No Access
Katie Labombard	Math Coach (K-8th)	kmrupe@cps.edu	Has access
Martha Loza	Teacher (LA: 7th-8th)	milozac@cps.edu	No Access
Christophe Foubert	Teacher (LA: 6th-7th)	cfoubert@cps.edu	No Access
Paige Targosz	Teacher (Art)	pvaarderscho@cps.edu	No Access
Bianca Pulido	Teacher (Bil: 1st)	bpulido@cps.edu	No Access
Kyle Nowicki	Teacher (Special Ed: 5th-8th)	kwnowicki@cps.edu	No Access
Emmalie Pfankuch	Teacher (Special Ed: K-4th)	enpfankuch@cps.edu	No Access
Erika Martinez	Parent	erimartinez28@yahoo.com	No Access
Maria Isabel Tapia	Parent	itapia331@gmail.com	No Access
Cynthia Sanchez	Teacher	csanchez2@cps.edu	No Access
John Ross	Teacher	jaross@cps.edu	No Access
Lillian Lazu	principal	llazu@cps.edu	Has access

Team meetings

Date	Participants	Topic
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03/07/2016	Arlene Kuzel, Katie Labombard, Araceli Pedroza, Lillian Lazu, Edna Melgar	Goals
03/01/2016	Kyle Nowicki, Arlene Kuzel, Katie Labombard, Araceli Pedroza, Edna Melgar, Emmalie Pfankuch, Martha Loza, Lillian Lazu, Paige Targosz, Cristophe Foubert	Framework and Framework Priority
02/25/2016	Kyle Nowicki, Arlene Kuzel, Katie Labombard, Araceli Pedroza, Edna Melgar, Emmalie Pfankuch, Martha Loza, Lillian Lazu, Edna Melgar, Paige Targosz, Cristophe Foubert	Framework
03/15/2016	Arlene Kuzel, Katie Labombard, Edna Melgar, Lillian Lazu	Strategies
03/16/2016	Arlene Kuzel, Katie Labombard, Edna Melgar, Bianca Pulido, Cristophe Foubert, Kyle Nowicki, Emmalie Pfankuch, Martha Loza, Lillian Lazu	Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

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.

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Our school's TOA encompasses the following:

Children's Literacy Initiative (CLI) which focuses on coaching K-3rd teachers on literary best practices.

The implementation of a Balanced Literacy program in all grades as well as each grade creating unit plans for literacy.

Additionally, teachers receive updated NWEA/TRC BOY, MOY and EOY data when it becomes available to guide their instruction and create flexible, guided reading/math groups. Teachers and admin have one on one data conversations with individual students to assess their progress and establish goals. These goals are recorded on the student's data document and revised throughout the school year. Our K-3rd teachers update their data tracking document after progress monitoring students, and then set individual student goals

The ILT created Non-Negotiables for the literacy environment to ensure structures are in place.

Math teachers use Math Talks, collaborative conversations, differentiated centers and group activities. Topics emphasized in math talks are based on data and classroom observation.

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

Instructional Leadership Team:

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

Score

1 2 3 4

Our ILT is made up of teachers representing different grade level bands, exploratory, special education and bilingual education teachers. The ILT meets bi-weekly and the members disseminate the information to their grade level band on staff flex days, grade level meetings, weekly buzz and emails.

The ILT is driven to lead the work of improving teaching and learning school-wide by utilizing data collected from student assessments, learning walks, peer observations, and informal observations. The ILT is reflective on its own team processes and practices by utilizing the ILT Effectiveness Rubric to improve its function and progress towards school-wide goals.

Opportunities for Growth:

- * Schedule regular bi-weekly ILT meetings
- * Prioritize cycle work for meeting agendas
- * Schedule ILT retreats for ILT members to deepen their leadership knowledge and skills

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
Measures	✓	Five Essentials: Instructional Leadership
Five Essentials		Effective Leaders
		Collaborative Teachers
CPS Framework for Teaching		4a. Reflecting on Teaching & Learning
		4d. Growing and Developing Professionally
		4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders		A1. Assesses the Current State of School Performance and Develops a CIWP
		A2. Implements Data Driven Decision Making and Data Driven Instruction
		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

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Principal presents teachers with opportunities to attend PDs to help them flourish as instructional leaders. Some of our teacher leaders take on the responsibility of sharing their newly gained expertise with the rest of the staff. Our current teacher leaders are as follow:

- * Literacy: Ms. Kuzel, Ms. Steuber and Ms. Loza.
- * Math: Ms. Lewis, Mr. Calderon, Ms. LaBombard
- * Bilingual: Ms. Pedroza, Ms. Downs, Ms. Salinas
- * Science: Ms. Villanueva, Mr. Cornfield, Ms. Sanchez
- * Special Education: Ms. Pawelko
- * CLI Lab Classroom Leaders: Ms. Veytia, Ms. Pulido, Ms. Contreras, Ms. M. Martinez
- * Active Union Rep: Ms. Lopez
- * Active PPC: Ms. Schwandt, Ms. Villanueva, Ms. Johnson, Ms. Lopez, Ms. Acevedo
- * LSC/PPLC Teacher/ESP Rep: Ms. Sanchez, Mr. Ross and Ms. Rivera

* Instructional Coaches: Ms. LaBombard collaborates with teachers to provide instructional support in math. Ms. Pedroza collaborates with bilingual teachers to provide support to ELs. As a reading specialist, Ms. Kuzel provides support to both teachers and students.

Additionally, each grade level band is represented by a teacher on the ILT team. Grade levels share common preps to plan and collaborate.

Opportunities for Growth

- * Create professional learning cycles
- * Schedule structured time for teachers to share what they learned during PDs
- * Schedule learning walks, debrief findings
- * Set goals based on professional development and cycle

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

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

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*3rd-4th grade are departmentalized to ensure instructional minutes in the core subject are met as well as to allow for co-teaching (inclusion) to take place.
 5th-8th grade follow a block schedule to ensure instructional minutes in the core subjects are met as well as to allow for co-teaching (inclusion) to take place.
 * Supplemental funding is used to hire instructional coaches to individualize student needs. Special education staff is funded to also support our DLs our both resource and inclusion setting.
 * When hiring candidates, grade/content area teams participate in the interview process
 * All teachers are Highly Qualified with the appropriate certificates/endorsements to the grade level/subject.
 * Teacher leaders have been identified to take on leadership roles aligned CCSS and/or NGSS.

Guide for Aligned Resources

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

- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

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.

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-Curriculum maps were developed and are aligned to the CCSS Math. K-2 teachers participated in a cohort through Network 7 to develop an instructional math framework (Scope and Sequence). The math coach facilitated a similar learning experience for departmental math teachers in grades 3-8, focusing on vertical alignment and using the model content framework to emphasize key CCSS Math topics.

-K-8 ELA Teachers began to develop a scope and sequence aligned to CCSS at the beginning of the 2015-2016 school year. Teachers are continuing to adjust their scope and sequence throughout this school year. Literacy coaches have attended network level PDs to continue working on creating a K-8 writing scope and sequence.

-K-2 ELA Teachers began to attend Spanish Literacy for ELs PD to continue strengthening our ELs' Spanish literacy as they prepare to transition out of the bilingual program.

-3-5 ELA Teachers began to attend Transitioning Literacy for ELs PD to continue strengthening our ELs' English development.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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)

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- * All grade levels have a set of instructional materials that are aligned to CCSS
- * Leveled classroom libraries, bilingual reading libraries
- * Novels aligned to instructional units
- * CLI Materials for K-3rd
- * K-3rd ELD materials
- * Technology such as SMARTBoards in every classroom, up to 2 carts of chromebooks, laptops or ipads in each grade level, graphic calculators, ELMO in every classroom
- * Online instructional programs such as Raz Kids, IXL Math, BrainPop, Compass Learning, Middle School Math Online Texts plus other programs to support student learning
- * Engage NY
- * Math instructional textbooks for grades 6th-8th
- * FOSS Kits

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

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- * Teachers share the learning objectives with students and reiterate the importance of their lesson.
- * Instructional units are aligned to CCSS
- * Student attendance is being monitored and interventions have been put in place to communicate the importance of being in school.
- * Math: Teachers use cognitive complexity planning tool provided by network during TLI and PD to reflect on balance of cognitive complexity in lessons and design learning activities that involve problem solving with connections and “Doing Mathematics”. Teachers analyze each other’s tasks, coach gives feedback.
- ELA teams use Webb’s DOK and the Learning Continuum when designing learning tasks

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"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

Students in Pre-K through 8th grade participate in career day where they are able to hear from many different professionals in various careers. Students are able to choose and research a university to represent their classroom for the month of May. Student research and artwork is displayed on classroom bulletin boards for the month. Students are made aware of their progress through standardized test scores. Through data tracking, students and teachers have data from NWEA, DIBELS, and MClass readily available in order to see successes as well as areas of improvement. Students are also encouraged to do their best on tests through fun pre-test activities such as the NWEA pep rally where students come up with fun ways to share test taking strategies and preparations with their peers. In the beginning of the year, an open house is held where teachers are able to speak with students and parents about the expectations for the year and beyond. The middle school has advisory, during which they are able to plan and learn about different options for high school, college, and beyond. The middle school also goes on visits to various university campuses to see the reality that they can achieve post-middle and high school. During advisory, teachers and students talk about GPA. Students are encouraged to set goals on how to improve in their content area to boost their GPA. A workshop was provided to parents on how to understand their child's GPA and the role it plays in high school and/college selection, scholarships, etc.

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 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **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"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
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:

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

Score

1 2 **3** 4

- * Teachers use classroom and standardized data to guide instruction and establish student grouping. Teachers implement guided reading and leveled texts as the core method of instruction. Students are exposed to a variety of genres through novels and other nonfiction texts.
- * Teachers create text-dependent questions to engage students in meaningful group discussions. There is a school-wide focus on collaborative conversations to take place for at least 50% on the instructional time.
- * Teachers create unit plans that align objectives and assessments to CCSS.
- * Students engage in inquiry based science experiments/lab.
- * Teachers integrate technology into lessons on a daily basis.

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

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

Score

1 2 3 4

provide interventions/supports for students at risk for failure and/or truancy.

Tier 1

K-5th: PATHS Curriculum

6th-8th: Advisory

New in Fall 2016: 6th-8th: Blueprints

Individual data conversations with students and teachers as well as principal

Goal setting conversations with students and teachers as well as principal

Tier 2 & Tier 3

Individual Mentors for "at-risk" or "high risk" students identified by grades, behavior and attendance

Personal Learning Plans for students previously in summer

RSP provide interventions to students in the classroom as needed

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
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	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

A school-wide data tracker was created and distributed to teachers. The administrative team met with teachers to discuss NWEA/TRC BOY, MOY, and EOY data. During the conversation, teachers set goals for their students. Teachers discussed strategies to target student academic needs.

District-wide assessment data is analyzed at the school level and at grade level as reports become available. Teachers analyze NWEA/TRC BOY, MOY and EOY data to guide their instruction and create flexible, guided reading/math groups.

Additional progress monitoring is completed using programs such as BAS, LLI, SIL, Compass Learning, Raz-Kids, Math IXL, and Easy CBM. Teachers create end of unit performance assessments aligned to CCSS to assess students' knowledge.

General education teachers collaborate with special education teachers to ensure student IEPs are followed with fidelity.

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	<ul style="list-style-type: none"> ✓ 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
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

A school-wide data tracker was created and distributed to teachers. Principal met with teachers to discuss NWEA/TRC BOY, MOY, and EOY data. During the conversation, teachers set goals with their students. Teachers discussed strategies to target student academic deficiencies. Students are made aware of their standardized test scores when conferencing individually with teachers and administrators. Students also track their progress using data tracking and goal setting documents to see their successes as well as areas of improvement.

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	2b. Establishing a Culture for Learning
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

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At LVA, all students are included in our school community, culture and academics in the least restrictive environment. The culture and language of our students is highly respected and celebrated. We celebrate Hispanic Heritage Month, Mexican Independence Day, and Cinco de Mayo. Monthly parent newsletters and calendars are sent home and teachers communicate with parents via email, phone or in person (as needed). Notifications are sent home in both English and Spanish. We have many after school and enrichment programs designed to build relationships between our students and staff. We have a partnership with New Life to support our middle school students with their social-emotional needs. We have established a partnership with New Life, Rainbow House and the Pilsen-Wellness Center to support our student's social-emotional needs. We offer other after school programs to build relationships in our school community including, but not limited to: Urban Initiatives, Poetry/Writing Club, Science Club, etc. Teachers are often present before and after school to assist students with their needs.

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

At LVA, all of our students are included in our school community and culture. All of our students with special needs are included in general education classrooms when appropriate and with support, extracurricular activities, and special events. The culture and language of our students is respected and celebrated. Communication between staff, staff and students, and staff and parents is regular and always in the preferred language of the family. We have many after school and enrichment programs designed to build relationships between our students and staff. The school has established a partnership with Urban Initiatives, New Life Church, Universidad Popular, Cooking Matters and counseling organizations within the community to further support their academic and social/emotional needs yet at the same building leadership roles. This year, a group of students are organizing a community service project to help those in need. They are creting Blessing Bags filled with snacks and travel size hygiene items to donate to the homeless.

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	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 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

* There are school wide and classroom procedures in place.
 * Classrooms rules are created by students.
 * School wide hallway expectations in place.
 * There are 2 security guards and 1 part-time off-duty officer at the school.
 * All staff take a part in securing students and staff safety.

Tier 1
 K-5th: PATHS Curriculum
 6th-8th: Advisory
 New in Fall 2016: 6th-8th: Blueprints

Tier 2 & Tier 3
 Individual Mentors for "at-risk" or "high risk" students identified by grades, behavior and attendance

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	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

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

- * The Behavioral Health Team meets weekly
- * The SEL Team meets monthly to discuss SEL practices in place.
- * K-5th: PATHS Curriculum
- * 6th-8th: Advisory
- * Weekly parent workshops are conducted. Parent workshops focus on meeting the academic and/or social needs of students as well as parents.
- * After School and Saturday Detention is in place in lieu of out of school suspension.
- * Teachers address student misbehavior immediately and in a respectful manner.

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	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
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

Systems are in place to communicate student learning goals and to provide school-wide parent involvement opportunities, such as: Open House, Reading and Math Night, High School Fair, Parent Library, Parent Field Trips, LSC, NCLB, and BAC committees. Parent workshops are designed to provide with tools necessary to support their children at home academically as well as social/emotionally. Parents are also invited to volunteer in the classrooms as well as in school wide events (such as Picture day, Field Day, etc.)

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
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐

4 Expectations for Quality & Character of School Life: Culture for Learning

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

National School Growth Percentile - Reading

During the 2014-2015 school year, 96% of students were meeting national growth norms in reading. Currently in 2015-2016 school year, 52% of our students to meet national growth norms in reading. With supports and interventions in place, the percentage of students meeting national growth norms in reading will increase to 57% by the end of the 2016-2017 and 62% by the end of 2017-2018.

96.00

52.00

57.00

62.00

National School Growth Percentile - Math

During the 2014-2015 school year, 47% of students were meeting national growth norms in math. Currently in 2015-2016 school year, 56% of our students to meet national growth norms in math. With supports and interventions in place, the percentage of students meeting national growth norms in math will increase to 61% in the 2016-2017 school year and to 66% by the end of the 2017-2018.

47.00

56.00

61.00

66.00

% of Students Meeting/Exceeding National Ave Growth Norms

During the 2014-2015 school year, 63.5% of students were meeting or exceeding national growth norms. During the 2016-2017 school year, our goal is for at least 69.5% of our students to meet or exceed national growth norms. With supports and interventions in place, the percentage of students meeting or exceeding national growth norms will increase to 73.5% by the end of the 2017-2018 school year.

63.50

(Blank)

69.50

73.50

African-American Growth Percentile - Reading

NA

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Reading

During the 2014-2015 school year, 95% of our Hispanic students were meeting national growth norms in reading. Currently in 2015-2016 school year, 50% of our Hispanic students to meet national growth norms in reading. With supports and interventions in place, the percentage of Hispanic students meeting national growth norms in reading will increase to 55% by the end of 2016-2017 and 60% by the end of the 2017-2018 school year.

95.00

50.00

55.00

60.00

English Learner Growth Percentile - Reading

Currently in 2015-2016 school year, 14% of ELs to meet national growth norms in reading. During the 2016-2017 school year, our EOY goal is for at least 20% of our ELs to meet national growth norms in reading. With supports and interventions in place, the percentage of students meeting national growth norms in reading will increase to 25% by the end of the 2017-2018 school year.

(Blank)

14.00

20.00

25.00

Diverse Learner Growth Percentile - Reading

Currently in 2015-2016 school year, 3% of our DLs meeting national growth norms in reading. With supports and interventions in place, the percentage of DLs meeting national growth norms in reading will increase to 10% in 2016-2017 and 15% by the end of the 2017-2018 school year.

(Blank)

3.00

10.00

15.00

African-American Growth Percentile - Math

NA

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Math

During the 2014-2015 school year, our Hispanic population growth percentile was at 47% in math. Currently in 2015-2016 school year, 58% of our Hispanic students are meeting their growth targets. With supports and interventions in place, the percentage of our Hispanic students meeting national growth norms in reading will increase to 62% in 2016-2017 and 65% by the end of the 2017-2018 school year.	47.00	58.00	62.00	65.00
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English Learner Growth Percentile - Math

Currently in 2015-2016 school year, 52% of students are meeting their growth targets. With supports and interventions in place, the percentage of our ELs meeting national growth norms in reading will increase to 57% in 2016-2017 and to 62% by the end of the 2017-2018 school year.	(Blank)	52.00	57.00	62.00
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Diverse Learner Growth Percentile - Math

Currently in 2015-2016 school year, 47% of our diverse learners are meeting their growth targets. With supports and interventions in place, the percentage of our DLs meeting national growth norms in reading will increase to 51% in 2016-2017 and to 57% by the end of the 2017-2018.	(Blank)	47.00	51.00	53.00
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National School Attainment Percentile - Reading (Grades 3-8)

We do not have attainment data for 2015-2016 in reading. With supports and interventions in place, our goal for 2016-2017 is 55% and this will increase to 58% by the end of the 2017-2018 school year.	40.00	40.00	55.00	58.00
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National School Attainment Percentile - Math (Grades 3-8)

We do not have attainment data for 2015-2016 in math. With supports and interventions in place, our goal for 2016-2017 is 45% and this will increase to 52% by the end of the 2017-2018 school year.	19.00	30.00	45.00	52.00
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National School Attainment Percentile - Reading (Grade 2)

We do not have attainment data for 2015-2016 in reading for 2nd grade. With supports and interventions in place, our goal for 2016-2017 is 55% and this will increase to 62% by the end of the 2017-2018 school year.	78.00	55.00	55.00	62.00
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National School Attainment Percentile - Math (Grade 2)

We do not have attainment data for 2015-2016 in math for second grade. With supports and interventions in place, our goal for 2016-2017 is 45% and this will increase to 50% by the end of the 2017-2018 school year.	31.00	24.00	45.00	50.00
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% of Students Making Sufficient Annual Progress on ACCESS

During the 2014-2015 school year, 55% of ELs made annual progress on ACCESS. For the 2015-2016 school year, our EOY goal is to increase the number of ELs making annual growth on ACCESS to 56.4%. With supports and interventions in place, the percentage of our ELs making annual growth on ACCESS will increase to 61% in 2016-2017, and increase to 66% by the end of the 2017-2018 school year.	55.00	56.40	61.00	66.00
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Average Daily Attendance Rate

Our attendance goal for 2016-2017 96.5%. With supports and interventions in place, our student attendance rate will increase to 97% by the end of the 2017-2018 school year.	96.30	96.00	96.50	97.00
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My Voice, My School 5 Essentials Survey

We plan to have 100% of students and teachers in the 2016-2017 school year at the 2017-2018 school year.	(Blank)	(Blank)	(Blank)	(Blank)
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

develop a system to review instructional units and give teachers feedback

teachers reflecting and revising their units to ensure students are provided with instructional experiences that challenges them academically

School wide coherence of 100% of units being aligned to the Common Core State Standards therefore students will be provided with rigorous learning tasks.

Tags:

Literacy/Reading, Math, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Teacher Teams/Collaboration, Social studies, PE

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Assign admin members to each teacher and review all unit plans and give feedback to teachers

Admin Team:
Ms. Lazu,
Ms.Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel

Aug 1, 2016 to
Jun 15, 2018

Unit plans are returned to teachers with feedback provided.

Behind

Core Instruction, Curriculum Design, Instructional Coaching

Identify trends after reviewing unit plans, share trends with the staff, and create next steps for unit development.

admin and ILT team
Admin Team:
Ms. Lazu,
Ms.Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel
ILT:
Mr. Nowicki
Ms. Pfankuch
Ms. Pulido
Ms. Loza
Mr. Foubert

Sep 6, 2016 to
Sep 30, 2016

Document with each teacher team listed and the next steps for unit development

Behind

Core Instruction, Curriculum Design, Instructional Coaching

Allocate structured time for teacher teams to continue developing unit plans and lesson plans to ensure they are aligned to quarterly units and CCSS.

Admin Team:
Ms. Lazu,
Ms.Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel & 2016-2017:
ILT Lead Members

Sep 16, 2016 to
Jun 8, 2018

Revised unit plans and weekly lesson plans

On-Track

Core Instruction, Curriculum Design

Designate time over the summer to revisit, review and rewrite 1st quarter units.

Admin Team:
Ms. Lazu,
Ms.Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel & 2016-2017:
ILT Lead Members

Jul 15, 2016 to
Sep 2, 2016

updated unit plans are ready for feedback

Not started

Core Instruction, Curriculum Design

Strategy 2

If we do...

If we provide teachers with professional learning opportunities focused on UBD, DOK, and peer observation,

...then we see...

teachers engaging in meaningful learning opportunities and fostering collaboration among colleagues

...which leads to...

100% of teachers being equipped with the skills and knowledge necessary to implement CCSS and undertake the challenges and rigorous demands; thus providing student with rigorous learning experiences

Tags:

Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices

Area(s) of focus:

1, 2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Have teachers set measurable goals based on personal reflection and REACH observations.

Admin Team:
Ms. Lazu,
Ms. Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel
K-8th grade
teachers

Jul 1, 2016 to
Sep 9, 2016

All teachers have recorded goals that can be tied to a professional learning plan

On-Track

Professional Learning, Instructional Coaching, Cycles of professional learning, Instructional practices

Create a calendar for peer observations based on feedback from teachers on their areas of interest

Admin team creates schedule, teachers share what subjects and grade levels they want to observe

Aug 29, 2016 to
May 31, 2018

A staff calendar is developed and shared on a quarterly basis

On-Track

Professional Learning, Instructional Coaching, Cycles of professional learning, Instructional practices

Conduct peer visits throughout the school year, using the 3, 2, 1, protocol, including time to debrief and reflect

Admin Team:
Ms. Lazu,
Ms. Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel and K-8th
grade teachers

Aug 29, 2016 to
Jun 8, 2018

Peer visit calendar and reflection notes

On-Track

Professional Learning, Instructional practices

Allow time for teachers who attended PD or peer observations to share learning and reflections with team.

Teachers who attend PD and admin

Aug 29, 2016 to
Jun 8, 2018

Grade level meeting agendas/notes

On-Track

Professional Learning

Conduct bi-weekly non-REACH observations to provide coaching and actionable feedback.

Admin Team:
Ms. Lazu,
Ms. Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel

Sep 26, 2016 to
May 25, 2018

Bambrick's feedback tool

On-Track

Core Instruction, Professional Learning, Instructional Coaching

Differentiate and conduct PD based upon teacher's instructional needs around CCSS, UBD and DOK

Admin Team:
Ms. Lazu,
Ms. Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel and K-8th
grade teachers

Jul 15, 2016 to
Sep 30, 2016

Units, lesson plans, observations

Not started

Professional Learning, Instructional Coaching, Academic

Provide opportunities for teachers to collaborate and create rigorous tasks for students based on their units and DOK

Admin Team:
Ms. Lazu,
Ms. Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel and K-8th
grade teachers

Sep 2, 2016 to
May 25, 2018

lesson plans, student work and
observations

On-Track

Core Instruction, Instruction

Strategy 3

If we do...

build leadership capacity within the ILT around the school's powerful practice (MTSS)

...then we see...

the ILT will be equipped with the necessary skills to support staff with the development and implementation of MTSS

...which leads to...

a shared leadership to build 100% teacher capacity around MTSS and appropriately tiered interventions allowing for greater student achievement

Tags:

Core Instruction, Instructional practices, Professional development

Area(s) of focus:

3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Provide MTSS PD to staff

admin team

Aug 31, 2016 to
Sep 1, 2016

CPS MTSS Presentation

Completed

Core Instruction, Professional Learning, Instructional practices

Create a learning cycle to guide our powerful practice of MTSS implementation

admin and ILT team
Admin Team:
Ms. Lazu,
Ms. Melgar, Ms.
Pedroza, Ms.
Labombard, Ms.
Kuzel
ILT:
Mr. Nowicki
Ms. Pfankuch
Ms. Pulido
Ms. Loza
Mr. Foubert

Sep 16, 2016 to
Jun 16, 2017

Learning cycle template and
calendar

On-Track

Core Instruction, Cycles of professional learning

Hands on training on MTSS Logger	admin and ILT team Admin Team: Ms. Lazu, Ms. Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 28, 2016 to Sep 28, 2016	Teacher attendance	Completed
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Core Instruction

Schedule grade level meetings to allow for teachers to discuss students in tiers 2 & 3	admin and ILT team Admin Team: Ms. Lazu, Ms. Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 9, 2016 to May 5, 2017	ILT member attendance and share out	On-Track
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Core Instruction

Teachers collaborate with colleagues to discuss interventions	admin and ILT team Admin Team: Ms. Lazu, Ms. Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 16, 2016 to May 31, 2017	Grade level meetings, flex day PD, revised units, and peer feedback	On-Track
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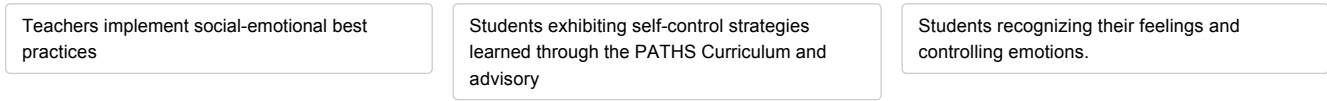
Core Instruction, Instructional practices

Strategy 4

If we do...

...then we see...

...which leads to...



Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Professional Development attended by all staff	Ms. Kuzel, Ms. Ledezma, Ms. Melgar, Ms. Lazu, Ms. Pedroza, Christina Kolski	Aug 31, 2016 to Aug 31, 2016	Staff Attendance	Completed

Social and emotional learning

Train new staff in PATHS Curriculum	Ms. kuzel	Sep 5, 2016 to Oct 31, 2016	Staff attendance	Completed
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Social and emotional learning

SEL time built into time distribution	Ms. Lazu, Ms. Melgar, Ms. Kuzel	Aug 31, 2016 to Sep 2, 2016	Time Distribution	Completed
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Social and emotional learning

Implementation of Blueprints in 6th grade	Ms. Lazu, Mr. Valentino, Ms. Schwandt	Nov 1, 2016 to May 31, 2017	Advisory Monitoring, check ins	On-Track
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Social and emotional learning

Implementation of Peace Circles through Erie House 5th & 6th	Ms. Kuzel	Feb 1, 2017 to Jun 16, 2017	check ins	On-Track
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Social and emotional learning

Attendance of SEL Professional Development	Ms. Ledezma, Ms. Kuzel, Ms. Ruiz	Sep 1, 2016 to Jun 16, 2017	staff attendance	On-Track
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Social and emotional learning

Establish Behavioral Health Team Committee	Ms. Kuzel, Ms. Ledezma, Ms. Ruiz	Sep 5, 2016 to Jun 21, 2019	Monthly meetings	On-Track
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Social and emotional learning

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Assign admin members to each teacher and review all unit plans and give feedback to teachers</p> <p>Tags: Literacy/Reading, Math, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Teacher Teams/Collaboration, Social studies, PE, Core Instruction, Curriculum Design, Instructional Coaching</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel	Aug 1, 2016	Jun 15, 2018	Behind
<p>✚ Identify trends after reviewing unit plans, share trends with the staff, and create next steps for unit development.</p> <p>Tags: Literacy/Reading, Math, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Teacher Teams/Collaboration, Social studies, PE, Core Instruction, Curriculum Design, Instructional Coaching</p>	admin and ILT team Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 6, 2016	Sep 30, 2016	Behind
<p>✚ Allocate structured time for teacher teams to continue developing unit plans and lesson plans to ensure they are aligned to quarterly units and CCSS.</p> <p>Tags: Literacy/Reading, Math, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Teacher Teams/Collaboration, Social studies, PE, Core Instruction, Curriculum Design</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel & 2016-2017: ILT Lead Members	Sep 16, 2016	Jun 8, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Designate time over the summer to revisit, review and rewrite 1st quarter units.</p> <p>Tags: Literacy/Reading, Math, Science, Arts, Diverse Learners, English Learners, Curriculum Design, Teacher Teams/Collaboration, Social studies, PE, Core Instruction, Curriculum Design</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel & 2016-2017: ILT Lead Members	Jul 15, 2016	Sep 2, 2016	Not started
<p>✦ Have teachers set measurable goals based on personal reflection and REACH observations.</p> <p>Tags: Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices, Professional Learning, Instructional Coaching, Cycles of professional learning, Instructional practices</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel K-8th grade teachers	Jul 1, 2016	Sep 9, 2016	On-Track
<p>✦ Create a calendar for peer observations based on feedback from teachers on their areas of interest</p> <p>Tags: Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices, Professional Learning, Instructional Coaching, Cycles of professional learning, Instructional practices</p>	Admin team creates schedule, teachers share what subjects and grade levels they want to observe	Aug 29, 2016	May 31, 2018	On-Track
<p>✦ Conduct peer visits throughout the school year, using the 3, 2, 1, protocol, including time to debrief and reflect</p> <p>Tags: Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices, Professional Learning, Instructional practices</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel and K-8th grade teachers	Aug 29, 2016	Jun 8, 2018	On-Track
<p>✦ Allow time for teachers who attended PD or peer observations to share learning and reflections with team.</p> <p>Tags: Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices, Professional Learning</p>	Teachers who attend PD and admin	Aug 29, 2016	Jun 8, 2018	On-Track
<p>✦ Conduct bi-weekly non-REACH observations to provide coaching and actionable feedback.</p> <p>Tags: Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices, Core Instruction, Professional Learning, Instructional Coaching</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel	Sep 26, 2016	May 25, 2018	On-Track
<p>✦ Differentiate and conduct PD based upon teacher's instructional needs around CCSS, UBD and DOK</p> <p>Tags: Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices, Professional Learning, Instructional Coaching, Academic</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel and K-8th grade teachers	Jul 15, 2016	Sep 30, 2016	Not started
<p>✦ Provide opportunities for teachers to collaborate and create rigorous tasks for students based on their units and DOK</p> <p>Tags: Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning, Instructional practices, Core Instruction, Instruction</p>	Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel and K-8th grade teachers	Sep 2, 2016	May 25, 2018	On-Track
<p>✦ Provide MTSS PD to staff</p> <p>Tags: Core Instruction, Instructional practices, Professional development, Core Instruction, Professional Learning, Instructional practices</p>	admin team	Aug 31, 2016	Sep 1, 2016	Completed
<p>✦ Create a learning cycle to guide our powerful practice of MTSS implementation</p> <p>Tags: Core Instruction, Instructional practices, Professional development, Core Instruction, Cycles of professional learning</p>	admin and ILT team Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 16, 2016	Jun 16, 2017	On-Track
<p>✦ Hands on training on MTSS Logger</p> <p>Tags: Core Instruction, Instructional practices, Professional development, Core Instruction</p>	admin and ILT team Admin Team: Ms. Lazu, Ms.Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 28, 2016	Sep 28, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Schedule grade level meetings to allow for teachers to discuss students in tiers 2 & 3</p> <p>Tags: Core Instruction, Instructional practices, Professional development, Core Instruction</p>	admin and ILT team Admin Team: Ms. Lazu, Ms. Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 9, 2016	May 5, 2017	On-Track
<p>✦ Teachers collaborate with colleagues to discuss interventions</p> <p>Tags: Core Instruction, Instructional practices, Professional development, Core Instruction, Instructional practices</p>	admin and ILT team Admin Team: Ms. Lazu, Ms. Melgar, Ms. Pedroza, Ms. Labombard, Ms. Kuzel ILT: Mr. Nowicki Ms. Pfankuch Ms. Pulido Ms. Loza Mr. Foubert	Sep 16, 2016	May 31, 2017	On-Track
<p>✦ Professional Development attended by all staff</p> <p>Tags: Social and emotional learning</p>	Ms. Kuzel, Ms. Ledezma, Ms. Melgar, Ms. Lazu Ms. Pedroza, Christina Kolski	Aug 31, 2016	Aug 31, 2016	Completed
<p>✦ Train new staff in PATHS Curriculum</p> <p>Tags: Social and emotional learning</p>	Ms. kuzel	Sep 5, 2016	Oct 31, 2016	Completed
<p>✦ SEL time built into time distribution</p> <p>Tags: Social and emotional learning</p>	Ms. Lazu, Ms. Melgar, Ms. Kuzel	Aug 31, 2016	Sep 2, 2016	Completed
<p>✦ Implementation of Blueprints in 6th grade</p> <p>Tags: Social and emotional learning</p>	Ms. Lazu, Mr. Valentino, Ms. Schwandt	Nov 1, 2016	May 31, 2017	On-Track
<p>✦ Implementation of Peace Circles through Erie House 5th & 6th</p> <p>Tags: Social and emotional learning</p>	Ms. Kuzel	Feb 1, 2017	Jun 16, 2017	On-Track
<p>✦ Attendance of SEL Professional Development</p> <p>Tags: Social and emotional learning</p>	Ms. Ledezma, Ms. Kuzel, Ms. Ruiz	Sep 1, 2016	Jun 16, 2017	On-Track
<p>✦ Establish Behavioral Health Team Committee</p> <p>Tags: Social and emotional learning</p>	Ms. Kuzel, Ms. Ledezma, Ms. Ruiz	Sep 5, 2016	Jun 21, 2019	On-Track

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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students 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.

On April 7, 2016, a parent meeting will be held to review, discuss and provide input on the 2016-2018 CIWP. Throughout the academic school year meetings will take place to inform parents of new policies, academic performance and learn about the strategies they can implement at home.

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

Our annual principal informational NCLB Title I meeting will be held in the month of September and our Organizational Meeting will be held in October. A yearly school calendar is developed which includes the number of additional NCLB/PAC parent meetings. Parents are notified of these meetings via monthly calendars, newsletters, or announcements (RoboCall). All communication is in English and Spanish to encourage all parents to attend.

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.

Parents will be provided with parent reports of PARCC, NWEA, ACCESS and TRC Assessments as they become available. Additionally, on a monthly basis parent workshops are conducted to discuss assessment tools and the proficiency levels students are expected to meet in each grade level. During these workshop parents are provided with resources to use at home that support their child's academic skills.

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.

When parents request a meeting to take place, these suggestions will be taken back to the NCLB/PAC, BAC or LSC for further discussion. Upon approval of these meetings, the communities will decide on a date and time for these meetings to take place. All meetings will be included in the monthly calendar, school website and social media.

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

Parents will be provided with parent reports of PARCC, NWEA, ACCESS and TRC Assessments as they become available. Additionally, parent workshops are conducted to discuss assessment tools and the proficiency levels students are expected to meet in each grade level.

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.

All teachers at Little Village Academy are "highly qualified".

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.

Ongoing CPS Parent Portal trainings will take place to train parents on how to access and monitor their children's academic/attendance progress. Additionally, teachers will conduct parent workshops and trainings on how parents can further support their children at home in literacy, math and science

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.

We will continue to include literacy, ESL, math, technology and other academic workshops during our monthly NCLB, BAC and other parent meetings. Additionally, open house, family literacy and math nights will take place to increase parental engagement.

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.

All school staff value the contribution of parents. We have a high percentage of parent participation in activities such as Open House, Report Card pick-up and parent workshops. Additionally, teachers will provide workshops to train parents on how to implement best practices at home. For example, during family literacy night teachers will model to parents best literacy practices on how to engage their children in literacy activities at home. Quarterly math workshops will be shared with parents on strategies and questions on the transition to the Common Core Standards.

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.

The school is committed to supporting the state Pre-K program to further encourage and support parents. School is supportive of the parent volunteer program and of the Head Start workshops and activities. Parents are highly encouraged to volunteer to support instruction in the classroom.

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.

Parents are notified of these meetings via monthly calendars, newsletters, or announcements (RoboCall, marquee). All communication is in English and Spanish to encourage parents to attend.

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)

na

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.)

Little Village Academy is committed to providing a rigorous and integrated instructional program that is differentiated to meet the academic and social/emotional needs of our students. The staff, students, parents and community will work collaboratively to equip each student to pursue post-secondary education.

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 will take place on November 9, 2016 and April 19, 2017. In addition to the report card pick-up dates, teachers will conduct individual parent meetings, when needed, 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.

Parents will receive progress reports in Spanish or English on the 5th, 15th 25th, 35th week of school. Progress Reports will be distributed on the following dates: Oct. 7, 2016, Jan. 9, 2017, March 10, 2017, May 19, 2017 Report Card Pick-up dates are November 9, 2016 and April 19, 2017. Parents also have access to Parent Portal.

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

Staff is available for parents, upon request, before/after school or by appointment. Little Village Academy has a list of available translators that provide access for parents and staff to communicate effectively regardless of language. Parents can also email teachers via our school website.

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 provided with a variety of opportunities to volunteer in school-wide activities, such as assisting teachers in the classroom throughout the day, classroom field trips and school events. An informational parent volunteer meeting is held in the beginning of the school year to inform parents of volunteering opportunities, rules and regulations and the CPS application process.

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

Through the CPS Parent Portal and school website parents have access to monitor their child's attendance and grades. Additionally, students receive a yearly planner/agenda in which assignments/notes are documented. Through the use of these tools, they are highly encouraged to check on their child's academic performance. Additionally, monthly parent workshops are held to assist parents on how to better support their children at home. To explain further, during the quarterly math workshops, parents learn how to model strategies for their children. Family literacy night is held multiple times a year, for teachers to model for parents on how to engage their children in literacy best practices at home.

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 will be active participants in the academic achievement of their child by participating in parent teacher conferences, informal parent-teacher meetings, parent workshops, informational meetings, and all opportunities provided by the school (NLCB, BAC, LSC Meetings).

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

The school has implemented an attendance incentive program to encourage students to come to school daily, as well as movie night for students on the honor roll. Administrators and teachers conduct one on one meetings with students to discuss academic goals and expectations in a quarterly basis.

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.

September, 2016
 Goal: Organizational Meeting
 Parent's will vote and select members of the NLCB/PAC Committee
 September, 2016
 Complete a survey to determine parent workshops for the 2016-2017 school year
 October, 2016
 Parent Workshop: GPA: Understanding your child's GPA
 November, 2016-December 2016
 Web Familia: Counseling Parent Program to address Social/Emotional Needs
 January, 2017
 Parent Workshop: Immigration
 February, 2017
 Parent Workshop: Understanding Literacy Levels
 March, 2017
 Parent Workshop: Test Readiness (Understanding your child's NWEA or PARCC Scores)
 April, 2017
 Parent Workshop: Cyber bullying
 May, 2017
 Parent Workshop: How to prevent the summer slide?

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1000	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1133	.00

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	2000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1200	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	850	.00
54565	Reimbursements 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.	\$	0	.00
53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	0	.00