Nathan S Davis Elementary School (/school-plans/114) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
01/21/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Martha Valdez-Contreras, Theresa Martinez, Lumi Dragos, Ana Guerrero, Michelle Beauford & Mary Miller	Overview and tentative dates
02/10/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Martha Valdez-Contreras, Theresa Martinez, Lumi Dragos, Ana Guerrero, Michelle Beauford & Mary Miller	SEF
02/24/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Theresa Martinez, Lumi Dragos, Ana Guerrero, Michelle Beauford & Mary Miller	SEF

03/02/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Lumi Dragos, Ana Guerrero, Michelle Beauford & Mary Miller	SEF
03/09/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Martha Valdez-Contreras, Theresa Martinez, Lumi Dragos, Ana Guerrero, Michelle Beauford & Mary Miller	SEF
03/16/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Theresa Martinez, Lumi Dragos, Ana Guerrero, Michelle Beauford & Mary Miller	SEF Priorities & Goal Setting
03/23/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Theresa Martinez, Lumi Dragos & Mary Miller	Strategies
03/30/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Lucia Solis, Martha Valdez-Contreras, Theresa Martinez, Lumi Dragos, Michelle Beauford & Mary Miller	Strategies
04/06/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Martha Valdez-Contreras, Theresa Martinez, Lumi Dragos, Michelle Beauford & Mary Miller	Strategies and final revisons
05/25/2016	Rocio Rosales, Doris Negron, Lauren Vilwock, Martha Valdez-Contreras, Lumi Dragos, Michelle Beauford, Ana Guerrero & Mary Miller	CIWP Revisions

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1 **2** 3 4

> Few Davis staff members can articulate the vision and mission of the school. Few opportunities are given for staff to promote the vision.
> 2015 My School My Voice Survey Five Essentials Survey rating for Effective Leaders was "Strong"
> 2015 My School My Voice Survey Five Essentials Survey rating for Collaborative Teachers was "Strong"
> Per CPS Framework for Teaching 4d Growing and Developing Professionally most N S Davis teachers participate in Institute Days, Flex Days and grade level meetings as evidenced by sign in sheets.
> Few teachers seek out additional professional learning opportunities to increase content knowledge or pedagogical skills on their own and outside of school as evidenced by documentation submitted by teachers.
> Few teachers meet regularly to seek input from relevant coworkers to address students' needs.
> When asked, teachers sometimes agree to participate in school or team efforts to improve student progress or learning needs.
> Per CPS Framework for Teaching 4e Demonstrating Professionalism, most teachers maintain student and required school information confidential. Teacher interactions with students and families are honest and appropriate most of the time.
> N S Davis teachers are not always consistent in following school policies and procedures when reporting tardiness or absences. Inappropriate patterns of absence continues to be a challenge at our school.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1   2   **3**   4

ILT has experienced an Increase in equity of voice and transfer of roles and responsibilities. ILT has increased its ability to keep stakeholders informed.
ILT successfully collaborated in initiating the Power Practice for cycle one.
Bi-weekly meetings with a focused agenda and minutes are shared with team.
ILT members use Google drive for organization of agendas. meeting notes, responsibilities and roles.
ILT makes adjustments to professional learning needs based on teacher input (exit slip, during GLM).
ILT makes adjustments to professional learning needs based on ILT members self-reflection.
ILT uses protocols to engage staff in PL such as PQS; 3,2,1 strategy
ILT uses teacher survey data
ILT engages in pre-learning walks to collect evidence of instructional practices school-wide.
Administrative team uses data to address areas of concern to review and revise classroom practices as needed.
Weekly bulletin used to give recognition to growing and developing ILT members.
ILT members share responsibility for leading the cycles of learning.
CPS Framework for Teaching Reflecting on Teaching & Learning Component 4a data shows that 43.59% of teachers (17) have received a rating of "Proficient" and 48.72% of teachers (19) have received a rating of "Distinguished".
K-8th and DL/EL teachers comprise our CIWP team. CIWP team participates in assessing the current state of school performance and helps to develop our CIWP.

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

1 **2** 3 4

> SQRP SY16 National School Growth Percentile in Reading (Grades 3-8) -28
> SQRP SY16 National School Growth Percentile in Math (Grades 3-8) -10
> SQRP SY16 National School Attainment Percentile in Reading (Grades 3-8) -1
> SQRP SY16 National School Attainment Percentile in Math (Grades 3-8) +8
> SQRP SY16 National School Attainment Percentile in Reading (Grades 2) -19
> SQRP SY16 National School Attainment Percentile in Math (Grades 2) +6
> Thinking Maps training is a cohesive program that is consistently being used among all grades and used by all staff.
> Network 8 Teacher Leaders provide ongoing support in evaluating UbD.
> The MTS guided reading program is being implemented in grades K
> Teachers are encouraged to join various committees to enhance collaboration with colleagues.
> Grade level meetings, Google Drive, Weekly Bulletin, PD Exit slips,
> Some teachers leaders attend Network and District PL
> Principal and Assistant principal have begun to engage in the PQS protocol in order to provide feedback to teachers so that they may enhance their professional practice.

Guide for Professional Learning
- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.

- Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 **2** 3 4

> Our school has:
> Created an intervention schedule using our enrichment teachers and paraprofessional to support literacy to K-2nd students who are below grade level.
> Designed a rotating enrichment schedule to maximize instructional time and for grade level teams to have weekly common planning time.
> Organized a check out system for the Guided Level Reading Library for teachers.
> Partnered with Urban Initiatives and Brighton Park Organization to support positive school culture and climate.
> Established teams of teachers to interview candidates and designed a protocol document that is used during interviews.
> The use of technology (Computer labs and Chromebook carts) is organized via "check-out"system, and connected to learning targets

Guide for Aligned Resources

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

- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
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

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 **2** 3 4

SQRP SY16 National School Growth Percentile in Reading (Grades 3-8) -28
SQRP SY16 National School Growth Percentile in Math (Grades 3-8) -10
SQRP SY16 National School Attainment Percentile in Reading (Grades 3-8) -1
SQRP SY16 National School Attainment Percentile in Math (Grades 3-8) +8
SQRP SY16 National School Attainment Percentile in Reading (Grades 2) -19
SQRP SY16 National School Attainment Percentile in Math (Grades 2) +6
2015 My School My Voice Survey Five Essentials Survey rating for Effective Leaders was "Strong"
2015 My School My Voice Survey Five Essentials Survey rating for Collaborative Teachers was "Strong"
Our school is committed to:
Designing comprehensive unit plans that include formative, summative assessments, and student performance tasks.
Creating student friendly learning targets aligned to the standards.
Balanced Literacy schedules in the primary grades(K-3rd).
School wide implementation of Thinking Maps.
School wide implementation of Second Step SEL curriculum.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 **3** 4

2015 My School My Voice Survey Five Essentials Survey rating for Ambitious Instruction was "Neutral"
2015 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"
Our school owns:
Check out system of leveled texts in our Guided Reading Library in the main building and annex for staff.
Integration of technology in weekly lessons.
Materials in English and Spanish.
Technology based programs (Raz-Kids, Study Island and Reading A-Z) to support literacy.
Periodicals to support content areas including Scope, Scholastic News, Kids Times.
Presence of varied texts, supplementary media (videos) in weekly lesson plans and units.
Foss kits for grades K-5
Middle school Lab-Aids
Each teachers has a laptop to use for planning and/or delivering instruction.
Elmo and LCD projectors used for teaching lessons.
Chromebooks available to support content areas (for student use)
Three fully functional computers labs for students to support learning.
Spanish novel texts for 4th-8th grade.
Classroom libraries in Spanish literature for k-2 grades.
Thinking Maps materials for teachers.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	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	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

> 2015 My School My Voice Survey Five Essentials Survey rating for Ambitious Instruction was "Neutral"
> Student projects displayed in the hallways cross grades cross content.
> Depth of knowledge questions posted across grades.
> Tasks reflect the key shifts in math via unit plans.
> Rigorous student task displayed in science fair for intermediate and upper grades.

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)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
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:

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)

Score

1 **2** 3 4

2015 My School My Voice Survey Five Essentials Survey rating for Ambitious Instruction was "Neutral"
2015 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"
Partial student goals are evident in some grades.
Uninterrupted subscription to RAZ-kids during the summer months to provide literacy support to all K-5th grade students.
Provide access to 7th grade pre-algebra to all eligible students.
Brighton Park BPNC mentoring program 6th-8th.
Empowerment for 7th grade girls.
Monthly meetings to make parents aware of academic opportunities and supports for their child.

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	✓ 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	✓ 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

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

Flexible grouping in the primary grades during literacy.
Opportunities for students to articulate the relevance of the learning target.
Use of low- and high-level, open-ended questions in some unit plans.
Use progress monitoring data to trace effectiveness of interventions for students in grades K-2nd.
SQRP SY16 National School Growth Percentile in Reading (Grades 3-8) -28
SQRP SY16 National School Growth Percentile in Math (Grades 3-8) -10
SQRP SY16 National School Attainment Percentile in Reading (Grades 3-8) -1
SQRP SY16 National School Attainment Percentile in Math (Grades 3-8) +8
SQRP SY16 National School Attainment Percentile in Reading (Grades 2) -19
SQRP SY16 National School Attainment Percentile in Math (Grades 2) +6
2015 My School My Voice Survey Five Essentials Survey rating for Ambitious Instruction was "Neutral"
2015 My School My Voice Survey Five Essentials Survey rating for Effective Leaders was "Strong"
2015 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

SQRP SY16 National School Growth Percentile in Reading (Grades 3-8) -28
SQRP SY16 National School Growth Percentile in Math (Grades 3-8) -10
SQRP SY16 National School Attainment Percentile in Reading (Grades 3-8) -1
SQRP SY16 National School Attainment Percentile in Math (Grades 3-8) +8
SQRP SY16 National School Attainment Percentile in Reading (Grades 2) -19
SQRP SY16 National School Attainment Percentile in Math (Grades 2) +6
Our school is currently implementing and/or monitoring the following supports:
Present Attendance rate is 95% as of 3/02/16
Monitoring student progress via DIBELS, IDEL/TRC for K-
K-3 Reading Intervention Program
Evidence of On Track monitoring and supports during grade level meetings
Evidence of Personal Learning Plans for 21 students.
Flexible learning environments.
BPNC provides counseling services to K-8th grade
BPNC provides group therapy for grades K-8th grade
BPNC Small Group mentor programs for 7-8th grade
BPNC Think First Group - Anger Management
EL Transition students are monitored during PY1 and PY2

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

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

SQRP SY16 National School Growth Percentile in Reading (Grades 3-8) -28
SQRP SY16 National School Growth Percentile in Math (Grades 3-8) -10
SQRP SY16 National School Attainment Percentile in Reading (Grades 3-8) -1
SQRP SY16 National School Attainment Percentile in Math (Grades 3-8) +8
SQRP SY16 National School Attainment Percentile in Reading (Grades 2) -19
SQRP SY16 National School Attainment Percentile in Math (Grades 2) +6
Monitoring student progress via DIBELS, IDEL/TRC for K-2nd grades.
Unit plans and lesson plans include a variety of teacher created and teacher selected assessments.
Unit plans include summative/benchmark assessments and performance tasks.
Middle-school shares a common distribution/weighting of grades (common categories on grade-book); additionally, multiple grades are given for each category to ensure a more holistic grade to measure academic performance.
ACCESS testing data is used to differentiate instruction and for flexible grouping.
Teachers have access to NWEA Map data to coordinate and plan for instruction to provide a more comprehensive picture of student learning.
A number teachers utilize differentiated instruction with choice and menu options for students to select how they will demonstrate what they have learned.
Scheduling considerations for English language and diverse learners to ensure optimal accessible.
38% of parents have access to Grade book portal.
Report cards and progress reports are generated in both English and Spanish for parents.
Assessment calendar is provided to all teachers.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

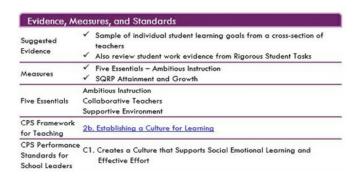|	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
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

Culture for Learning:

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

Score

1   **2**   3   4

SQRP SY16 National School Growth Percentile in Reading (Grades 3-8) -28
SQRP SY16 National School Growth Percentile in Math (Grades 3-8) -10
SQRP SY16 National School Attainment Percentile in Reading (Grades 3-8) -1
SQRP SY16 National School Attainment Percentile in Math (Grades 3-8) +8
SQRP SY16 National School Attainment Percentile in Reading (Grades 2) -19
SQRP SY16 National School Attainment Percentile in Math (Grades 2) +6
2015 My School My Voice Survey Five Essentials Survey rating for Ambitious Instruction was "Neutral"
2015 My School My Voice Survey Five Essentials Survey rating for Collaborative Teachers was "Strong"
2015 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"
Students are given opportunities to revise assignments and to retake assessments

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

1 **2** 3 4

> 2015 My School My Voice Survey Five Essentials Survey rating for Collaborative Teachers was "Strong"
> 2015 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"
> School Climate Standards Self-Assessment indicate that this is an area of strength with over 86% agreeing to highly respectful, reflecting genuine warmth and caring relationships between teachers and students and students to students
> Quarterly Diverse Learner parent meetings led by school counselor and administrators.
> Annual Multi-Cultural Assembly held in February
> Teacher Leader presenting during PD -received positive feedback
> PPLC is established and active

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

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	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

2015 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"
Urban Initiatives Work to Play Soccer Program
Cheer-leading
Stem (Girls 5th & 6th)
Girls on the Run
Arts and Crafts
Photography Club
Student Council
UIC Health Committee (active student representatives)
MVMS Student Survey participation rate was 93.3%

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

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

> 2015 My School My Voice Survey Five Essentials Survey rating for Supportive Environment was "Weak"
> School-wide Behavior Expectations for K-8 are understood and posted on each floor (both buildings)
> Color coded classroom Behavior Charts are implemented K-5th
> 6-8th Classes use Class Dojo app to promote and monitor positive student behavior
> Lunchroom Behavior Expectations are posted and classes are rewarded for meeting expectations.
> Universal visual and verbal cues such as give me five, 100% technique, zero level, etc. are used by most teachers and staff.
> Structured recess program is in place. There is one recess monitor assigned to every class. There is a recess coordinator who trains recess monitors to interact positively with students and to promote positive behavior.
> Teachers receive annual training on Safety Drills protocols
> Students receive immediate feedback on their participation of school safety drills.
> Classroom schedules are posted in every room.
> Enrichment schedules are posted on every floor

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

Restorative Approaches to Discipline:

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.

Score

1 **2** 3 4

Our school is currently implementing the following policies and procedures:
Implementation of School-wide Student Behavior Reflection Sheets
In school suspensions
Student/Parent/Teacher/Administrator conferences
Student community service work
Second Step Curriculum is implemented PreK-5th
Class Dojo is implemented 6-8th
BPNC Young Leaders Club
Informal mentoring by Officer Anguiano, Officer De la Rosa and by Mr. Rico, UI Coordinator.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ 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

2015 My School My Voice Survey Five Essentials Survey rating for Involved Families was "Very Strong"
Our school provides the following opportunities for parents:
Active NCLB PAC Title 1 meetings held monthly
Active BAC meetings held monthly
Active LSC meetings held monthly
Active Parent Leader participation at N8PLs trainings
ESL and GED Classes
BPNC Parent workshops on CCSS,
BPNC sponsored art classes
Tuesday Folders are sent home on a weekly basis with every student to provide parents with important updates and information
Monthly Coffee with the Principal
Monthly Principal Newsletter
BPNC Parent Mentor program
Davis Parent Patrol
20% Active Parent Portal accounts
Regular robocalls are generated to inform parents of upcoming events and important information
Parents help with school fundraiser activities
Parent volunteers

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: Aligned Resources	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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: Instruction	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: Curriculum	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘

3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Growth percentile in reading has spiked up and down over the past 4 years. Our goal is to achieve and maintain continuous student growth.	80.00	52.00	60.00	65.00
National School Growth Percentile - Math				
Growth percentile in math has spiked up and down over the past 4 years. Our goal is to achieve and maintain continuous student growth.	74.00	64.00	70.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms				
National Average Growth Norms declined from 64.10% in 2014-2015 to 54.6% in 2015-2016. Our goal is to increase by 5% or more annually.	64.10	*(Blank)*	60.00	65.00
African-American Growth Percentile - Reading				
Our school does not receive a rating for African-American Growth Percentile because we have only 2% African-American student population.	*(Blank)*	*(Blank)*	1.00	1.50
Hispanic Growth Percentile - Reading				
Our Hispanic students make up 95% of our total student population. Hispanic Growth percentile in reading has spiked up and down over the past 4 years.	83.00	55.00	60.00	65.00
English Learner Growth Percentile - Reading				
Our bilingual program is in its infancy stages but moving in the right direction. Our ELs are receiving and will continue to receive academic support via the push-in model. Bilingual and ESL teachers will provide scaffold instruction to our EL learners to better meet their academic needs.	*(Blank)*	11.00	16.00	20.00
Diverse Learner Growth Percentile - Reading				
Our school is currently under an ISBE Focused Monitoring Corrective Action since 2015. Gen ed and SpEd teachers are working collaboratively to adapt curriculum to meet the academic need of our DL student population.	*(Blank)*	*(Blank)*	10.00	15.00
African-American Growth Percentile - Math				
Our school does not receive a rating for African-American Growth Percentile because we have only 2% African-American student population.	*(Blank)*	*(Blank)*	1.00	1.50
Hispanic Growth Percentile - Math				

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Our Hispanic students make up 95% of our total student population. Hispanic Growth percentile in math has spiked up and down over the past 4 years.	76.00	67.00	72.00	76.00

English Learner Growth Percentile - Math

Our bilingual program is in its infancy stages but moving in the right direction. Our ELs are receiving and will continue to receive academic support via the push-in model. Bilingual and ESL teachers will provide scaffold instruction to our EL learners to better meet their academic needs.	(Blank)	69.00	74.00	79.00

Diverse Learner Growth Percentile - Math

Our school is currently under an ISBE Focused Monitoring Corrective Action since 2015. Gen ed and SpEd teachers are working collaboratively to adapt curriculum to meet the academic need of our DL student population. Additionally, all teachers are receiving PL on UbD.	(Blank)	(Blank)	10.00	15.00

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

Historically, National School Attainment Percentiles have remained stagnant. FY 2016-2017 K-8th teachers are expected to teach integrated units of study. 3-8th teachers will implement guided reading instruction with fidelity. Making Meaning Literacy Program will be used to in K-5th to target literacy skills and reading comprehension. Explorations Strategies for Comprehension Kits for Informational texts 2-8th will provide opportunities for students to engage in meaningful learning that reinforces essential reading strategies but at their independent levels.	36.00	35.00	40.00	45.00

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

Teachers have agreed to use supplemental materials from Engage New York or Eureka math to supplement the current math materials. FY 2016-2017 teachers will provide opportunities for students to engage in the mathematical practices.	38.00	46.00	50.00	55.00

National School Attainment Percentile - Reading (Grade 2)

K-2 grade teachers will implement Reading in Motion and Making Meaning Literacy Program to target literacy skills and reading comprehension. Explorations Strategies for Comprehension Kits for Informational texts 2-8th will provide opportunities for students to engage in meaningful learning that reinforces essential reading strategies but at their independent levels.	49.00	30.00	35.00	40.00

National School Attainment Percentile - Math (Grade 2)

K-2 Teachers have agreed to continue using Go Math materials and supplement with Eureka math materials. FY 2016-2017 teachers will provide opportunities for students to engage the mathematical practices.	58.00	64.00	69.00	74.00

% of Students Making Sufficient Annual Progress on ACCESS

Our ELPT will be working closely with our bilingual and ESL teachers to support them as they plan to meet the needs of our EL learners. Our bilingual and ESL teachers will be evaluated using the ELL addendum to ensure that students are Making Sufficient Annual Progress on ACCESS.	37.20	38.40	40.00	45.00

Average Daily Attendance Rate

Our goal is to meet or exceed the district average daily attendance rate. FY 2016-2017 we will be implementing attendance incentives to increase student attendance.	95.20	94.80	96.00	97.00

My Voice, My School 5 Essentials Survey

Our school was rated organized.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
create grade-leveled content specific committees (Pre-K – 2nd , 3rd-5th, and 6th-8th) to unwrap the standards so we can develop a scope and sequence academic plan	well developed UbD unit plans align to Common Core and NGSS, more cohesive and increasing rigor from one band to the next, cross categorical curriculum that addresses a wide range of learning needs	greater professional collaboration among content specific teachers (vertical planning), and increased academic achievement that will improve student attainment.

Tags:
Teacher Teams/Collaboration, Curriculum

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Pre-K – 5th grade level teachers will create scope and sequence aligned to Common Core standards in all core curriculum areas while middle school teachers will collaborate within their content specific subject	All teachers	Jun 27, 2016 to Aug 31, 2016	Curriculum mapping	Not started

Curriculum Design, Curriculum

Grade level bands will meet every 5 weeks to discuss vertical planning of curriculum mapping.	All Teachers	Aug 1, 2016 to Jun 30, 2017	Vertical planning protocol and sign in sheets	Not started

Curriculum

UbD units will focus on interdisciplinary areas of study which will include common core standards, Next Generation Science Standards, WIDA standards, ISTE (International Society in Technology Education), National Core Art Standards and SEL standards.	All teachers	Sep 4, 2016 to Jun 30, 2017	UbD plans submitted every 6 weeks. Teachers will receive rubric with feedback on 2 units per year.	Behind

Curriculum Design

Balanced literacy will be implemented with fidelity in grades Kdg-3rd with a focus on fluency, vocabulary, and comprehension.	Grades Kdg- 3rd	Sep 5, 2016 to Jun 23, 2017	Modeling, small group, independent practice, differentiated instruction. Teacher records. Purchase necessary literacy materials.	On-Track

Core Instruction, Differentiatied instruction, Instructiion

Teachers will use Go Math program and supplement with Eureka Math or Engage NY and incorporate common core standards.	Grades Kdg-5th	Sep 5, 2016 to Jun 23, 2017	Unit plans and lesson plans. Purchase neccessary math materials	Behind

Curriculum

Action step	Responsible	Timeframe	Evidence for status	Status
Provide PD to support UbD units and assessment that are aligned with CCSS.	N8 Teacher Leaders and Administrators	Aug 5, 2016 to Jun 23, 2017	Unit plans and lesson plans. Agenda and sign in sheets.	On-Track

Assessment, Curriculum Design

Provide teachers with quality professional development on the SAMR model which infuses digital learning experiences into the content areas	Technology Teacher and Lead Teachers	Sep 5, 2016 to Jun 16, 2017	Agenda and sign in sheets. Feedback from teachers	Behind

Technology

Middle School Math teachers will utilize CMP2 and supplement with Engage NY	Teachers 6th-8th	Sep 6, 2016 to Jun 19, 2017	Unit Plans and lesson plans	Not started

Math, Curriculum

Strategy 2

If we do...	...then we see...	...which leads to...
provide professional development and support with the implementation of the MTSS model to teachers	a collaborative professional learning community	teacher teams engaged in the Problem Solving Process (PSP) to plan effective, high quality first instruction and SEL supports for all students (Tier 1) and targeted additional supports (Tier II & III) early and effectively.

Tags:
MTSS

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create systematic implementation of MTSS with clearly defined Instructional Teams.	Administration, MTSS, ILT, Network 8 Teacher Leaders, English Language Program Teacher, and Counselor.	Aug 29, 2016 to Jun 9, 2017	Monthly meetings with agenda and sign in sheet.	Not started

MTSS, Teacher Teams/Collaboration

Establish support, time, and focus for Instructional Teams to examine student work and assessment data, and to share/learn effective practices for improving student achievement.	All teachers	Sep 5, 2016 to Jun 16, 2017	Weekly agendas and sign in sheets.	Not started

Data, Interventions

Coordinate school schedules to support the development of instructional teams.	Administrators and teachers.	Sep 5, 2016 to Jun 16, 2017	Completion of flexible schedules and master calendar.	Not started

Data

Instructional leadership teams(ILT) use the Problem-solving process(PSP) for school-level continuous improvement, including Tier 1 core instruction, attendance and SEL.	ILT	Apr 4, 2016 to Jun 16, 2017	Every 5 weeks-maintain agendas and sign in sheets.	Behind

MTSS, Attendance

Teachers, Related Service Providers, and other appropriate stake-holders, will use the PSP to plan and monitor targeted Tier 2 and Tier 3 instruction/interventions.	Staff	Apr 4, 2016 to Jun 16, 2017	Monthly meetings -maintain agenda and sign in sheets.	Behind

Attendance, Interventions

Conduct and monitor frequent formative and informative assessments in reading and math (i.e., DIBELS/TRC,IDEL, Mclass, NWEA, On-Track etc.).	Teachers	Sep 5, 2016 to Jun 23, 2017	Analysis of BOY, MOY and EOY Data	Behind
Develop progress monitoring tools for reading and math.	Administration, teachers	Sep 5, 2016 to Jun 23, 2017	Shared Google document - student data tracker.	Behind

Math, Progress monitoring, Reading

Phone calls and home visits are conducted and documented for students that are Off-Track due to attendance.	Attendance clerk, security officers and administration.	Sep 5, 2016 to Jun 23, 2017	Communication Log	Not started

Attendance, Attendance plan

Develop individual student attendance plans for students with more than 5 unexcused absences per every 5 weeks.	Attendance clerk and administrators.	Sep 5, 2016 to Jun 23, 2017	Individual student attendance plans	Not started

Attendance plan, Academic mtss

Hold parent/student mandatory meeting to address academic and social impact on students currently identified as having poor attendance and/or excessive tardies..	Attendance clerk and administrators.	Sep 5, 2016 to Oct 5, 2016	Attendance sheet.	Not started

Attendance, Academic expectations, Academic mtss

Strategy 3

If we do...	...then we see...	...which leads to...
collaborate and establish a culture for learning and positive socio-emotional environment characterized by high expectations, a growth mindset, and respectful interactions throughout	a high level of student engagement, staff collaboration and a high level of trust and respect,	a strong learning community where each student can become successful academically and socially

the school

Tags:
Climate and Culture

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
All K-5th classroom teachers will implement weekly SEL lessons through Second Step curriculum and 6-8th grade teachers will implement Film Clips for Character Education to increase students' socio-emotional awareness and learning.	Classroom teachers	Sep 5, 2016 to Jun 23, 2017	Lesson plans Unit Plans	On-Track

SEL

School Climate and Culture Committee will collaborate in September on establishing school-wide expectations for academic and personal success. Expectations along with incentives/rewards will be posted in common areas throughout the building. These expectations will be monitored throughout the year (using a progress visual) and positive reinforcement strategies will be implemented by the Climate and Culture Committee	Climate and Culture Committee	Sep 5, 2016 to Jun 23, 2017	Postings in both buildings	On-Track

Climate and Culture

Staff will engage in in-house professional learning of Domain 2b Establishing a Culture for Learning during grade level meetings.	Administration and Lead Teachers	Aug 29, 2016 to Sep 2, 2016	grade level meeting - maintain agenda and sign in sheet.	Not started

Professional Learning, Climate and Culture, Professional development

Staff will engage in in-house professional learning of Domain 3d and become more skilled at providing students timely and meaningful feedback to advance learning during grade level meetings..	Administration and faculty	Aug 29, 2016 to Nov 30, 2016	grade level meeting - maintain agenda and sign in sheet.	Not started

Professional Learning, SEL, Professional development

Teachers will work with students to set quarterly individual student behavior and academic goals..	Teachers and students.	Sep 5, 2016 to Jun 22, 2017	Individual student plans/goals	Not started

SEL

Teachers will display quality student work on bulletin boards on a monthly basis.	Teachers	Sep 6, 2016 to Jun 23, 2017	bulletin boards	On-Track

Climate and Culture, SEL

Student of the month, honor roll students, and perfect attendance bulletin boards will be displayed throughout the year highlighting students' academic accomplishments, citizenship and positive character traits.	Teachers, counselor and Asst. Principal	Sep 6, 2016 to Jun 23, 2017	bulletin boards and awards assembly	On-Track

Climate and Culture

College and Career Committee members will plan 2-3 activities per year for students to stay inspired and committed to reaching their learning goals (i.e. College essay contest, High School Fair, College/Career week; informational workshops for parents).	College and Career Committee members	Sep 6, 2016 to Jun 23, 2017	Participation of student, staff and community in planned events. Monthly school calendar and flyers.	Not started

Climate and Culture

Implementation of Class Dojo for the Middle School students to promote academic stamina and discipline.	Middle school staff	Sep 6, 2016 to Jun 23, 2017	Individual teacher data records.	On-Track

SEL

Annual School-Wide Science Fair to encourage Science related career opportunities to foster the concept of discovering new knowledge, solving challenging problems, and generating innovations.	Teachers and students	Sep 6, 2016 to Jun 23, 2017	Participation of student, staff and community in planned event; submission of student projects.	Not started

Science, Climate and Culture

Annual participation of Young Authors contest to encourage creativity and writing in the early stages.	Teachers and students	Sep 6, 2016 to Jun 23, 2017	Student submissions	Not started

Climate and Culture

Annual participation in Six Flags Read to Succeed for PreK-8th grade students to promote literacy.	Teachers and students	Sep 6, 2016 to Jun 23, 2017	Classroom chart and individual student logs.	Not started

Climate and Culture

Teachers will implement Teach like a Champion five principles of creating a strong classroom culture.	Staff and teachers	Sep 6, 2016 to Jun 23, 2017	Daily lesson plans Grade level meetings - agendas and sign in sheets.	Not started

Climate and Culture

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Pre-K – 5th grade level teachers will create scope and sequence aligned to Common Core standards in all core curriculum areas while middle school teachers will collaborate within their content specific subject Tags: Teacher Teams/Collaboration, Curriculum, Curriculum Design, Curriculum	All teachers	Jun 27, 2016	Aug 31, 2016	Not started
✚ Grade level bands will meet every 5 weeks to discuss vertical planning of curriculum mapping. Tags: Teacher Teams/Collaboration, Curriculum, Curriculum	All Teachers	Aug 1, 2016	Jun 30, 2017	Not started
✚ UbD units will focus on interdisciplinary areas of study which will include common core standards, Next Generation Science Standards, WIDA standards, ISTE (International Society in Technology Education), National Core Art Standards and SEL standards. Tags: Teacher Teams/Collaboration, Curriculum, Curriculum Design	All teachers	Sep 4, 2016	Jun 30, 2017	Behind
✚ Balanced literacy will be implemented with fidelity in grades Kdg-3rd with a focus on fluency, vocabulary, and comprehension. Tags: Teacher Teams/Collaboration, Curriculum, Core Instruction, Differentiatied instruction, Instructiion	Grades Kdg- 3rd	Sep 5, 2016	Jun 23, 2017	On-Track
✚ Teachers will use Go Math program and supplement with Eureka Math or Engage NY and incorporate common core standards. Tags: Teacher Teams/Collaboration, Curriculum, Curriculum	Grades Kdg-5th	Sep 5, 2016	Jun 23, 2017	Behind
✚ Provide PD to support UbD units and assessment that are aligned with CCSS. Tags: Teacher Teams/Collaboration, Curriculum, Assessment, Curriculum Design	N8 Teacher Leaders and Administrators	Aug 5, 2016	Jun 23, 2017	On-Track
✚ Provide teachers with quality professional development on the SAMR model which infuses digital learning experiences into the content areas Tags: Teacher Teams/Collaboration, Curriculum, Technology	Technology Teacher and Lead Teachers	Sep 5, 2016	Jun 16, 2017	Behind
✚ Middle School Math teachers will utilize CMP2 and supplement with Engage NY Tags: Teacher Teams/Collaboration, Curriculum, Math, Curriculum	Teachers 6th-8th	Sep 6, 2016	Jun 19, 2017	Not started
✚ Create systematic implementation of MTSS with clearly defined Instructional Teams. Tags: MTSS, MTSS, Teacher Teams/Collaboration	Administration, MTSS, ILT, Network 8 Teacher Leaders, English Language Program Teacher, and Counselor.	Aug 29, 2016	Jun 9, 2017	Not started
✚ Establish support, time, and focus for Instructional Teams to examine student work and assessment data, and to share/learn effective practices for improving student achievement. Tags: MTSS, Data, Interventions	All teachers	Sep 5, 2016	Jun 16, 2017	Not started
✚ Coordinate school schedules to support the development of instructional teams. Tags: MTSS, Data	Administrators and teachers.	Sep 5, 2016	Jun 16, 2017	Not started
✚ Instructional leadership teams(ILT) use the Problem-solving process(PSP) for school-level continuous improvement, including Tier 1 core instruction, attendance and SEL. Tags: MTSS, MTSS, Attendance	ILT	Apr 4, 2016	Jun 16, 2017	Behind
✚ Teachers, Related Service Providers, and other appropriate stake-holders, will use the PSP to plan and monitor targeted Tier 2 and Tier 3 instruction/interventions. Tags: MTSS, Attendance, Interventions	Staff	Apr 4, 2016	Jun 16, 2017	Behind
✚ Conduct and monitor frequent formative and informative assessments in reading and math (i.e., DIBELS/TRC,IDEL, Mclass, NWEA, On-Track etc.). Tags: MTSS	Teachers	Sep 5, 2016	Jun 23, 2017	Behind

District priority and action step	Responsible	Start	End	Status
✚ Develop progress monitoring tools for reading and math. Tags: MTSS, Math, Progress monitoring, Reading	Administration, teachers	Sep 5, 2016	Jun 23, 2017	Behind
✚ Phone calls and home visits are conducted and documented for students that are Off-Track due to attendance. Tags: MTSS, Attendance, Attendance plan	Attendance clerk, security officers and administration.	Sep 5, 2016	Jun 23, 2017	Not started
✚ Develop individual student attendance plans for students with more than 5 unexcused absences per every 5 weeks. Tags: MTSS, Attendance plan, Academic mtss	Attendance clerk and administrators.	Sep 5, 2016	Jun 23, 2017	Not started
✚ Hold parent/student mandatory meeting to address academic and social impact on students currently identified as having poor attendance and/or excessive tardies.. Tags: MTSS, Attendance, Academic expectations, Academic mtss	Attendance clerk and administrators.	Sep 5, 2016	Oct 5, 2016	Not started
✚ All K-5th classroom teachers will implement weekly SEL lessons through Second Step curriculum and 6-8th grade teachers will implement Film Clips for Character Education to increase students' socio-emotional awareness and learning. Tags: Climate and Culture, SEL	Classroom teachers	Sep 5, 2016	Jun 23, 2017	On-Track
✚ School Climate and Culture Committee will collaborate in September on establishing school-wide expectations for academic and personal success. Expectations along with incentives/rewards will be posted in common areas throughout the building. These expectations will be monitored throughout the year (using a progress visual) and positive reinforcement strategies will be implemented by the Climate and Culture Committee Tags: Climate and Culture, Climate and Culture	Climate and Culture Committee	Sep 5, 2016	Jun 23, 2017	On-Track
✚ Staff will engage in in-house professional learning of Domain 2b Establishing a Culture for Learning during grade level meetings. Tags: Climate and Culture, Professional Learning, Climate and Culture, Professional development	Administration and Lead Teachers	Aug 29, 2016	Sep 2, 2016	Not started
✚ Staff will engage in in-house professional learning of Domain 3d and become more skilled at providing students timely and meaningful feedback to advance learning during grade level meetings.. Tags: Climate and Culture, Professional Learning, SEL, Professional development	Administration and faculty	Aug 29, 2016	Nov 30, 2016	Not started
✚ Teachers will work with students to set quarterly individual student behavior and academic goals.. Tags: Climate and Culture, SEL	Teachers and students.	Sep 5, 2016	Jun 22, 2017	Not started
✚ Teachers will display quality student work on bulletin boards on a monthly basis. Tags: Climate and Culture, Climate and Culture, SEL	Teachers	Sep 6, 2016	Jun 23, 2017	On-Track
✚ Student of the month, honor roll students, and perfect attendance bulletin boards will be displayed throughout the year highlighting students' academic accomplishments, citizenship and positive character traits. Tags: Climate and Culture, Climate and Culture	Teachers, counselor and Asst. Principal	Sep 6, 2016	Jun 23, 2017	On-Track
✚ College and Career Committee members will plan 2-3 activities per year for students to stay inspired and committed to reaching their learning goals (i.e. College essay contest, High School Fair, College/Career week; informational workshops for parents). Tags: Climate and Culture, Climate and Culture	College and Career Committee members	Sep 6, 2016	Jun 23, 2017	Not started
✚ Implementation of Class Dojo for the Middle School students to promote academic stamina and discipline. Tags: Climate and Culture, SEL	Middle school staff	Sep 6, 2016	Jun 23, 2017	On-Track
✚ Annual School-Wide Science Fair to encourage Science related career opportunities to foster the concept of discovering new knowledge, solving challenging problems, and generating innovations. Tags: Climate and Culture, Science, Climate and Culture	Teachers and students	Sep 6, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Annual participation of Young Authors contest to encourage creativity and writing in the early stages. Tags: Climate and Culture, Climate and Culture	Teachers and students	Sep 6, 2016	Jun 23, 2017	Not started
✚ Annual participation in Six Flags Read to Succeed for PreK-8th grade students to promote literacy. Tags: Climate and Culture, Climate and Culture	Teachers and students	Sep 6, 2016	Jun 23, 2017	Not started
✚ Teachers will implement Teach like a Champion five principles of creating a strong classroom culture. Tags: Climate and Culture, Climate and Culture	Staff and teachers	Sep 6, 2016	Jun 23, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

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.

Nathan S Davis Elementary School holds regular monthly meetings with its NCLB Title 1 PAC, LSC, and BAC Committee members. Consequently, parents have plenty of opportunities to participate in the development, and revision of our NCLB, Title I school parental involvement plan and policy. Parents are encouraged to voice their opinions and concerns via the completion of My Voice, My school survey and by attending the annual State of the School presentation. Furthermore, parents are strongly encouraged to actively participate in the development and revision of the annual Continuous Improvement Work Plan .Parents are notified in advance of these meetings dates via the monthly school calendar, automated calling system, and through the monthly principal's newsletter.

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

Principal and/or designee will hold an Annual Title I Informational meeting on September 19, 2016 to inform parents/legal guardians, teachers and staff, and concerned community individuals of the school's participation in NCLB, Title I programs. At this meeting, attendees are informed with great detail of their right to work with the principal in the planning, design, implementation, and evaluation of the Title I Program . Attendees also receive a copy of the School's Title I CIWP Design, Parent Involvement Budget Plan, Parent Involvement Policy, Parent Compact, Title I Budget and Title I Parent Funds and other, District Parent Involvement Policy, CPS Title I Parent Involvement Guidelines and PAC Organizational Meeting date.

Principal will host the NCLB Title 1 PAC Organizational meeting on September 23, 2016 to elect new committee officers and to establish monthly meeting dates and times for the year. Meeting information for both meetings is posted monthly on the school doors; is included in the monthly school calendar; monthly Principal's Newsletter, flyers are sent home with students, and robocalls are generated.

" Our Annual Principal Meeting will be held on September 19, 2016 and our Organizational Meeting will be held September 23, 2016."

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

During Curriculum Night which will be held during the last week of September, teachers will provide parents with an overview of the grade level curriculum for the year. Individual student reports including DIBELS, IDEL, NWEA MAP, ACCESS, PARCC, progress reports and report cards are distributed to parents and/or sent home as soon as they are available. Parents will also have opportunities to participate in workshops and presentations related to understanding CCSS, ACCESS, PARCC and NWEA assessments and Off-Track data which will be presented during regular LSC, NCLB and BAC monthly meetings. Parents will be informed about promotion requirements for 3rd, 6th and 8th-grade students during our annual or bi-annual benchmark parent meetings. During report card pick-up days and through teacher monthly newsletters parents will be informed of curriculum, assessments, and other standards children are expected to meet.

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.

Year round, parents are urged to attend and participate in monthly Coffee with the Principal, LSC, NCLB Title 1 PAC, BAC, Wellness committee meetings, and yearly CIWP planning meetings. Suggestions that generally arise during these meetings are recorded, incorporated and/or addressed as soon as it is feasible or during subsequent meetings. Individual parent requests to meet with teachers, administrators and/or staff to discuss behavioral and academic decisions affecting their child will be screened and delegated to the appropriate staff member e.g. classroom teacher, recess coordinator, counselor, bilingual specialist, Assistant Principal and/or Principal. Parents are provided advanced notification of specific meeting dates to execute informed decisions relating to the education of their children including attendance to EIP, 504 Plan, Annual Review and related services meetings. Additional parent requests to participate in decisions relating to the education of their children will be scheduled by school administration when deemed appropriate and necessary.

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.

Individual students' State assessment reports (2016 PARCC) will be distributed and discussed with parents during Curriculum Night in September or during parent-teacher conference night in November. The student profile reports are sent home after each test administration of the NWEA MAP assessment (BOY, MOY and EOY) and a robocall is generated to advise parents that these reports are available and they should expect their child to bring theirs home. Student progress reports are sent home quarterly. Parents are encouraged to see the classroom teacher for specific questions or needed clarifications .

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 of the teachers at Nathan S Davis Elementary School are highly qualified. In the event that a teacher no longer meets highly qualified status under Title 1 Regulations, then parents will be notified via a letter drafted in English and Spanish. Additionally, a parent meeting may be necessary to inform all parents.

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.

Parent workshops are planned and facilitated several times per year to help promote understanding of the state's academic content standards; state and local academic standards and other alternative assessments. These workshops are scheduled to occur during regular monthly LSC, BAC and NCLB PAC meetings. We also offer group and individual parent training on IMPACT Grade Portal for better monitoring of student progress during parent-teacher conference nights.. Our staff will engage in professional learning opportunities to enhance staff-parent and parent-staff collaboration to support student progress including goal setting for students.

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.

Parents benefit from available workshops and resources that promote and support literacy and the use of technology. Information, resources, materials and trainings available to parents include but are not limited to English as a Second Language classes, GED, computer classes, nutrition classes, parenting classes, college readiness workshops; and participation in Family Reading Night. Numerous volunteer opportunities are available to parents at the classroom and/or school level. Parents are encouraged to actively participate in LSC, NCLB Title 1 PAC, BAC and Wellness Committees. Title 1 Parent Involvement funds are used to fund some of these activities.

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.

Our school will provide staff with professional learning opportunities to enhance staff-parent and parent-staff collaboration to support student progress. Our school will provide opportunities for staff and parents to communicate and work together by attending New Student/New Parent Orientation Days, Curriculum Night; providing access to GradeBook Parent Portal; monthly classroom newsletters and by text alerts and/or email.

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.

Nathan S Davis' ECE Child Parent Center provides parents with opportunities to participate in ECE workshops conducted daily on-site by our Parent Teacher. A minimum of one Scholastic Books fair and one Family Reading Night are scheduled throughout the year to include participation of Head Start parents. Parents are expected to volunteer in the ECE classrooms and/or in their own homes. Our school's promotes family literacy by making RAZ Kids and Reading A-Z available to every student K through 5th.

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.

To ensure effective communication with parents all information related to the school, parent programs, meetings and any other activities and/or events are always conducted in both English and Spanish. Translators are available for anyone who needs them. Newsletters and out calling messages are prepared in English and Spanish. Additionally, school leadership staff is bilingual and is able to meet the needs of our school population.

Policy Implementation Activities

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

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

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact   Complete

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

Our mission is to establish a culture where all students can achieve academic and social excellence by cultivating a partnership with teachers, parents, and community members who are committed in the development of life-long learners who are college and career ready by demonstrating confidence, creativity and self-motivation.

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 be held twice a year as indicated by the CPS district calendar 11/09/16 and 4/19/17. Parent-teacher conferences are held with parents every 1st quarter, 2nd quarter, 3rd quarter and 4th quarter for students who have a grade or D or F on their quarterly Progress Report. 3rd, 6th and 8th Grade Informational parent meetings will held after the 1st, 2nd, and 3rd administration of NWEA.

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

Progress reports are sent home with students every 5 weeks and report cards are distributed to parents and/or sent home on a quarterly basis. Individual student reports including DIBELS, IDEL, NWEA MAP, ACCESS, PARCC are made available and discussed with parents as soon as they become available.

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

Our staff is available to meet with parents during Meet and Greet Day (prior to the 1st day of school); during Curriculum Night (first or second week in September) and during Parent-Teacher Conference Days. Teachers are also available to meet with parents during their scheduled preparation periods. Parents are encouraged to set up appointments during the school year and summer to secure a conference with staff. On as a needed basis and depending on the urgency/sensitivity of the situation, school administrators will use discretion to allow parents access to staff during the instructional day. Parents are welcome to call the school and/or walk-in .

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

Parents are encouraged to volunteer in their child's classroom on a daily basis and to model reading and tutor students and/or assist as recess and or lunchroom monitors as often as available. Parents are welcomed to attend field trips with their child. Parents are encouraged to make surprise classroom visits at different times during the day to get an accurate picture of what his/her child is like throughout the day. Working parents may participate in their child's classroom remotely by working with their children in school projects such as science project, writing activities, and/or completing pre-determined activities such as cutting, gluing, stapling, labeling and organizing materials or books. All long term volunteers are asked to undergo and meet CPS volunteer background check requirements.

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

During Curriculum Night in September, teachers provide parents a packet with specific information and tools of how to support their children's learning. The parent packet contains curriculum information, grading policy/weights, homework expectations, attendance policy, adhering and supporting the CPS Student Code of Conduct policy; registering children for after-school programs; and establishing good work and study habits. During the last week in June, teachers send home a "Helpful Hints" document with end of year take home information. The Helpful Hints document provides grade level specific tips and activities for parents to keep their children engaged during the summer to prevent summer loss. The document may include recommended readings, subscription information to Raz-Kids, Math Xcel, Study Island, summer reading programs offered through the Chicago Public Library, museum exhibits, etc. Additionally, parents are encouraged to register for a GradeBook Parent Portal and to attend parenting and other educational workshops offered at the school (including the topics of literacy, CCSS math, Self-Esteem, Family Discipline, Nutrition, etc).

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

Year round, parents are urged to attend and participate in monthly LSC, NCLB Title 1 PAC, BAC, Wellness committees, and yearly CIWP planning committee. Parents are provided advanced notification of specific meeting dates to execute informed decisions relating to the education of their children in regards to IEP, 504 Plan, Annual Review and related services. Parent-Teacher Conference nights are also designated dates for parents to participate in the education of their children. Additional parent requests to participate in decisions relating to the education of their children will be scheduled by school administration when deemed appropriator and necessary.

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

Students will share the responsibility for improved academic achievement by 1) Complying and adhering to the school attendance policy. 2)Complying with the use of student uniform. 3)Adhering to the CPS Student Code of Conduct. 4)Participating in after-school program and/or summer programs. 5)Getting plenty of sleep. 6) Maintaining a positive attitude and coming prepared to class. 7)Using IMPACT Grade portal to keep up with grades. 8)Seeking before school and after school tutoring. 9)Participating in College week and all college readiness workshops and activities available to students and 10) Students will work with teachers to set personal academic goals.

Parent Budget   Complete

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

Ongoing (September through June) - Parent Child Center workshops will be available everyday. (facilitated by our Early Childhood Parent Teacher at no cost to the school)

Ongoing (September through June) - ESL, Computer, GED and Art Classes for parents (these classes are free of cost to the school through Daley College and BPNC)

September - Gradebook Parent Portal Workshop (facilitated by school administration)

October - NWEA MAP Presentation (facilitated by school administration or teachers)

November - 8th Grade Parent Meeting and H.S. Application Night (facilitated by school administration, counselor and 8th grade teachers)

January - Understanding CCSS Workshop for Parents (facilitated by school staff)

February - Understanding ACCESS Reports (facilitated by ELPT at no cost to the school)

March - Field trip to CPS Parent Resource Center (free)

April - Trip to Shedd Aquarium and/or Museum of Science & Industry (using admission account funds)

May- Scholastic Book Fair

June - Presentation of Parent Certificates and Awards (using supplies account funds)

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.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 976 .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)	$ 0 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1000 .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 1104 .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.	$ 500 .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 by used only by parents.	$ 1500 .00