



Thomas Drummond Elementary School (/school-plans/131) / Plan summary

2016-2018 plan summary

Team

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Jennifer Harte	School Psychologist	jlharte@cps.edu	Has access
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Team meetings

Date	Participants	Topic
05/03/2016	J. Zielinski, M. Judy, R. Walls, A. Vanek, J. Harte (CIWP team)	SEF assessment, goals, strategy development
05/04/2016	J. Gonzalez, K. McCarthy, R. Walls (middle school)	SEF priorities and strategy development
04/27/2016	A. Vanek, J. Gonzalez, K. McCarthy, R. Walls (middle School)	SEF assessment
03/08/2016	A. DeLeon, R. Walls, S. Ewing, J. Harte, L. Zehren, M. Judy, A. Vanek, J. Zielinski (Network Strategist & CIWP team)	CIWP 2-hour session with Adrian DeLeon to update MOY ILT and to launch new CIWP!
04/27/2016	A. Vanek, L. Martinez-Mccarthy, L. Winans, P. Black, J. Jovanovic (EL 1)	SEF assessment
04/28/2016	R. Walls, K. Walsh, A. Carlson (EL2 cycle)	SEF Assessment

05/10/2016	R. Walls, J. Zielinski, A. Vanek, J. Harte (CIWP team)	SEF Assessment, parent involvement, strategies
05/12/2016	Drummond PTO	SEF Assessment, goals, strategy development, parent
	Drummond LSC and parents	Framework, SEF, Goals, Strategy Development, Parent (Overview)
05/24/2016	CIWP Team EC L. Zehren & PPLC rep	SEF Quality and Character of Life
05/24/2016	Parent Meeting	Framework, priorities, SEF, goals, strategies, parent
05/27/2016	CIWP Walls, Zielinski	Strategies
06/14/2016	CIWP Team	SEF Quality and Character of Life, Strategy Development
11/16/2016	Cycle Meetings	Review and consolidate Priorities
11/28/2016	CIWP Team, Community	Review and consolidate Priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

The school's mission is displayed in the building. It is also documented on staff meeting agenda, weekly notes, the school's newsletter and the school's website. The mission was emailed to all parents via the State on the School Address, as well.

The 2015 CCSR ratings indicate Effective Leaders as neutral; however, collaborative teachers is rated as a strength. The 2015 State of the School Performance indicated math as a challenge area compared to literacy. Math 60% meet/exceed national average growth norms.

The ILT team and school identified math as a priority goal for 2015-16, identified targeted grade levels 5th and 6th and students to advance achievement using tech-based resources like TTM and personnel like the lead math teacher.

Ten Marks is another tech-based resource used to support EC learners in math.

Since Drummond's foundation is on the Montessori philosophy, Montessori-credentialed staff is a priority in hiring, when possible. Candidate hires are encouraged and supported to attend a basic Montessori introduction course for paraprofessionals.

During the 2015-16 school year, three paraprofessionals have attended and received a certificate of completion for this three-day workshop series at Seton Institute.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.

- Capitalize on the leadership skills of others.
- Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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According to the MOY ILT Effectiveness Rubric, Drummond scored 21 points and has an effectively functioning ILT.

An Agenda is provided before each meeting with the following: participants, roles, time(s), minutes. The topics from the ILT are shared at cycle meetings for more coherence.

The focus of the meetings are based on school-wide needs like attendance, RTI tiered supports, and math based on challenges. ILT gets to root causes of problem areas.

As noted, the Five Essentials rated Collaborative Teachers as a strength. The ILT uses a variety of data sets in decision-making that includes daily attendance data; F & P data to target, instruct, and monitor RTI/MTSS intervention in literacy each week.

Teacher observation and anecdotal records for MTSS and academic supports revealed on RTI Plans.

CPS Framework for 4a Proficient at 35% and Distinguished at 60%

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data

- formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
 - **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
 - **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
 - **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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:

Score

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.

1 2 3 4

The ILT and PPLC meet monthly to identify professional development goals for the school. Accordingly, teachers and staff have attended Montessori basic, Montessori math and individualized PD like writing and health education.

The SQRP Attainment and Growth data indicates a need to improve learning achievement for English Learners with ACCESS progress at 46.20%. Currently, two teachers are seeking EL Endorsements.

The April 8, 2016 Professional Development Day's agenda is based upon feedback from a survey sent to all teachers at Drummond and at other CPS Montessori schools. Teachers from all Montessori schools will meet for PD based on their feedback and choices. Approximately 80 % of respondents rated the PD as useful. Diverse Learner support, work plans and extensions are topics that were addressed by lead and other teachers.

The master schedule is set so that common planning can occur at cycle levels. The calendar for FLEX Day Pds incorporates a variety of planning strategies to engage collaboration among a variety of staff members. (i.e. Flex A- Staff Meeting, Flex B- (EC & EL1 & EL2 & MS meetings), Flex C- EC & paras, EL1 & EL2, MS only meetings) Teachers and administration met and determined topics for these meetings.

Formal and Informal REACH observations have been conducted and feedback provided based on individual teacher need. CPS Framework 4a Proficient 35% and Distinguished 60%

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.

- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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When hiring, we advertise on a host of sites that include TALEO, teach-montessori.com, jobs.com and amshq.org. In maintaining the school's mission aligned to principles of Montessori, budget in cooperation with the LSC supports fundamental teaching staff and support staff for EC, EL1 and diverse learner populations.

The Friends of Drummond (DMM) and PTO also provide fiscal supports to the school for music, library and parent worker. The PTO sponsored training for paraprofessionals on the basics of Montessori provided by Seton. Drummond has also partnered with the Lyric Opera House and Art Institute of Chicago.

The school partners with the Lyric Opera House, Seton Institute, MMTTS, UIC (student teachers), etc. Schedules incorporate meeting IEP minutes for students and RTI/MTSS instructional supports for students 4 days/week for 20-30 sessions provided by the Montessori Director, art, music and library teachers.

Resources to support English Learners include the Imagine Learning program that provides literacy instruction in native languages.

Math has been identified as a priority area this year and TTM and Ten Marks are tech-based programs to support differentiated math instruction based on MAP and teacher-identified goals.

Teacher retention is relatively stable. Transitions are typically due to relocations. Schedules are set to maximize the Montessori instructional block at the beginning of the day for approximately 2-2 1/2 hours. RTI intervention has provided 20 minutes of intense small group instruction 4 times/week for Tier III students. REACH Framework 4a Proficient 35% Distinguished 60%

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

4 of 4 complete

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

Teachers turn in weekly lesson plans. There are weekly cycle meetings (multi-grade). Students have multiple opportunities for authentic learning outside the classroom- Nature's Classroom, Mighty Acorns, the River trip, etc.

The Montessori curriculum addresses social emotional learning that includes morning meetings and regular classroom meetings to address conflict resolution. Peace circles, middle school advisory are student led restorative practices that occur each Friday.

Montessori philosophy is designed to promote self-evaluation and intrinsic motivation. Middle schoolers attended WE Day authentic learning activity and multiple grade levels address global citizenship on a daily basis

Math and Science in the MS curriculum is based on CCSS. MS students are grouped by academic ability and the pace of instruction matches the ability of the students. This guarantees that students receive challenging instruction and individualized leveled instruction. We have a joint program with Walter Payton High School for our advanced students. Eight students took algebra/Geometry classes at WPCP.

MS social studies and language arts uses thematic integrated units that are aligned to CCSS. Students are grouped by ability to match their instructional levels and to move at their own pace. MS students have participated in Louder Than a Bomb at local college campuses and completed a mock-trial program at John Marshall Law School, following up with a field trip.

Students rated Ambitious Instruction as "Strong" on the CCSR.

MS classroom teachers work closely with Diverse Learner educators to create a LRE (Least Restrictive Environment). Our Diverse Learners receive instruction in the classroom and are provided with a study hall period to receive additional supports as needed.

MS students are grouped into grade-level advisory groupings with a faculty mentor to address social emotional needs and executive functioning skills.

The MS meets together once per week to participate in an "Appreciation Circle". Social Emotional needs are addressed in a poetry unit during the year as well as in an after-school club. MS students complete inquiry-based projects once per quarter and present their findings to the school community. The content of the projects is determined by the student's own personal interests and is guided by the academic objectives taking place in the classroom.

Math Talks at the E2 level hits all 8 math practices in CCSS and allows students to learn from each other, engage in math conversation and use and learn a variety of strategies and methods in approaching math. This allows students to develop math vocabulary and gives ownership and identity to mathematics.

Drummond had a lead literacy and lead math teacher participate in Network-sponsored pd, use practices in classrooms and/or Inservice teachers on best practices. This occurred in math at EL1 level.

REACH Framework rates for 3c Proficient 57.54% to 67%

SQRP Attainment for Reading is 98%. Attainment for Math grades 3-8 is 93%.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Montessori math can be adapted to various levels of learners including EL and diverse learners. Ten Marks, TTM are adaptive programs. Imagine Learning adaptive for ELL students and provide literacy intervention in several languages. Teachers received pd on its use by the vendor.

MS science materials explore real life issues. Samples are collected from the Chicago River and analyzed in real-life settings. Students, through chemical analysis and biological studies, determine the quality of the water.

Montessori materials in sequence and breadth of curriculum addresses varied needs of students at all academic levels moving from the concrete to abstract.

Materials are available for students to re-learn or go back to concrete examples to access the content. Montessori teaches to students to understand the process of math not just results which is a CCSS- focused goal.

Montessori focuses on opportunities for students to work in pairs and small groups so they learn at an early age teamwork, ways to communicate with members and how to handle conflict resolution. This occurs from earliest stages of learning. Students work in pairs and small groups on project-based learning. This language is important for English Language learners as best practice, as well.

CPS FRAMEWORK FOR TEACHING 3a

5.13% Basic
43.49% Proficient
51.28% Distinguished

1a
Proficient 47.62%
Distinguished 47.62%%

5 ESSENTIALS

Ambitious Instruction - Strong
Supportive Environment - Strong 2015 Rating

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	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. 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

Differentiation and rigor is gauged when teachers create individualized work plans that are modified as needed.

Workplans in MS specify the goal of the lesson- highlight the objective to be achieved and the path is designated for the learner.

Students are reflective and examine their own work. For example in MS self-reflection is used as assessment and in Art choice and self assessment in integral to the curriculum.

Parent rating as "strong" in instruction.

NWEA attainment at 97% is evidence of academic rigor on the 2015 spring MAP.

REACH Framework 1d 42.86% Proficient 52.38% Distinguished 3b Proficient 38.46% Distinguished 53.85%

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Drummond brings in professionals from other professions to share their careers with students like published authors and performers from the Lyric Opera House.

Students interacted with students all over the city by attending a Poetry Slam at Columbia College.

Middle school students took a trip to the John Marshall Law School and participated in a mock trial- authentic learning.

Students use morning meetings, Peace Circles, and Advisory to learn cooperative work and collaboration. These occur on a daily/weekly basis.

Students learn time management and accountability within their workplans. Students learn goal-setting via work plans, as well. Students engage in self-reflection in all areas of the curriculum. Student journals are used in several grade settings esp. MS.

A high percentage (90% or above) of 8th grade students are admitted to selective or rigorous (IB, STEM, etc) high school programs.

Seven students took algebra and one student took Geometry courses at WPCP during 2015-2016.

The 2015 attendance rate was at 95%.

Five Essentials ambitious Instruction rated Strong.

REACH Framework 2b 56.41% Proficient Distinguished 38.46%

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

Our teachers are Illinois State certified and Montessori-certified by the American Montessori Society. Many have endorsements in specialized areas and pursue professional development opportunities. At the Elementary I level, teachers regularly collect data on student outcomes and learning. Teachers adjust work plan assignments that address each child's individual needs. Flexible groupings are implemented to insure students receive instruction at their skill level. Teachers regularly review CCSS to align assignments to benchmark growth. Teachers regularly communicate and network with teachers in other cycle levels to advance student learning. We embrace Maria Montessori's theory of self-directed, auto-education using Montessori materials to allow children to explore and teach themselves. Discovery is the philosophy and teachers are the guides.

At EL1 level some students engage in learning walks to enrich reading/literacy learning.
 SQRP Attainment for 2015 3-8th Reading at 98% and math at 93%
 CPS Framework 3b 68.42% Proficient Distinguished 21.05%

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	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

At this time, in some instances students with behavioral difficulties are addressed on a case-by-case basis. With staff teaching in three year cycles, students are given attention to address SEL needs.

In the Montessori curriculum, there are Practical Life lessons in grace & courtesy, respectful interactions and community building. At various levels, this may be in one-on-one lessons, modeling, Peace table, corrective feedback, classroom meetings, Advisory meetings, peer jury and Appreciation circles.

At some levels, the general education population receives Tier 2 supports through targeted social work and counseling groups weekly. Also, when acute issues are identified, support staff provide targeted SEL lessons. Supportive environment is rated "strong," on 5 essentials. Safety was rated, "very strong."

Within the Montessori setting, there are built-in opportunities for individualized systems of support. Multi-aged groupings allows for seamless differentiated instruction in every curriculum area. There are some systems of support, at different grade levels, in place such as reading interventions, Think Through Math and Ten marks for interventions and tracking and walking reading (small group instruction that addresses academic needs at level).

PLP's are created and updated according to CPS requirements every 5 weeks.

Ambitious instruction and collaborative instructors were both rated "strong," on the 5 Essentials Survey.

In Literacy instruction, Elementary I teachers, administrators and support staff monitor quarterly benchmark goals using F&P assessments. This data drives flexible groupings to insure appropriate instruction and identify students in need of Tier 2 interventions.

Drummond's overall attendance rate was at 95% and the school received the Attendance Banner. REACH Framework 3e Proficient 52.94% Distinguished 41.18%

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Teachers use a variety of methods of assessment to monitor student progress including but not limited to: F&P, ISEL, STAR reading, STAR math, Words their Way, project-based assignments, teacher-created assessments and observation data. ISEL assessment is given three times per year as a formative measure for E/K learners. These 4resources are used for formative purposes.

For ELL learners, next steps include providing modified assessments to measure academic benchmark goals as needed. Imagine learning provides literacy support 4 times/week at 30 minute sessions.

Professional development is needed on created modifications.

According to the Five Essentials, Ambitious Instruction is rated as a strength.
 SQRP 2015 growth percentile is 76% in Math for Hispanic populace Reading Growth Percentile is 80%.
 REACH Framework 3d Proficien 60% Distinguished 20%

The Montessori Principal's PLC is currently exploring and gathering opinions from staff regarding a more 3 dimensional, comprehensive and standards-based system of evaluation/grading reflective of the Montessori progression of learning i.e. Transparent Classroom. This decision is based on the disconnect between Montessori and the traditional grading scale.

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
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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

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.

Another aspect of the Montessori philosophy is to Follow the Child. The Early Childhood's program goal is to spark interest, foster enthusiasm for school, and a love of learning. Children use what is learned in school and incorporate it into their everyday life. Further exploration and research is initiated by students. Expanding the thinking skills of young minds and promoting curiosity and questioning is paramount to further learning. Feedback from the parents and the ways students share their learning with their parents provides qualitative evidence about what is learned in school. Their enthusiasm is evident in how they approach their learning.

In the elementary grades students are provided a work plan under the guidance of the teacher and students are responsible for determining the order of how they complete the work. They are able to self select groups to complete works. Students are expected to use evidence to support thoughts and positions. There is an emphasis on social justice, empathy, and identifying with groups outside of the immediate community.

Students are encourage to engage in deep research on topics and project based learning. Teaching strategies move from the concrete to the abstract. Classrooms are student led whenever possible. Learning is differentiated for each individual through individual work plans. An example of student learning is the problem of the month or other project based learning to involve students in discourse on a particular topic.

Five Essentials Ambitious Instruction Strong

REACH Framework 2b Proficient 56.41% Distinguished 38.46%

2015 SQRP Reading Attainment Grade 2- 98% Grades 3-8 98% Math Attainment Grade 2- 99% Grades 3-8 93%

Feedback from Parents

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:

Score

1 2 3 4

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.

The Montessori philosophy around culture and community is Grace and Courtesy. Early Childhood students are taught the words respect and responsibility upon entry. They respect themselves, their peers, adults and the classroom environment. They are encouraged to be independent and expected to be responsible for their actions. They are guided in establishing positive social interactions. Character education takes place on a daily basis through role playing, literature read alouds, and discussions. Peace tables are in each classroom where conflict resolution among peers occurs and is guided by a teacher. There is an emphasis on social /emotional development. Observation of social interactions, emotions, work ethic, and confidence level of the students is ongoing.

Middle school students help with younger students. Displays respect for students to become leaders. Community service hours are part of expectations. Students engage in fundraising for own trips. The three years of student teacher relationships allows for building trust and opportunities for learning how to manage long term relationships. Parents also have the same opportunity with their children's teachers. Parents volunteers have developed a cross aged mentoring program which fosters trust and leadership. Daily classroom meetings to discuss conflict resolution. Teachers also take the time to pull students aside to discuss conflicts and generate solutions to interpersonal difficulties. RAS Right Club has junior staff to provide leadership skills for younger students.

The 5 essentials rated collaborative teachers as a strength and the supportive environment as strong.
REACH Framework 2a Distinguished 50% Proficient 47.83%
E1 Proficient

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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

Students are involved with Nature's Classroom, a Montessori School that promotes team building, student responsibility, collaboration between students and adults to accomplish goals, care for the environment, and interdependence and independence through the Montessori philosophy of Cosmic Education, which values observation and engagement with the world around us via recognizing one's place in the universe and the responsibilities that entails.

Mighty acorns is stewardship program to restore the natural habitat of Chicago. Again, this embodies the Montessori philosophy of Cosmic Education where students recognize that it is their role to take care of the planet and all its inhabitants.

Working to bring student voice to the LSC. Montessori philosophy holds that students should be given Freedom with Responsibility. The Freedom to help make decisions of the school is balanced by the responsibility of being informed by attending meetings where school issues are discussed.

The curriculum is student driven. Students are able to identify an interest and encouraged to pursue projects and research with teacher guidance. This idea of Follow the Child helps to promote investment in their learning and contribute to their own metacognitive process.

Students use the Responsive Classroom technique to generate rules in classroom under teacher's guidance

Student interest surveys conducted gauging interest in social activities and uniforms, as well as yearly school-wide theme

2015 Five Essentials Supportive Environment Strong

REACH Framework 2a Proficient 46.15% Distinguished 51.28%

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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

The school employs a security person at the door. The school has developed a safety committee consisting of an administrator, teachers, case manager, and security personnel. This is a novice committee which had limited opportunities to meet this year.

In the Montessori learning environment, students remain with teachers for a three-year cycle that allows them to build strong and lasting relationships with teachers and families.

The 5 essentials survey Supportive Environment is rated as Strong. Safety is rated as Very Strong.
 REACH Framework 2a Proficient 46.15% Distinguished 51.28% 2a Proficient 46.15% Distinguished 51.28%

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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.

Paraprofessionals attended a PD on behavior strategies on April 8, 2016 sponsored by CPS

Peace Circles and Advisory are integral parts of daily and/or weekly practice.

According to the 2015 School Progress Report Drummond had 0 suspensions. according to VERIFY.

According to the Essentials Survey the Supportive Environment is rated strong.

According to the REACH Framework 2d Proficient 60.53% Distinguished 36.48%

Providing a positive, safe, and diverse environment that supports learning, develops community is a part of our school's mission. The Montessori curriculum focuses on grace and courtesy which provides daily implementation of social/emotional lessons. The Montessori philosophy has lessons built in that provide character education curriculum. Through modeling, conflict-resolution and peace circles the Montessori Method utilizes restorative justice practices and facilitates conversations between students to manage conflict. Through the Montessori philosophy students are encouraged to manage resolve conflicts on a student-to-student level.

Middle School students are required to perform 10 hours of community service per year, but many do much more than that. Students complete their required hours through mentoring in an after-school setting, assisting teachers in pre-school classrooms and assisting physical education teacher conduct classes. Students also volunteer in their community settings- at park districts, forest preserves, Friends of the Chicago River, local churches, elderly neighbors, neighborhood clean-up events. Community Service is embedded into the culture of the school- inside and outside of the school day. Service is a natural part of the Montessori curriculum and is easy to complete for our students.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	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

Drummond staff hosts open house events, curriculum nights, parent education nights and guest speakers highlighting the Montessori Method. In curriculum nights, expectations are communicated. The philosophy and curriculum of the Montessori Method are explained and this provides parent support throughout the year. Many classroom teachers utilize multimedia tools to communicate with parents; for example: Shutterfly, Google Groups, classroom websites, Planbook, Blogspot, Volunteerspot and Facebook. Some parents manage classroom websites to promote a high level of rapid communication. Websites such as Shutterfly offer two-way communication in a user-friendly forum that is seen by all stakeholders.

Drummond has a deep roster of parents who volunteer in the classroom at all levels doing projects and providing instruction. For example, the Early Childhood classrooms have parent volunteers doing monthly art and cooking projects. Parents suggest, research and attend field trips. Drummond has a feisty and heavily involved parent body who weighs in on everything. Parents raise money for programs that are valuable to them such as art and music, classroom supplies, instructional materials, etc. Parents support committees such as the LSC,

PTO, FOD, CAM as well extracurricular groups such as scouting.

On the 5 essential survey Involved Families is Very Strong and Parent Teacher partnership is Strong.

Parent Report Card Pick-Up at 98% on scheduled day for parent conferences on April 13th.

Communication occurs via face-to-face, email, principal/teacher newsletters, phone calls, text

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
4	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

17 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
National school growth percentile achievement will increase in the next two school-year cycles based on the use of Montessori-based instructional practices and best practices that include small group, differentiated instruction and guided reading practices with students. Personnel supports for RTI/MTSS are provided for targeted learners to enhance growth with small group work 4 times per week/ 20-30 minutes per session. PARCC assessment as a new metric will impact the possible outcomes in 2017-2018 school-setting and results.	99.00	91.00	92.00	93.00
National School Growth Percentile - Math				
National school growth percentiles in math will increase based on the implementation of practices that included professional development related to Montessori math; lead math teacher in-school professional development; practices that include math talks and problems of the month; and algebra instructional offerings to middle school students. Tech-based resources that target specific skill needs like Think Through Math for 3-8 and Ten Marks for younger learners are used. In our Strategic Plan, we focused on Math and did ()	92.00	83.00	90.00	91.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Based on past historical trends, the achievement goals for students meeting/exceeding growth norms will increase.	64.80	(Blank)	60.00	70.00
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
Teachers have initiated acquisition of English Language endorsements. We will focus organization around meeting EL needs with endorse teachers as much as possible. We will continue to set organization around meeting these needs. We have utilized ImagineLearning as a tech-based program to support literacy in a variety of native languages. We will continue to utilize best practices to support growth that include small group instruction, writing, hands-on learning, and listening and speaking via presentation project-based learning.	97.00	80.00	90.00	91.00
English Learner Growth Percentile - Reading				
A focus on listening, speaking along with reading and writing are strategies we will continue to use to support English Learner growth. Imagine Learning is a tech-based program that supports literacy in native language and is used for English learners.	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
Our English Learner population is low.	(Blank)	(Blank)	0.00	0.00

African-American Growth Percentile - Math

Our African-American student population is low.	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Math

The Strategic Action Plan identifies students and targeted skill needs with strategies and resources to support individual learners. Tech-based programs like Think Through Math is provided to grades 3-8. Ten Marks supports skill-acquisition and/or skill-building for younger learners.	85.00	76.00	77.00	78.00
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English Learner Growth Percentile - Math

Math is an identified school-wide priority goal. Small group work, Montessori presentations that use hands-on learning building from the concrete to the abstract are strategies to support English Learner growth. Tech-based programs like Think Through Math and Ten Marks are used to target specific skill needs for individual learners.	(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Math

Our diverse language data is pending.	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile - Reading (Grades 3-8)

Based on past historical attainment, this goal remains as a stable goal to maintain our national attainment performance for grades 3-8 in reading.	97.00	98.00	99.00	99.00
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National School Attainment Percentile - Math (Grades 3-8)

Based on past historical attainment, this goal remains as a stable goal to maintain our national attainment performance for grades 3-8 in math. Since math attainment is lower than reading, strategic actions that include targeting specific skills for individual learners, best practices like math talks and problems of the month, Montessori-based math professional development, and lead math teacher professional development are strategies and actions used to increase achievement in math.	91.00	93.00	94.00	95.00
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National School Attainment Percentile - Reading (Grade 2)

Based on historical performance, our goal is to maintain national school percentile reading attainment for our 2nd grade students.	98.00	98.00	99.00	99.00
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National School Attainment Percentile - Math (Grade 2)

Based on past historical performance, our goal is to maintain student math percentile attainment for 2nd grade learners.	70.00	99.00	99.00	99.00
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% of Students Making Sufficient Annual Progress on ACCESS

Historical data shows fluctuating scores with ACCESS. The numbers of students averages around 15 learners. Organizing classes to place students with EL endorsed teachers, where possible, is a focus. Using best practices that include tech-based supports in reading and writing like Imagine Learning is a resource used. Using strategies to strengthen listening and speaking in project-based learning will continue. Small group instruction and providing instructional resources based around cultural diversity will continue.	61.90	46.20	55.00	56.00
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Average Daily Attendance Rate

Based on historical practice, our goal is to maintain our attendance rate. The Montessori philosophy of learning inside and outside of the classroom that includes family expeditions as a learning environment is also a consideration taken related to student attendance. Student check-ins with adult mentors will also continue. Daily attendance checks will continue.	95.30	95.50	95.51	95.52
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My Voice, My School 5 Essentials Survey

The goal is to maintain our well-organized status on the My Voice, My School survey.	(Blank)	(Blank)	(Blank)	(Blank)
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2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

Strategies

Strategy 1

If we do...

utilize Transparent Classroom to universally calibrate assessments across grade levels and cycles so that we can collaborate around best practices in effectively using assessments to implement differentiated classroom instruction that follows the child

...then we see...

Better communication between home and school regarding student learning. We will see CCSS and integration of the Montessori curriculum at all cycle levels. Student ownership of learning will increase along with targeted flexible grouping because student work will be evaluated according to developmental needs and assessment based on student-centered learning

...which leads to...

Integrated system of observation and assessment that reflects both the CCSS and the Montessori progression of learning. On the 5 Essentials Survey, ambitious instruction will continue to be rated, "strong," or "very strong" as well as an attainment %ile of 98th or higher on the 2016 MAP. There will be an increase from 20% to 40% in the Distinguished Category for 3d. on the REACH Framework.

Tags:

Expectations for depth & breadth of quality teaching: balanced assessment & grading, Expectations for depth & breadth of quality teaching: multi-tiered system of support

Area(s) of focus:

1, 2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Principals and teachers are analyzing, selecting and instituting (along with other CPS Montessori schools) Transparent Classroom to plan and assess student learning and achievement in September of 2016.

Principals and Staff/teachers

May 2, 2016 to Sep 1, 2016

Montessori Principals PLC has met 6 times during 2015.

The staff was invited to explore and analyze Transparent Classroom On 3/11 and 3/12 for collective input.

Staff also met with vendors at the 2016 AMS conference to get input on this tool.

The staff and Principals attended presentations on 4/8/16 and Montessori schools met to discuss findings and compare recommendations from partner schools and come to a general consensus on this choice.

Not started

Expectations for depth & breadth of quality teaching: balanced assessment & grading

Drummond teachers will participate in PD led by Transparent Classroom facilitators in August/September of 2016 in order to acquire expertise in the set-up and effective utilization of the program across cycles.

Principal, teachers and facilitator

Aug 24, 2016 to Nov 4, 2016

Agenda
Feedback- Survey/Exit Slip
Uploaded classrooms
Parent Portal

Behind

Collective responsibility, Expectations for depth & breadth of quality teaching: balanced assessment & grading

Strategy 2

If we do...

Create a model for making recommendations for MTSS services using existing classroom assessment data that can viewed by all cycle/grade levels and implement a consistent, cohesive model of student support

...then we see...

consistent implementation of tier 1 and tier 2 for students in need of reading, math and social and emotional supports.

...which leads to...

increased support for students who are "at risk," resulting in increased growth in all metrics. Supportive environment will continue to be rated "strong," on 5 essentials. Ambitious instruction and collaborative instructors will continue to both be rated "strong," on the 5 Essentials Survey. As a result, MAP growth in reading for 2016-2017 the national growth percentile in reading from 3-8 will increase from 98-99%. REACH Framework in 4a will improve 4% in Basic rating.

Tags:

Expectations for depth & breadth of quality teaching: balanced assessment & grading, Expectations for depth & breadth of quality teaching: multi-tiered system of support

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

The MTSS team will collaborate on a model for making recommendations for evaluation as well as a system for looking for "at risk," students via assessment data collected and inputted to a common document by the teachers, which can be viewed by the team.

MTSS

May 1, 2016 to
Sep 8, 2016

Google doc
Teacher anecdotal records
MTSS/RTI template

Not started

Balanced grading and assessment, Multi tiered support systems, Expectations for depth & breadth of quality teaching: multi-tiered system of support

The PPLC collaboratively analyzed Spring 2015 MAP data and identified Math as a priority goal for grades 5 & 6 for national growth percentile in math and Hispanic growth percentile in math (targeted students identified)

PPLC

Sep 15, 2015 to
Jun 8, 2016

Spring 2016 MAP scores in math

Postponed

Leadership and collective responsibility

Strategy 3

If we do...

intentionally integrate peace and courtesy into daily learning for students and teachers, with a focus on restorative practices,

...then we see...

staff and students exhibiting a restorative mindset using common restorative language and active participating in restorative conversations, peace circles, peer conferencing, and talking circles

...which leads to...

a positive student-centered school climate, healthy relationships and students understanding of other perspectives, effective communicators and problem-solvers. Thus, leading to 10% fewer misconducts; improved attendance to 97%; and a stronger sense of community safety, and self as measured in the Supportive Environment section of the 5Essentials report with a measure of "organized" or better.

Tags:

Restorative approaches, Community, Safety and order, Culture and climate, Classroom environment, Social emotional learning, Restorative practices, Staff development

Area(s) of focus:

1

Action step

Responsible

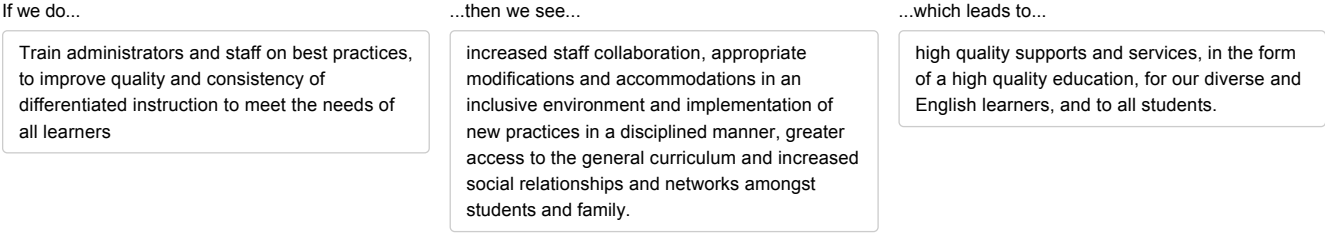
Timeframe

Evidence for status

Status

(Blank) (Blank) select (Blank) Behind

Strategy 4



Tags: Diverse Learners, Differentiation, English language learners, Modifications, Diverse learning strategies, Accomodations

Area(s) of focus: 2

Action step ⓘ Responsible ⓘ Timeframe ⓘ Evidence for status ⓘ Status

(Blank) (Blank) select (Blank) Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Principals and teachers are analyzing, selecting and instituting (along with other CPS Montessori schools) Transparent Classroom to plan and assess student learning and achievement in September of 2016.</p> <p>Tags: Expectations for depth & breadth of quality teaching: balanced assessment & grading, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Expectations for depth & breadth of quality teaching: balanced assessment & grading</p>	Principals and Staff/teachers	May 2, 2016	Sep 1, 2016	Not started
<p>✚ Drummond teachers will participate in PD led by Transparent Classroom facilitators in August/September of 2016 in order to acquire expertise in the set-up and effective utilization of the program across cycles.</p> <p>Tags: Expectations for depth & breadth of quality teaching: balanced assessment & grading, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Collective responsibility, Expectations for depth & breadth of quality teaching: balanced assessment & grading</p>	Principal, teachers and facilitator	Aug 24, 2016	Nov 4, 2016	Behind
<p>✚ The MTSS team will collaborate on a model for making recommendations for evaluation as well as a system for looking for "at risk," students via assessment data collected and inputted to a common document by the teachers, which can be viewed by the team.</p> <p>Tags: Expectations for depth & breadth of quality teaching: balanced assessment & grading, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Balanced grading and assessment, Multi tiered support systems, Expectations for depth & breadth of quality teaching: multi-tiered system of support</p>	MTSS	May 1, 2016	Sep 8, 2016	Not started
<p>✚ The PPLC collaboratively analyzed Spring 2015 MAP data and identified Math as a priority goal for grades 5 & 6 for national growth percentile in math and Hispanic growth percentile in math (targeted students identified)</p> <p>Tags: Expectations for depth & breadth of quality teaching: balanced assessment & grading, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Leadership and collective responsibility</p>	PPLC	Sep 15, 2015	Jun 8, 2016	Postponed
<p>✚</p> <p>Tags: Restorative approaches, Community, Safety and order, Culture and climate, Classroom environment, Social emotional learning, Restorative practices, Staff development</p>				Behind

District priority and action step

Responsible Start End Status



Behind

Tags: Diverse Learners, Differentiation, English language learners, Modifications, Diverse learning strategies, Accomodations

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 aproced 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.

Drummond does not receive NCLB funds

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

Drummond does not receive Title 1 funds

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.

Drummond does not receive Title 1 funds

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.

Drummond does not receive Title 1 funds

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.

Once a year families receive the results of the their child's performance in math and reading on the NWEA. In addition for those students that take the PARCC and ACCESS assessments, their families receive results once a year.

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.

Administration sends a letter communicating information about teacher qualifications.

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.

Drummond does not receive Title 1 funds

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 are provided access codes to software students use in school, receive parent workshops on assessment, Montessori curriculum, annual literacy night, and parents are welcome to volunteer in classrooms or visit classrooms. The parent portal will continue as a venue to provide parents' access to their child's academic progress.

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.

Parent coffees as a way to increase parent participation and providing more before and after school sessions for parents to attend meetings about opportunities and events at the school.

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.

Does not apply.

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.

School sends a bimonthly newsletter via email. Information is accessible on the website. At monthly PTO meetings, the principal provides a report. Teachers make phone calls about school information.

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.)

Mission:

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.

Drummond will conduct the mandated parent-teacher conferences on the following dates:
Shutterfly websites provide dates for parent/teacher conferences. Parent/teacher conference dates are indicated on the newsletter. Teachers provide emails to parents on these important dates. Teachers conduct numerous informal conferences with parents via phone contact.

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

The 5 week progress reports are sent home according to the CPS schedule. Parents use email, Shutterfly and texting to notify and engage parents in maintaining progress for their child both academically and SEL.

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

The parent teacher conferences provide times to meet. Some teachers are available before and after school to meet with parents, Parents can contact teachers via phone call, email or text message.

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 volunteer for field trips. Parents volunteer to do presentations for classrooms, as well. EC parents do monthly art projects with students. Parents request and are granted opportunities to observe in their child's classroom. Parents join classrooms for special celebrations like birthdays, holidays, dances, etc.

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

Parents use Parent Portal to monitor homework and assignment completion.

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

Parents will consult with the school via monthly LSC meetings and PTO meetings at Drummond school.

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).

Daily phone calls are made to parents any time a student is absent. The student will carry a daily planner. Student will take responsibility for their daily action and self-reflect i.e. restorative practice. Student will monitor progress on the student portal. In some classes, students conduct student-led conferences.

Parent Budget

Not 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.

(Blank)

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$ Amount .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.

\$ Amount .00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount	.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)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.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.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00