



Richard Edwards Elementary School (/school-plans/144) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/08/2016	Jason McGinnis, Judith Sauri, Network 8 Staff	CIWP, CPS School Effectiveness Framework Training
01/12/2016	Administration, Grade Level Chairs, Liasons from PPC, PPLC, BAC, NCLB-PAC, ILT, LSC, MTSS and Network 8 ISL	Edwards Stakeholder Meeting Celebrations, Concerns, and Priorities
01/27/2016	CIWP Team Members	School Effectiveness Framework Self-Evaluation
03/02/2016	CIWP Team Members	SEF Self-Evaluation
03/09/2016	CIWP Team Members	SEF with Framework Quantitative Data Analysis
03/16/2016	CIWP Team Members	SEF with Framework Quantitative Data Analysis
03/23/2016	CIWP Team Members	Framework Priority and Strategy Determination
03/30/2016	CIWP Team Members	Framework Strategy Action Steps

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

Using the data you have and the guide for Evidence, Measures, and Standards in the SEF Handout, please fill in what evidence you feel best relates to each section based on our school's current needs, culture, celebrations, etc.

Category: Leadership and Collective Responsibility

The Edwards Mission is "The mission of Richard Edwards Professional Learning Community is to provide a rigorous academic program for all students who will help create a better and a more peaceful world through intercultural understanding and respect.

This is shared by being on the school website, on our CIWP, and it was shared at the beginning of the year to the parents and staff through the State of the School address provided by the principal.

According to the 5 Essentials Survey, Edwards received a score of 73 on Effective Leaders, representing its aggregate performance across the following 4 Key Indicators:

- Program Coherence (78 - Strong)
- Teacher-Principal Trust (74 - Strong)
- Teacher Influence (59 - Neutral)
- Instructional Leadership (79 - Strong)

Edwards Received A Score Of 92 On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Collaborative Practices (99 - Very Strong)
- Collective Responsibility (80 - Very Strong)
- Quality Professional Development (99 - Very Strong)
- School Commitment (83 - Very Strong)
- Teacher-Teacher Trust (98 - Very Strong)

Using the CPS Framework for Teaching it is evident that teachers regularly collaborate with each other and they actively participate in professional learning and the exchange of ideas to further develop their instruction

Grade levels meet on a weekly basis as Professional Learning Teams (PLT) to work in IB training, UbD Unit Planning, or other activities as directed by administration.

Using the CPS REACH Framework for Teaching with Critical Attributes, the following is best suited to the current school-wide status:

4d. Growing and Developing Professionally: Teachers seek out and participates in professional development to increase their content knowledge or pedagogical skills. This occurs with UbD Unit Planning, Assessment, and Learning Tasks. The Powerful Practice at the school is currently Purposing the Lesson, so PD is now also focused on developing effective and impactful Target Learning Goals.

4e. Demonstrating Professionalism: Teachers at Edwards hold student and required information confidential, and display high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teachers at Edwards hold consistent communication with parents and other staff where tactful and professional discussions are extremely important. Incorporated within the CHAMPS Positive-Based Reinforcement strategies and Restorative Justice training is included the philosophy of respecting the privacy of students, parents, and staff.

Using the CPS Rubric for School Leaders, the following evidence is applicable for this category:

Standard A1. The Edwards Community develops a Continuous Improvement Work Plan with stakeholder input that identifies research-based strategies to reach school-wide targets and goals. The CIWP focuses attention on the most critical areas for improvement. It is especially important to the CIWP Team that we do a better job of more consistently referring to and reflecting on the action items contained within the CIWP than occurred during the CIWP SY14-16.

Standard A2. The teaching staff at Edwards consistently uses data via the Problem Solving Process (PSP) from the following sources when conducting planning:

Amplify and mClass

NWEA

PARCC

Classroom-Based, Teacher Designed Assessment and Learning Tasks.

Standard A5. The Edwards Grading Guidelines for the SY15 and SY16 years has been adjusted to place less of an emphasis on Homework grading weights. At Edwards, training has occurred, though more is required, focusing on the negative impact of punitive grading. Where low expectations by teachers is observed, conversations with the administration, IB Coordinator, English Learner Program Teacher, and the Dual Language Coordinator are conducted in addition to the standard CPS REACH Evaluation protocol.

Standard D4. At Edwards we have attempted to provide teachers with professional development in areas where the largest cultural and academic changes have occurred recently. This includes UbD Unit Planning and Instruction, Dual Language Spanish/English, ESL Instruction, CHAMPS-Based Classroom Management, and Restorative Justice conflict management. There is still a lot of work to be done in this area, and specific action steps are being created to move forward.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

The ILT meets at least once a month. During the school year 2015-2016, the ILT has met 6 times and is scheduled to meet 8 more times this year. The current Powerful Practice for the ILT is Purposing the Lesson and Selecting Learning Objectives Using Data.

From the CPS REACH Framework for Teaching

Based on the ILT Self-Evaluation Rubric, the following has been pulled from the REACH Framework.

4a: Teachers analyze aspects of their practice that led to the outcome of the lesson and the impact on student learning. Teachers make specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.

4d: Teachers seek opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teachers regularly collaborate with and provide or receive support from colleagues. Teachers also participate actively in team-based professional inquiry that advances student learning and makes substantial contribution to the school leadership team.

4e: Teachers at Edwards hold student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in the interactions with colleagues, students, and the the public. Teachers are active in serving students and work to ensure that all students receive a fair opportunity to succeed in school, college, career, and life.

Instructional Leadership Team Meeting Rubric:

Team Purpose: 4 (Advanced) -- 100% of ILT members share a common understanding of the team's purpose and priorities.

Meeting Frequency: 4 (Advanced) -- There is a set schedule for meetings. 90 minute meetings take place at least twice a month. A 3 hour ILT retreat occurs at least twice a year.

ILT Composition: 2 (Developing) --The ILT consists of a few teachers, along with the administrative team, or team consists of many teachers but doesn't represent relevant teaching and learning specialties.

Shared Leadership: 4 (Advanced) --Roles and responsibilities are assigned to ILT members (permanently or on a rotating basis), who execute their responsibilities consistently; principal and AP contribute as equal members of ILT along with teacher leaders.

Norms and Trust: 4 (Advanced) -- ILT members know and follow established norms to ensure productivity and build trusting relationships. Team members call attention to instances when norms are violated. Team members demonstrate trust in one another and have tough conversations when necessary.

Equity of Voice: 4 (Advanced) -- 100% of ILT members contribute to the conversation through relevant discussions that are grounded in evidence and pushes team thinking.

Agendas and Use of Time: 3 (Proficient) -- Each meeting is guided by an agenda with clear objectives and intended outcomes that are focused on the school's priorities related to improving instruction and student outcomes. There is sufficient time for meaningful discussion and problem solving. Time guidelines are adjusted thoughtfully.

Data-Driven Discussions and Decision-Making: 3 (Proficient) -- Conversations and ILT decisions are usually grounded in relevant evidence, including both qualitative and quantitative from multiple sources (e.g. assessment data, student work, evidence from learning walk, teacher coaching conversations and feedback).

Action Items: 3 (Proficient) -- Conversations and ILT decisions are usually grounded in relevant evidence, including both qualitative and quantitative from multiple sources (e.g. assessment data, student work, evidence from learning walk, teacher coaching conversations and feedback).

Process for Monitoring Action Items: 2 (Developing) -- ILT has a tool for tracking/monitoring action items, but the tool is used inconsistently.

Powerful Practice: 3 (Proficient) -- Powerful practice outlines a clear ToA about how a specific pedagogical practice will lead to improved teacher instruction and student actions.

Cycle Calendar for Implementation: 2 (Developing) -- Calendar is partially developed and loosely outlines vague activities within each cycle. The calendar includes time for some but not all of the following: professional reading, safe practice, peer observation and feedback, and learning walks.

Observing Colleagues: Pre-Learning Walk: 3 (Proficient) -- Learning walks by the ILT capture evidence that is explicitly focused on the powerful practice from most of the relevant teaching and learning specialties via a data collection tool. Evidence collected provides baseline data related to the pedagogical practice addressed in the powerful practice.

Professional Reading: 2 (Developing) -- ILT identifies professional texts and articles that somewhat relate to the powerful practice. The ILT shares professional text with staff with non-specific connections to instructional practice.

Safe Practice: 3 (Proficient) -- After engaging in professional dialogue about selected text, most teachers engage in safe practice to implement learned strategies. Teachers work independently as they try out the new strategy in their own classroom.

Observing Colleagues: Peer Observation and Collegial Feedback (PQS): 2 (Developing) Some teachers observe another teacher implementing the powerful practice at least once per cycle and provide feedback that reinforces teachers' positive actions, but may not be connected to the powerful practice.

Observing Colleagues: Post Learning Walk: 3 (Proficient) After a period of safe practice, the ILT conducts learning walks to capture evidence that is explicitly focused on the powerful practice from most of the relevant teaching and learning specialties to determine the effectiveness of the cycle.

Cycle Closure: 3 (Proficient) ILT engages in discussion related to lessons learned, implementation, and issues with the completed cycle. ILT shares general reflections with the staff regarding cycle successes and next steps.

Five Essentials

Edwards Received a Score Of 73 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

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- School Commitment (83 - Very Strong)
- Teacher-Teacher Trust (98 - Very Strong)

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:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 3 4

The 2014 School Quality Rating Report:
 Reading Growth on NWEA MAP Grades 3-8 87% of schools nationally.
 Math Growth on NWEA MAP Grades 3-8 14% of schools nationally.
 Reading Attainment on NWEA MAP Grades 3-8 35% of schools nationally.
 Math Attainment on NWEA MAP Grades 3-8 42% of schools nationally.

The 2015 School Quality Rating Report:
 Reading Growth on NWEA MAP Grades 3-8 66% of schools nationally.
 Math Growth on NWEA MAP Grades 3-8 66% of schools nationally.
 Reading Attainment on NWEA MAP Grades 3-8 42% of schools nationally.
 Math Attainment on NWEA MAP Grades 3-8 56% of schools nationally.

Five Essentials: Effective Leaders and Collaborative Teachers

Effective Leaders

Performance: Strong

In Schools With Effective Leaders, Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement. Leaders:

- Practice Shared Leadership,
- Set High Goals For Quality Instruction,
- Maintain Mutually Trusting And Respectful Relationships,
- Support Professional Advancement For Faculty And Staff, And
- Manage Resources For Sustained Program Improvement (Not Measured).

Edwards Received A Score Of 73 On Effective Leaders, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Program Coherence (78 - Strong)
- Teacher-Principal Trust (74 - Strong)
- Teacher Influence (59 - Neutral)
- Instructional Leadership (79 - Strong)

Collaborative Teachers

Performance: Very Strong

In Schools With Strong Collaborative Teachers, All Teachers Collaborate To Promote Professional Growth. In Such Schools, Teachers Are:

- Active Partners In School Improvement,
- Committed To The School, And
- Focused On Professional Development.

Edwards Received A Score Of 92 On Collaborative Teachers, Representing Its Aggregate Performance Across Four Key Indicators Of This Essential:

- Collaborative Practices (99 - Very Strong)
- Collective Responsibility (80 - Very Strong)
- Quality Professional Development (99 - Very Strong)
- School Commitment (83 - Very Strong)
- Teacher-Teacher Trust (98 - Very Strong)

Using the CPS Framework for teaching, the following applies to our current situation at Edwards:

4a: Reflecting on Teaching and Learning: Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.

4d: Growing and Developing Professionally: Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides/receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/ content/department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.

4e: Demonstrating Professionalism: Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional

considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record.

Using the CPS Performance Standards for School Leaders, the following descriptions are most applicable for Edwards:

B2: Observes and Evaluates Staff and Gives Feedback to Staff: Completes most aspects of REACH

Students that includes all required observations and goal setting; ensures that evaluation processes are clear and transparent to all staff and includes assessment of student outcomes, learning environment, quality of instruction and planning and preparation.

B6: Professional Development Provided for Staff

Creates multiple structures for teacher learning including large group professional development, grade level and content team specific development; protects staff time for development opportunities.

The school's Instructional Learning Team guides and develops professional development in the school's Powerful Practices of Writing About Reading, Purposing the Lesson, and Feedback. The school's professional development is aligned with Network 8 and CPS initiatives.

Professional Development has included for the SY14-16 years the following:

The analysis of data using the Problem Solving Process and its use for guiding instruction. Assessments used include mClass

DIBELS, IDEL, TRC, mClass Math, ACCESS, NWEA, and PARCC

English and Diverse Learner instructional best practices including language development and the WIDA Standards

Math best practices including the five components of a mathematically powerful classroom (TRU).

Math four levels of the cognitive domain.

Grading and Homework best practices

Next Generation Science Standards

CHAMPS Training

MTSS Training

Understanding by Design Unit Planning

Vertical and Horizontal Curriculum Mapping

Dual Language Training, Philosophy, and best practices

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

1 2 **3** 4

The Teacher Retention Rate for Edwards is 91.3%

At Edwards an interview protocol is used that involves administration, teachers, and parents. Additional leadership staff may be involved in the interview process based on the position being filled.

Edwards has many after school activities that support the fine arts, social-emotional learning, and academics. This includes partnerships with the YMCA, the Mariachi Heritage Foundation, and the Back of the Yards Ballet Folkloric Program through the Back of the Yards Neighborhood Council.

Other partnerships involve:

Strategic Learning Initiatives

Metropolitan Services

UIC Nutrition

Puerto Rican Alliance Club

The CIWP for Edwards is completed with all stakeholders' input and feedback with consistent and frequent review of the school's progress toward its goals.

Five Essentials: Effective Leaders and Collaborative Teachers

Effective Leaders

Performance: Strong

In Schools With Effective Leaders, Principals And Teachers Work Together To Implement A Shared Vision. In Such Schools, People, Programs, And Resources Are Focused On A Vision For Sustained Improvement. Leaders:

- Practice Shared Leadership,
- Set High Goals For Quality Instruction,
- Maintain Mutually Trusting And Respectful Relationships,
- Support Professional Advancement For Faculty And Staff, And
- Manage Resources For Sustained Program Improvement (Not Measured).

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Growth. In Such Schools, Teachers Are:

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4a: Reflecting on Teaching and Learning: Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its objective and impact on student learning and can provide evidence to support the judgment. Teacher analyzes aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a lesson could have been altered to improve the lesson or future similar lessons.

4e: Demonstrating Professionalism: Teacher always holds student and required school information confidential, and displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students and works to ensure that all students receive a fair opportunity to succeed in school, college, career, and life. The teacher maintains an open mind in decision-making and helps ensure that such decisions are based on professional considerations. Teacher complies fully with school and district regulations. Teacher has a responsible and professional attendance record.

Using the CPS Performance Standards for School Leaders, the following descriptions are most applicable for Edwards:

A3: Allocates Resources to Support Student Learning, Prioritizing Time

Allocates and maximizes resources in alignment with mission and student learning goals, and assesses external resources to fill gaps; ensures that staff have necessary materials, supplies, and equipment; effectively plans and manages a fiscally responsible budget that supports the school's goals, and ensures school is financially secure in the long-term.

Prioritizes the use of school time to ensure that staff and student activities focus on improving student learning; organizes how professional time is used and adjusts how time is spent to support student learning activities.

B4: Hires and retains highly effective teachers

Has a clear and articulated selection criteria and assesses staff skills to place teachers in grade level and content areas. Identifies effective teachers and moves them into leadership roles. Implements a formal retention strategy

that recognizes effective staff through performance evaluation and gives retention offers based on effectiveness; tracks retention rates over time.

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

Score

1 2 3 4

and opportunities for all students to meet those standards.

CPS Framework for Teaching 1a. Demonstrating knowledge of content and pedagogy: Teacher demonstrates knowledge of the relevant content standards, within and across grade levels.

CPS Performance Standards for School Leaders C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort. Trains adults on how to support positive student growth through the development of a positive school climate and the Illinois Social-Emotional Learning Standards

SQRP Attainment and Growth

Reading Growth on NWEA MAP (grades 3-8) All Students Performed better than 66% of schools nationally.

Math Growth on NWEA MAP (grades 3-8) All Students Performed better than 66% of schools nationally.

Attainment on NWEA

Reading attainment for 2nd grade Better than 32% of schools nationally

Math attainment for 2nd grade Better than 37% of schools nationally

Reading attainment for 3rd - 8th grade Better than 42% of schools nationally

Math attainment for 3rd - 8th grade Better than 56% of schools nationally

Teachers are in need of professional development in areas such as NGSS, Go Math, Language Arts, and technology.

From Ms. Ott's email 2/29/16:

-CIWP should reflect magnet themes and align with magnet RFP (Art, Dual Language & IB).

-We should be encouraging teachers to use more real world, authentic assessments (letter to our alderman) v. low level assessments (T/F quiz).

-We should be continuing to encourage integrated units and use of technology.

-Non-MCLTs are invited to 3 summer institute half days in June (ILT members, principals & APs, program coordinators, other teachers) to review magnet cluster content from the year and boost support for magnet programs in the school.

Teachers used PD day (Jan 30th) to begin / continue building curriculum maps in mathematics

Curriculum maps have already been developed for IB program using appropriate content framework.

We are using PLTs to complete ELA curriculum maps using Literacy Content Framework

Grade level teams create and share thematic units but have not received feedback/guidance regarding quality.

Using the CPS Framework for Teaching it is evident that teachers regularly collaborate with

each other and they actively participate in professional learning and the exchange of ideas to further develop their instruction.

Grade levels meet on a weekly basis as Professional Learning Teams (PLT) to work in IB training, UbD Unit Planning, or other activities as directed by administration.

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

On the Five Essentials, Edwards scored a 59, NEUTRAL
Teachers report having influence on:

- Planning how discretionary school funds should be used.
- Determining the content of in-service programs.
- Determining books and other instructional materials used in classrooms.
- Establishing the curriculum and instructional program.
- Setting standards for student behavior.

According to the 5 Essentials, Edwards scored a 73, STRONG. Teachers regularly review assessment data independently, with colleagues, and with the principal.

Teachers report the frequency of reviewing assessment data:

- With my principal.
- With teachers across grades.
- With teachers in my grade level.
- Independently.

From the CPS Framework for Teaching 1d. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials, representing a cognitive challenge and 1c. Learning objectives are standards-based, clear, written in the form of student learning outcomes, aligned to methods of assessment, and varied to account for the needs of groups of students. For Language Arts and social science we use teacher created units but lack enough rigorous sets of extended texts and other resource materials (mentor texts, F&P Leveled Libraries & Benchmark Assessment System, copies of digital texts).

For Language Arts and reading in the content areas grades 5-8, the school purchased a subscription for Achieve 3000 and the lower grades use Imagine Learning. Both programs utilize diagnostic assessment which differentiates student and reading passages. There is a need for additional classroom technology K-4 to ensure that the programs are utilized with fidelity.

All teachers are currently using the Go Math series on a daily basis for grades K-8 with additional support from online programs and applications as well as teacher created materials. The online math programs and Go Math series require available technology.

Science materials for grades K-5 are outdated and sparse due to water damage. FOSS kits need refurbishment and FOSS now has available NGSS aligned kits that will allow teachers to align instruction to NGSS and better integrate Common Core mathematics and language arts standards and practices.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 **3** 4

SQRP Attainment and Growth

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Reading attainment for 3rd - 8th grade Better than 42% of schools nationally

Math attainment for 3rd - 8th grade Better than 56% of schools nationally

According to the 5 Essentials Survey, Edwards received a score of 83 on ambitious instruction, representing its aggregate performance across the following 4 Key Indicators:

- English Instruction (63 - Strong)
- Math Instruction (94 - Very Strong)
- Academic Press (77 - Strong)
- Quality Of Student Discussion (99 - Very Strong)

According to the 5 Essentials Survey, Edwards received a score of 99 on innovation:

Teachers report that:

- Teachers are willing to take risks to make the school better
- Teachers are eager to try new ideas
- In this school, teachers are continually learning and seeking new ideas.
- Teachers are really trying to improve their teaching

According to the 5 Essentials Survey, Edwards scores a 89, VERY STRONG,

Teachers encourage all students to make connections and seek multiple perspectives through their coursework.

Students report that the teacher in their target class:

- Often connects what I am learning to life outside of the classroom.
- We talk about different solutions or points of view.
- Encourages students to share their ideas about things we are studying in class.
- Encourages us to consider different solutions or points of view.
- Doesn't let students give up when the work gets
- Often requires me to explain my answers.

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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

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IB students attend a career fair, Jobs represented from different areas of the IB curriculum

Achieve 3000 grades 5-8 has a component in which students explore careers and the reading lexiles required for this chosen career.

Edwards Received A Score Of 63 Represents Its Aggregate Performance Across Five Key Indicators Of Supportive Environment:

- Peer Support For Academic Work (66 - Strong)
- Academic Personalism (81 - Very Strong)
- Safety (40 - Neutral)
- Student-Teacher Trust (66 - Strong)

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	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Pre-K follows the TS GOLD Standards and objectives.

Across all grade levels, usage of best practices are documented through unit and lesson plans which are validated through peer and REACH observations as well as learning walks..

Teachers use M-Class data, Dibbles and NWEA to determine flexible groupings and multiple pathways for student success. According to the REACH Assessment, 35% of PATs are rated proficient and 60% are rated distinguished in Domain 3. Combined with experienced teachers, the average rating for domain 3 is 3.58 which is proficient/distinguished.

According to the 5 Essentials, My Voice Survey, Edwards overall performance on ambitious instruction was very strong. Edwards received a score of 83. Its aggregate performance across the four key indicators were as follows:

English instruction was 63-Strong

Academic press was 77-strong

Math instruction was 94-very strong

Quality of student discussion was 99-very strong

School-wide powerful practice is purposing the lesson. Learning objectives are displayed in all classrooms.

Data shows that 63% of students were rated as on-track at week 20.

Most classrooms are effectively using word walls and sheltered English strategies to incorporate age-appropriate academic language.

Instruction for diverse learners is designed and modified in accordance to students specific needs listed on IEPs.

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

Pre-K through 8 has examples of teacher created and teacher designed assessments.
 Pre-K through 8 has units and lesson plans with formative and summative assessments.
 Evidence of assessments generate qualitative and quantitative data.
 We follow an assessment calendar.
 We uniformly collect grades using Gradebook.
 Collectively the staff has agreed upon the school's grading policy.
 The school collectively provides progress reports and quarterly report cards.
 Uniformly Pre-K through 8 provides students with daily learning objectives.
 Pre-K follows the TS GOLD curriculum.
 Kindergarten follows the Kindergarten Framework standards.
 1-3rd grade follows Common Core standards and also have a dual-language strand connected to the California standards.
 4-8th grade follow common core standards, NGSS, WIDA and 6-8th grade follow the IB curriculum framework.
 Pre-K through 8 includes specially designed assessment and grading accommodations and modifications that are designed to meet the individual needs of diverse learners.
 Curriculum maps are in place that show scope and sequence and the school is in the process of refining and implementing these maps.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

All teachers are implementing Tier I instruction Pre-K through 8.
 Student attendance is lacking by 3 tenths of a percent based on last years rate.
 Math and Reading attainment for 2nd grade for 2015 QRR was rated at level 2.
 3-8th grade attainment in 2015 was rated level 3.
 Currently MTSS systems are in place however they are lacking a coordinator.
 Tiers 2 and 3 supports are lacking due to a lack of monitoring.
 Received a rating of "well organized" in as an overall rating on My Voice My School
 Managing student behavior has been improved by a considerable reduction in out-of-school suspensions due to:
 Retooling teachers in restorative justice by Dr. Hall.
 Systems and supports integrated by our Climate and Culture Coordinator, Mr. Jaquez.
 PBIS is fully implemented along with Peace Circles.
 Restorative Justice techniques are being implemented.
 CHAMPS training has been done for all teachers K through 8.

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, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

Weekly Attendance -- Q 1=95.59%--Improve by informing the parents-- Reward System Pre-K-3 Whole Group or Classroom Game Day/Puppet Show as incentive. Perfect Attendance--Students of the Month Photo. 4th through 8th End of the Month Homework Pass/Board Game--Charades
 Group Wide Expectations--48.75%---Goal 75%--Inform Parents of School Wide Expectations --Bi-Weekly Parent Reflect (slip)
 Routines and Transitions--Appropriate Uniform
 Adult Social Support--Workshops in and outside the school
 Professional Relationships--School Wide Career Day involving all grades
 Social and Emotional Learning--Social Workers, Counselors, Nurses, Psychologists, etc. 10 Minute Chat per Grade Level
 Engaging Instruction--60% --Goal 80%--Hand-on Project Based Instructions on Math & Science.
 Collaborative Leadership--64%--Goal 80%--CIWP Teacher/Parent involvement
 Physical Surroundings--Student Council--Cleaning & Gardening throughout the school perimeter.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual**

student.

- Clearly display school-wide expectations for academic and personal success throughout the building.
- Set high expectations according to grade-appropriate learning objectives.
- Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
- Recognize high levels of student achievement. All students receive recognition.
- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 **2** 3 4

The students are able to articulate the learning objectives (what, why and how). This was and has been a powerful practice for our school.

The 5Essentials

Effective Leaders - STRONG - 78

Collaborative Teachers - VERY STRONG

Edwards received a score of 92 on collaborative teachers, representing its aggregate performance across four key indicators of this essential:

- Collaborative Practices (99 - Very Strong)
- Collective Responsibility (80 - Very Strong)
- Quality Professional Development (99 - Very Strong)
- School Commitment (83 - Very Strong)
- Teacher-Teacher Trust (98 - Very Strong)

Involved Families - VERY STRONG

Supportive Environment - STRONG

Ambitious INstruction - VERY STRONG

Research supporting 5Essentials

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Teacher asks students to complete challenging and/or inquiry-based activities and assignments that address stated learning objectives, encourage in-depth study of content and/or engage individual students.

Students have input and/or choice of learning tasks and/or how to complete them.

Students have input about choice of texts and materials.

Tasks and materials are modified to address individual student learning needs. Students have input about how modify them.

Teacher adjusts pacing of instruction and transitions based on students needs or input. Teacher provides time and strategies for students to review or discuss the tasks, skills or content.

Students have input about grouping and/or initiate groups that support the needs of their peers.

Students initiate respectful interactions with peers and teacher.

Students encourage peers to participate in collaborative groups or offer ideas.

Teacher regularly seeks information from various sources about student cultures and interests to incorporate into plans.

Edwards Score 63 - represents aggregate performance across 5 key indicators of supportive environment.

Peer support for academic work - 66 strong

Academic personalism - 81 very strong

Safety - 40 neutral

Student - Teacher Trust - 66 strong

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

Edwards received a score of 63 this represents its aggregate performance across Five Key Indicators Of Supportive Environment:
Peer Support For Academic Work - (66 - Strong)
Academic Personalism (81 - Very Strong)
Safety (40 - Neutral)
Student-Teacher Trust (66 - Strong)

According to the REACH Assessment 21% of PATs are rated proficient and 77% are rated distinguished in domain 2. Combined with experienced teachers the average rating for domain 2 is 3.76 which is proficient or better.

Edwards uses:

PBIS is used to teach, model and reinforce clear behavior expectations for all areas of the school
Climate and Culture Coordinator emphasis and oversees behavioral referrals schoolwide
CHAMPS
Students assist teacher in enforcing classroom policies and procedures

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:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1 2 3 4

Supportive Environment: The School is safe, demanding, and supportive: Strong

Edwards received a score of a 63 represents its aggregate performance across five key indicators of supportive environment:
 Peer support for academic work (66 - strong)
 Academic personalism (81 - very strong)
 Safety (40 - Neutral)
 Student-Teacher trust (66 - Strong)

Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Teachers and students establish and implement standards of conduct. Teacher’s response to students’ inappropriate behavior is sensitive to individual student needs and respects students’ dignity.

On going professional development on restorative practices, such as restorative conversations, to positively impact that culture, climate and student behavior at Edwards.

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

In Schools With Involved Families, The Entire Staff

Builds Strong External Relationships. Such Schools:

- See Parents As Partners In Helping Students Learn,
- Value Parents' Input And Participation In Advancing The School's Mission, And
- Support Efforts To Strengthen Its Students' Community Resources.

Edwards Received A Score Of 96 Represents Its Aggregate Performance Across Three Key Indicators Of Involved Families:

- Teacher-Parent Trust (99 - Very Strong)
- Parent Involvement In School (97 - Very Strong)
- Parent Influence On Decision Making In Schools (92 - Very Strong)

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	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	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	Culture of & Structure for Continuous Improvement: Professional Learning	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Student Learning: Instructional Materials	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Using the rate of growth in grade levels where flexible grouping and Achieve 3000 were being used with fidelity during SY16, we expect our growth percentile rate in Reading to grow substantially during SY17 and SY18.	87.00	66.00	72.60	76.20
National School Growth Percentile - Math				
Based on an overall trend in growth among grade levels using flexible grouping in Math since 2013, we are expanding flexible grouping to other grade levels. Additionally, we have added a second Math teacher to 6th to more effectively differentiate instruction at this crucial grade level.	14.00	66.00	72.60	76.20
% of Students Meeting/Exceeding National Ave Growth Norms				
Using the rate of growth in grade levels where flexible grouping and Achieve 3000 were being used with fidelity during SY16, we expect our growth percentile rate in Reading to grow substantially during SY17 and SY18. Based on an overall trend in growth among grade levels using flexible grouping in Math since 2013, we are expanding flexible grouping to other grade levels. Additionally, we have added a second Math teacher to 6th to more effectively differentiate instruction at this crucial grade level.	52.30	(Blank)	57.50	60.40
African-American Growth Percentile - Reading				

N/A	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Reading

Our school is 99% Hispanic, so are reasons for Reading growth mentioned above correlate for this population.	87.00	64.00	70.40	73.90
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English Learner Growth Percentile - Reading

At Edwards, we are in our 3rd year of implementing Dual Language Spanish. We have also incorporated Fountas and Pinnell Leveled readers along with steady professional development on EL instruction and support. This along with the interventions we already have in place as mentioned above we feel will result in reaching these goals.	64.00	50.00	55.00	57.75
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Diverse Learner Growth Percentile - Reading

Based on feedback from teachers and consultation with other schools with similar populations, our supports for testing situations along with our scheduling of specialized services has been adjusted to better suit our diverse learners.	91.00	1.00	45.00	47.25
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African-American Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Math

Based on an overall trend in growth among grade levels using flexible grouping in Math since 2013, we are expanding flexible grouping to other grade levels. Additionally, we have added a second Math teacher to 6th to more effectively differentiate instruction at this crucial grade level.	15.00	64.00	70.40	73.90
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English Learner Growth Percentile - Math

Based on an overall trend in growth among grade levels using flexible grouping in Math since 2013, we are expanding flexible grouping to other grade levels. Additionally, we have added a second Math teacher to 6th to more effectively differentiate instruction at this crucial grade level. Additionally, we have math materials in English and Spanish along with EL Support staff to ensure interventions are being provided for our EL students.	20.00	52.00	57.20	60.10
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Diverse Learner Growth Percentile - Math

Based on feedback from teachers and consultation with other schools with similar populations, our supports for testing situations along with our scheduling of specialized services has been adjusted to better suit our diverse learners.	3.00	14.00	45.00	47.30
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National School Attainment Percentile - Reading (Grades 3-8)

Using the rate of growth in grade levels where flexible grouping and Achieve 3000 were being used with fidelity during SY16, we expect our growth percentile rate in Reading to grow substantially during SY17 and SY18.	35.00	42.00	46.20	50.10
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National School Attainment Percentile - Math (Grades 3-8)

Based on an overall trend in growth among grade levels using flexible grouping in Math since 2013, we are expanding flexible grouping to other grade levels. Additionally, we have added a second Math teacher to 6th to more effectively differentiate instruction at this crucial grade level.	42.00	56.00	61.00	67.10
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National School Attainment Percentile - Reading (Grade 2)

Using the rate of growth in grade levels where flexible grouping and Achieve 3000 were being used with fidelity during SY16, we expect our growth percentile rate in Reading to grow substantially during SY17 and SY18.	43.00	32.00	35.20	38.70
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National School Attainment Percentile - Math (Grade 2)

Based on an overall trend in growth among grade levels using flexible grouping in Math since 2013, we are expanding flexible grouping to other grade levels. Additionally, we have added a second Math teacher to 6th to more effectively differentiate instruction at this crucial grade level.

43.00

37.00

40.70

44.10

% of Students Making Sufficient Annual Progress on ACCESS

SY16 was the first year the ACCESS was provided online. We are having students increase their technological fluency through computer and library science classes in addition to EL supports mentioned above.

51.00

49.70

54.70

57.40

Average Daily Attendance Rate

Since our Kindergarten classes have returned to our main campus, we are already seeing an increase in attendance rates. We expect that this, along with a delay in our 8th grade graduation date will increase our overall attendance rate.

95.40

95.70

96.00

96.50

My Voice, My School 5 Essentials Survey

Well Organized

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we allow teachers' voice in the selection of professional development

then we will see greater participation and investment by teaching staff in their professional learning

that will lead to greater outcomes in improving the students' learning environment with 100% of teaching staff implementing the strategies learned in this professional development.

Tags:

MTSS, Diverse Learners, English Learners, Assessment, Instructional Coaching, Intervention, Data Use, Instruction, Cycles of professional learning, Trust, Instructional practices

Area(s) of focus:

5

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will complete a survey at the end of the previous school year by members of the PPLC to gain insight on teachers' professional development needs and interests.

The members of the PPLC, Administration, and the ILT

Jun 1, 2016 to Jun 24, 2016

This would result in professional learning provided that coordinates to the needs of teachers as reflected in the survey.

Postponed

Technology, Specialized Academic Programs - IB, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction, Trust, Academic, Professional development, Motivation

When planning for the new school year, administration will communicate the roles of the Instructional Leadership Team.

Administration

Aug 1, 2016 to Aug 31, 2016

ILT Role Definition Explanation

Completed

ILT, Leadership, Professional development, Communication

Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Curriculum Design, Teacher Teams/Collaboration, Ela, Planning, Standards-based instruction

Administration will set guidelines for how content-area committees will meet to support their colleagues.	Administration	Jul 1, 2016 to Aug 31, 2016	A tangible framework in writing that sets expectations and guidelines for content-area committees.	Not started
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Climate and Culture, Personalized Learning, Accountability, Staff

Strategy 3

If we do...	...then we see...	...which leads to...
If we dedicate more resources and support to advancing our overall available and accessible technology, tools, supports and instructional materials to all teachers and students	then we will see more dynamic planning, instruction, and assessment that will lead to equitable multimedia access	which leads to comprehensive improvement in student growth adherent to the goals set in this CIWP under the Goals section.

Tags: MTSS, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Intervention, Instruction, Instructional practices, Materials

Area(s) of focus: 1, 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
A representative from each grade level, specials, and special education will prioritize their instructional resource needs to administration before the close of each school year. Demonstration of how the materials were researched will be provided as well.	PLTs and Administration	May 1, 2016 to May 31, 2016	Administration has a list of requested resources for the upcoming school year along with the research to support the requests. Administration has met with the PPC, PPLC, and the Instructional Leadership Team.	On-Track

Technology, Curriculum Design, Materials, Academic, Aligned resources, Resources

When representatives from each grade level, specials, and special education team decide will demonstrate in their unit plans how the resources will be used.	PLTs and Administration.	May 1, 2016 to May 31, 2016	Unit plans demonstrating how resources will be used.	On-Track
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Technology, Teacher Teams/Collaboration, Curriculum, Academic, Aligned resources, Instructional materials

Based on input from the ILT, the PLTs, the PPLC and any other pertinent stakeholders administration will prioritize the purchase of technology for instructional uses based upon the current fiscal situation.	Administration, Operations Manager	Jul 1, 2016 to Aug 1, 2016	An agenda and minutes for a meeting with stakeholders to discuss the priorities for technology.	On-Track
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Strategy 4

If we do...

...then we see...

...which leads to...

If we provide multiple opportunities for students to discover personal talents and skills to identify career interests

Then we will see increased student awareness of their educational purpose

which leads to increased student engagement in their educational process.

Tags:

MTSS, Specialized Academic Programs - IB, SEL, Family and Community Engagement, Personalized Learning, Restorative approaches

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

IB Coordinator and Counselor will create a calendar for visits by High School students to talk with IB students.

IB Coordinator and Counselor

Aug 17, 2016 to Sep 16, 2016

Completed calendar shared with all IB teachers and administration.

On-Track

Diverse Learners, Specialized Academic Programs - IB, College Access and Persistence, Family and Community Engagement, Student enrichment, EI

The Dual Language Coordinator and ELPT will create a protocol to ensure the proper placement and transition of students at the beginning of the school year.

ELPT, Dual Language Coordinator

Aug 1, 2016 to Aug 31, 2016

A protocol for registering and transitioning students in DL and in the TBE program.

On-Track

Dual Language, Scheduling, EI, Planning, Transition, Language

Strategy 5

If we do...

...then we see...

...which leads to...

If teachers have more input in the selection of educational materials in all content areas

then we will see a more involved and pedagogically sound use of educational resources

that will result in academic achievement and growth adherent to those set in the Goals section of this CIWP.

Tags:

Diverse Learners, English Learners, Climate and Culture, PE, Curriculum, Academic gain, Differentiated instruction, Instructional material, Instruction

Area(s) of focus:

1, 5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

During June PLT Meetings, grade level and content area teams develop a needs list of educational materials including technology. This list will be prioritized by the PPLC in conjunction with the ILT and administration.

PLT PPLC, ILT, Administration

Jun 1, 2016 to Jun 17, 2016

The selection of materials will reflect the needs list.

On-Track

Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - IB, PE, Curriculum, Instructional materials, Music

Administration and the PPLC will meet to determine next steps for surveying the current inventory and needs for technological instructional devices.

PPLC,
Administration

Aug 1, 2016 to
Aug 25, 2016

A list of technology currently being used and technology needed to implement the school's curriculum and interventions. We had many devices stolen over the summer during construction and are awaiting the completion of the Risk Management process. For the time being we are maximizing the use of our laptops, iPads, and our two new computer labs.

Behind

Technology, Diverse Learners, Dual Language, Differentiated instruction, EI

Content-Area Committees will meet to find resources for researching best practices and materials best suited for the needs of students at Edwards.

Content Area
Committees

Sep 1, 2016 to
Oct 1, 2016

Agendas and minutes

Postponed

Core Instruction, Diverse Learners, English Learners, Specialized Academic Programs - IB, Instructional Coaching, Academic, Aligned resources

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will complete a survey at the end of the previous school year by members of the PPLC to gain insight on teachers' professional development needs and interests. Tags: MTSS, Diverse Learners, English Learners, Assessment, Instructional Coaching, Intervention, Data Use, Instruction, Cycles of professional learning, Trust, Instructional practices, Technology, Specialized Academic Programs - IB, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, Instruction, Trust, Academic, Professional development, Motivation</p>	The members of the PPLC, Administration, and the ILT	Jun 1, 2016	Jun 24, 2016	Postponed
<p>✚ When planning for the new school year, administration will communicate the roles of the Instructional Leadership Team. Tags: MTSS, Diverse Learners, English Learners, Assessment, Instructional Coaching, Intervention, Data Use, Instruction, Cycles of professional learning, Trust, Instructional practices, ILT, Leadership, Professional development, Communication</p>	Administration	Aug 1, 2016	Aug 31, 2016	Completed
<p>✚ With necessary support by the ILT and PPC, create content-specific committees for the purpose of providing resources and support for all staff. Tags: MTSS, Diverse Learners, English Learners, Assessment, Instructional Coaching, Intervention, Data Use, Instruction, Cycles of professional learning, Trust, Instructional practices, Professional Learning, Aligned resources, Instruction, Planning, Academic expectations, Content</p>	Teachers, PPLC and ILT	Aug 1, 2016	Aug 31, 2016	Not started
<p>✚ Administration will work with the ILT and PLTs to begin a process for including teacher input toward professional development. Tags: MTSS, Diverse Learners, English Learners, Assessment, Instructional Coaching, Intervention, Data Use, Instruction, Cycles of professional learning, Trust, Instructional practices, Professional Learning, ILT, Cycles of professional learning, Leadership</p>	Administration, ILT, PLT	Jun 1, 2016	Sep 30, 2016	On-Track
<p>✚ The ILT will measure the implementation of strategies learned at professional development at each quarter and semester. Tags: MTSS, Diverse Learners, English Learners, Assessment, Instructional Coaching, Intervention, Data Use, Instruction, Cycles of professional learning, Trust, Instructional practices, Professional Learning, ILT, Cycles of professional learning, Leadership</p>	ILT and Administration	Sep 6, 2016	Jul 14, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ A calendar will be created that outlines all of the steps that will be taken to reach the strategies of this CIWP Tags: MTSS, Diverse Learners, English Learners, Assessment, Instructional Coaching, Intervention, Data Use, Instruction, Cycles of professional learning, Trust, Instructional practices, Professional Learning, Planning, Goalsetting, Data tracking</p>	CIWP Team, Administration	Jun 1, 2016	Sep 6, 2016	On-Track
<p>✦ The PPLC and PPC will define their roles and create a calendar for meeting dates. Tags: Specialized Academic Programs - IB, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Curriculum, Instructional materials, Communication, Planning, Teacher-teacher trust & support</p>	Teachers and Administration	Aug 15, 2016	Aug 31, 2016	On-Track
<p>✦ Using surveys and interest inventories, teachers will decide upon an area of expertise and interest they will focus on for the school year (i.e. Math, ELA, RtI, etc.) Tags: Specialized Academic Programs - IB, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Curriculum, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Curriculum Design, Teacher Teams/Collaboration, Ela, Planning, Standards-based instruction</p>	Teachers and PLTs	Jun 1, 2016	Jun 17, 2016	On-Track
<p>✦ Administration will set guidelines for how content-area committees will meet to support their colleagues. Tags: Specialized Academic Programs - IB, Curriculum Design, Professional Learning, Instructional Coaching, Climate and Culture, Curriculum, Climate and Culture, Personalized Learning, Accountability, Staff</p>	Administration	Jul 1, 2016	Aug 31, 2016	Not started
<p>✦ A representative from each grade level, specials, and special education will prioritize their instructional resource needs to administration before the close of each school year. Demonstration of how the materials were researched will be provided as well. Tags: MTSS, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Intervention, Instruction, Instructional practices, Materials, Technology, Curriculum Design, Materials, Academic, Aligned resources, Resources</p>	PLTs and Administration	May 1, 2016	May 31, 2016	On-Track
<p>✦ When representatives from each grade level, specials, and special education team decide will demonstrate in their unit plans how the resources will be used. Tags: MTSS, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Intervention, Instruction, Instructional practices, Materials, Technology, Teacher Teams/Collaboration, Curriculum, Academic, Aligned resources, Instructional materials</p>	PLTs and Administration.	May 1, 2016	May 31, 2016	On-Track
<p>✦ Based on input from the ILT, the PLTs, the PPLC and any other pertinent stakeholders administration will prioritize the purchase of technology for instructional uses based upon the current fiscal situation. Tags: MTSS, Core Instruction, Technology, Computer Science, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - IB, Specialized Academic Programs - STEM, Assessment, Curriculum Design, Intervention, Instruction, Instructional practices, Materials</p>	Administration, Operations Manager	Jul 1, 2016	Aug 1, 2016	On-Track
<p>✦ IB Coordinator and Counselor will create a calendar for visits by High School students to talk with IB students. Tags: MTSS, Specialized Academic Programs - IB, SEL, Family and Community Engagement, Personalized Learning, Restorative approaches, Diverse Learners, Specialized Academic Programs - IB, College Access and Persistence, Family and Community Engagement, Student enrichment, EI</p>	IB Coordinator and Counselor	Aug 17, 2016	Sep 16, 2016	On-Track
<p>✦ The Dual Language Coordinator and ELPT will create a protocol to ensure the proper placement and transition of students at the beginning of the school year. Tags: MTSS, Specialized Academic Programs - IB, SEL, Family and Community Engagement, Personalized Learning, Restorative approaches, Dual Language, Scheduling, EI, Planning, Transition, Language</p>	ELPT, Dual Language Coordinator	Aug 1, 2016	Aug 31, 2016	On-Track
<p>✦ During June PLT Meetings, grade level and content area teams develop a needs list of educational materials including technology. This list will be prioritized by the PPLC in conjunction with the ILT and administration. Tags: Diverse Learners, English Learners, Climate and Culture, PE, Curriculum, Academic gain, Differentiated instruction, Instructional material, Instruction, Technology, Arts, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Specialized Academic Programs - IB, PE, Curriculum, Instructional materials, Music</p>	PLT PPLC, ILT, Administration	Jun 1, 2016	Jun 17, 2016	On-Track
<p>✦ Administration and the PPLC will meet to determine next steps for surveying the current inventory and needs for technological instructional devices. Tags: Diverse Learners, English Learners, Climate and Culture, PE, Curriculum, Academic gain, Differentiated instruction, Instructional material, Instruction, Technology, Diverse Learners, Dual Language, Differentiated instruction, EI</p>	PPLC, Administration	Aug 1, 2016	Aug 25, 2016	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ Content-Area Committees will meet to find resources for researching best practices and materials best suited for the needs of students at Edwards.</p> <p>Tags: Diverse Learners, English Learners, Climate and Culture, PE, Curriculum, Academic gain, Differentiated instruction, Instructional material, Instruction, Core Instruction, Diverse Learners, English Learners, Specialized Academic Programs - IB, Instructional Coaching, Academic, Aligned resources</p>	Content Area Committees	Sep 1, 2016	Oct 1, 2016	Postponed

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

The Edwards NCLB Parent Committee meets on a monthly basis for trainings, informational presentations, and for general communication regarding both the instruction of their children and their rights as parents. Additionally, Edwards will continue providing parents with workshops and progress reports that will maintain their awareness of their children's learning. Parents are informed of LSC meetings via phone calls, school newsletters, calendars, and by the standard procedure of posting notifications outside of the school entrances.

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

The Annual Title 1 and PAC Organizational Meeting will be held on 9/27/16, 2016 for the 2016-2017 school year, to provide an opportunity for parents to attend. The Title I programs and NCLB will explained and parents will be kept current on pertinent issues at meetings that will occur monthly throughout the school year. This will include the Bilingual Committee, the PAC, Strategic Learning Initiative (SLI), NCLB, CPC and other parent workshops. Committees will meet at least once a month for the entirety of the year.

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.

Grades will be provided via progress reports, report cards, and teacher-created communications. Parents and students are also encouraged to view their grades online with Gradebook. We assist parents with setting up access for them. Scores from intermediary assessments such as NWEA, DIBELS, Performance Tasks, etc. are always available to parents upon their request and the availability of this information will be made available by their child's classroom teacher.

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.

Suggestions, concerns, questions, and any other ideas by parents will be accepted, listened to and discussed in a professional and friendly manner. Parents are welcome to provide us with these in writing, by a personal meeting, by phone call, and during parent committee meetings. Feedback will be given during meetings, by writing, or verbally as soon as possible by administration and staff. Parents and teachers are concerned to communicate regularly to discuss the best methods for maximizing the educational benefits of their children/students.

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.

Letters informing parents that they may request the NCLB status of teachers are in website of Edwards each year. Parents are informed via this information and at LSC meetings.

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.

Letters informing parents that they may request the NCLB status of teachers are in website of Edwards each year. Parents are informed via this information and at LSC meetings.

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.

Parents with students participating in NCLB Title 1 funds are made aware of their rights and the services offered their children via IEP meetings, parent meetings, and LSC meetings on a regular basis. We also have an NCLB committee with parent membership involved in educating parents in various issues related to student academic achievement, alternative assessments, how to monitor their child's progress through the Student Portal online, communication sent home by the teacher, report cards, progress reports, and parent/teacher conferences.

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.

Training opportunities are provided by the Bilingual Action Committee, the NCLB committee, GEAR UP, LSC meetings, CPC meetings, general parent meetings, and parent meetings related to 8th grade graduation and preparation for high school. Teachers discuss the ways students' progress is monitored through classroom progress monitoring, DIBELS, IDEL, mClass Math, NWEA MAP, Imagine Learning, Reading Plus, Lexia, and other online intervention programs as well.

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.

During grade level meetings, professional development, and through consistent communication with teachers from administration, the teachers will be instructed in the value of parent involvement. Teachers at Edwards are already familiar with seeing parents as equal partners and this will be sustained and improved via teacher-to-parent communications via phone calls, website, and parent/teacher conferences.

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.

Frequent parent meetings are held throughout the year at our main K-8 campus and at the Edwards Center for Young Learners, which houses our Pre-K Head Start program and part of Child Parent Center (CPC) initiative. The NCLB committee holds monthly trainings for parents that instruct the parents in subjects including everything from bullying to social emotional well-being to parenting skills. Teachers hold conference with parents and maintain communication in various ways to educate parents in the best ways to support their children's learning.

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

All communication sent out via phone, letter, or in person will be conducted in Spanish and English, when possible. The option for an interpreter is always available. We have ESPs, Office Clerks, Teachers, and Administration that speak these languages.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

At Edwards the use of the Common Core State Standards is now required in all classrooms, excepting Early Childhood instruction which has its own state and federally dictated requirements. Teachers are receiving continual training in Backward Design Unit Planning, Performance Task/Assessment Creation, and the CPS Literacy Framework. This is occurring both at Network-Wide PD sessions, school-based PD, and during weekly grade level meetings. Teachers are provided with all necessary supplies, texts, and related materials for executing the aforementioned programs.

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.

Besides the two yearly Report-Card Pick Up days, teachers may hold parent-teacher conferences during the regular school day if an appointment is made. Coverage of the classroom may then be provided for these conferences.

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

Parents with students in grades 4-8 are able to see their students' progress using the Parent Portal at www.cps.edu. For K-8 Progress reports are sent during the 4th week of each quarter. Report cards are sent every nine weeks. Teachers may also provide parents data from classroom progress monitoring, DIBELS/IDEL/mClass Math, NWEA MAP, Reading Plus, Imagine Learning, Lexia, and other computer based intervention programs. Parents may ask for this information at any time, but it will be voluntarily provided by teachers as well. Parents of children in Early Childhood/Pre-K receive regular reports, of which are always available upon request as well, about their child's progress.

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

Parents are able to volunteer in classrooms at any time outside of special events in the classroom, or during district-mandated testing. Parents are informed that teachers may hold parent-teacher conferences during the regular school day if an appointment is made. Coverage of the classroom may then be provided for these conferences.

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

Parents are able to volunteer in classrooms at any time outside of special events in the classroom, or during district-mandated testing. Additionally, we have a strong parent volunteer program in which parents may help with recess duty, assisting teachers in the classroom, outside or inside duty before entrance and at dismissal times of the day.

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

Parents are provided multiple ways to review and support their child's learning. Parents with students in grades 4-8 are able to see their students' progress using the Parent Portal at www.cps.edu. Progress reports are sent during the 4th week of each quarter. Report cards are sent every nine weeks. Parents of children in Early Childhood/Pre-K receive regular reports, of which are always available upon request as well, about their child's progress. Additionally, teachers keep parents informed of homework completion and will call parents if it is not completed on a regular basis. Teachers may also provide parents data from classroom progress monitoring, DIBELS/IDEL/mClass Math, NWEA MAP, Reading Plus, Imagine Learning, Lexia, and other computer based intervention programs. Parents may ask for this information at any time, but it will be voluntarily provided by teachers as well.

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 are provided multiple ways to review and support their child's learning. Parents in grades 4-8 are able to see their students' progress using the Parent Portal at www.cps.edu. Progress reports are sent during the 4th week of each quarter. Report cards are sent every nine weeks. Parents of children in Early Childhood/Pre-K receive regular reports, of which are always available upon request as well, about their child's progress. Additionally, teachers keep parents informed of homework completion and will call parents if it is not completed on a regular basis. Teachers may also provide parents data from classroom progress monitoring, DIBELS/IDEL/mClass Math, NWEA MAP, Reading Plus, Imagine Learning, Lexia, and other computer based intervention programs. Parents may ask for this information at any time, but it will be voluntarily provided by teachers as well.

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

Students in grades 4 to 8 have access to the Student Portal at www.cps.edu. Here they may see their grades and assignment completion. They also get progress reports and report card grades when they are provided to the parents. Especially in the upper grades, the students may be provided with testing scores, progress monitoring results, and performance task results. With students in the primary grades, this may best be shared with the parent present.

Parent Budget

Complete

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

Professional development trainings for parents that will assist with their student's academic enhancements.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 500 .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.	\$ 200 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .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)	\$ 6000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1000 .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.	\$ 500 .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.	\$ 200 .00

53510 **Postage**
Must be used for parent involvement programs only.

\$	100	.00
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53306 **Software**
Must be educational and for parent use only.

\$	500	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	100	.00
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