



Esmond Elementary School (/school-plans/148) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/19/2016	Dr. Tucker & Deborah McClinton	Introduction & Overview
02/08/2016	Dr. Tucker, McClinton, Smith, Quinn, Mason, Smith, Szczesniak, Adams	Introduction, Plan & Summary, CPS Framework
02/25/2016	Dr. Tucker, Smith, Mason, LSC members	Intro, Plan 7 Summary, Excellence Framework, Priorities
03/16/2016	Dr. Tucker, Mason, Quinn, Whaley, Davis-Taylor, Smith, Szczesniak, McClinton, Resource Smith	Framework Priorities, goals, strategies

03/17/2016	Dr. Tucker, Mason, Quinn, McClinton, Davis-Taylor, Smith,	Framework priorities, goals, strategies
04/25/2016	Dr. Tucker, Mason, Smith, Ms. Whaley	Strategies, framework priorities, fund compliance
04/26/2016	Dr. Tucker, Mason, Quinn, Szczesniak, McClinton, Smith, LSC, Manley	Fund Compliance, Strategies
05/19/2016	Dr. Tucker, Manley, Smith, Smith (Resource Coordinator), Green, McClinton, Mitchell	Overall Plan

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

Esmond ILT team consist of a comprehensive and balanced group of stakeholders with a vested interest in improving academic achievement and overall school improvement. We work in a collaborative effort to improve, enrich and empower all stakeholders to be change agents in the development of our clear mission and vision that is established collectively. Together we have established clear and measurable goals that target a 10% increase in all content related areas. Esmond's theory of action clearly articulates the key foci, based upon the analysis of all data, goals and next steps that will be taken to make the necessary gains to promote successful outcomes for students. Through our SEL component and IB department we work to maintain Esmond ambassadors in most grades to begin to establish student leaders early to promote learning and take responsibility for learning. Esmond ILT works relentlessly with common core state standards and pacing guide of instruction and set weekly priorities that guides instruction. Further, this data is compiled early and used to support grade level meeting agendas and upcoming professional development days. We have placed tremendous efforts to strengthen our school quality rating results that will ultimately lead Esmond to a Level 1+ status. Our ILT has continued to conduct internal walk throughs along with support from Network 10 administrators to get a closer look at quick fixes and or necessary adjustments to improve instruction at all grade levels. Our team looks closely at all tier groups via MTSS to main focus to address all diverse population of learners. ILT meets bi weekly in a collaborative effort to enhance instruction and move Esmond to Level 1+ designation. The results of Esmond 2016 5 essential survey reports we moved from organized to well organized. Ambitious Instruction: Very Strong, Effective Leaders: Strong, Collaborative Teachers, Very Strong, Involved Families, Very Strong, Supportive Environment, Strong. Based on these results Esmond school is more likely to improve academic instruction and overall school improvements. This entire process is shared with Esmond Local School Council, PAC group and all stakeholders in our community.

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

Esmond's ILT Team has representation from all grade levels and domains (reading, math, and science), and Multi Tiers Systems of Support. The ILT / Multi Systems Team meets bi-weekly and focuses on data analysis and data-driven instruction that promotes best practices for students successful outcomes. Additionally they discuss SEL concerns and celebrations / supports to increase and improve student behavior infractions. Teacher leaders assist in preparing professional development for whole staff and teacher teams as well as reflect on individual process and strategies for improvements. ILT uses the CPS reflection tool and process monitoring of the theory of action. Meeting agendas and minutes document the ILT function.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
Measures	✓	Five Essentials: Instructional Leadership
Five Essentials		Effective Leaders
		Collaborative Teachers
CPS Framework for Teaching		4a. Reflecting on Teaching & Learning
		4d. Growing and Developing Professionally
		4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders		A1. Assesses the Current State of School Performance and Develops a CIWP
		A2. Implements Data Driven Decision Making and Data Driven Instruction
		B5. Supports Teacher Teams

Professional Learning:

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

Score

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Esmond Expert teams meet ongoing either in Principal Grade Level Meetings or teacher teams to share and discuss best instructional practices via research articles shared by administration or teachers. Teams of teachers participate in peer classroom observations and debrief to provide feedback to support instruction. Support includes whole group, guided group, mini lessons, differentiated instruction lesson and well as technology demonstrations to incorporate it into practice. Additional math and literacy professional developments via network 10 strengthened teachers practice and served as an additional layer of support. The Mangaebac online program has interface and functionalities of the system format to support teachers in building their unit plans, rubrics and student assessments in one place.

IB teachers continue to work closely in vertical teams with IB coordinator and manage bac support to strengthen practice with a greater focus on international studies. All professional development is logged into CPS University for tracking purposes. Coaching and support is carried out throughout the school with members of school instructional leadership and support team. Again, 5 Essential survey clearly indicates Esmond teachers are moving in a positive direction that will ultimately improve and increase academic and school performance.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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The school's schedule is structured to provide mandatory minutes in each subject area, including a two hour literacy block. Teachers receive a daily allocated time for preparations and meetings. Diverse Learning Instructors create and implement a set schedule to service all diverse learners. Time Distribution sheets are also posted in every classroom detailing their particular schedule for the day.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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All grade levels plan for instruction utilizing the Common Core Standards, Network 10 and Quarterly Instructional Foci, as well as pacing guides from all curricula. During weekly grade level meetings, all curriculums encompass curriculum maps, unit plans, and weekly lesson plans with weekly foci. Included in planning is Social Emotional Learning (SEL) and IEP reviews for diverse learners. Additionally, read-alouds and Extended Day curriculums are developed. More importantly, all students and stakeholders are aware of the learning expectations at Esmond. Pacing guides are shared at Local School Council Meeting and Parent Meetings throughout the school year. We take a close look at our NWEA Data and Amplify Data to make better and informed decisions at the individual needs of all learners. We have worked exclusively with all teachers via collaboration to support best practices of instruction to help balance literacy and math instruction across all grade levels. Teachers work together to create lesson and unit plans. The outcomes for support are geared for all students including students with diverse learning styles. We purchase multiple sources to support instruction such as Study Island, Achieve High Points, Accelerated Reader, Heggerty Phonemic Awareness Program, Read Write Sing Spell, school works, several resources and periodicals on tape and moby max in many classrooms. We are looking to continue and strengthen our options such as Go Math, New Vocabulary Books- Word Wisdom and multiple resources to support CCSS and move Esmond to a Level 1 status.

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

Instructional materials such as Reading Street, Everyday Math, Foss Science, labeled readers, Scholastic News, National Geographic, Science World, Power Teacher Math, Success For All, MARS, Phonics & Spelling, Sing Spell Read & Write, Math Antics, Math Thematics, Elements of Literature, and Nonfiction Texts are aligned with the Common Core Standards. Math manipulatives, Interactive Science Curriculum and computer based program such as Accelerated Reader, Study Island, Achieve Highpoints, Engaged NY, IXL, Moby Max and Khan Academy are used to engage all students in active learning opportunities.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.

- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Weekly grade level meetings are used to analyze student work, data and discuss progress monitoring. Teacher teams (general and diverse learning teachers) collaborate to plan for instruction. ILT members present information to their grade level and departmental teams, serving as the "expert". Agendas, sign-in sheets and minutes are used to document grade level and departmental meeting activity. ILT members conduct walkthroughs with immediate feedback.

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	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

College and Career Readiness are discussed with students by the counselor, teachers and administration in informal conversations. Students participate in college and career fairs, college tours and virtual college tours. They are also exposed to college campuses through student incentives such as UIC and Depaul basketball and baseball games. The counselor provides eighth grade students with information on selective enrollment high schools that connect to students to academic preparations based upon their future aspirations.

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	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:

Score

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

1 2 **3** 4

Learning objectives are posted and aligned to Common Core Standards and pacing guides. Higher order questioning techniques are used by most teachers to develop critical thinking among students. Most teachers differentiate instruction on a regular basis to meet the academic needs of all students through the gradual release module, differentiated instruction, weekly formative assessments and ongoing revisions that guide instruction. Individual teachers and teacher teams have access to real-time data after each assessment such as (Study Island, Achieve Highpoints, Dibels, mClass math, TRC, Burst, Reach Assessment, NWEA, Unit Tests, teacher generated tests, weekly reading selection and math tests, and IAA) to analyze and use to drive instruction. Teachers are also provided with their classroom, departmental and school-wide data by administration. Teachers design interim assessments via Study Island to address the academic needs of all students differentiating instruction including diverse learners using quick checks, quick reads, PARCC practice and the IBO/OCC global component.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.

- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Recent data is analyzed in ILT meetings and reviewed in grade level meetings. Additionally, administration meets with individual teachers, analyze data, supports teachers in creating plans and adjust for targeted instruction of all students. Esmond utilizes the RTI process to screen and identify students who may be in need of academic and behavioral intervention. Students are provided academic intervention through inclusion, the resource teacher, paraprofessionals, extended day program, remediation and SES services. K-2 intensive students receive Burst Intervention throughout the school day as well. Teachers incorporate SEL into their daily curriculum using CHAMPS and CASEL. Students and all staff members attend and/or participate in the bi-weekly school-wide Morning Monday Meetings.

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

Balanced Assessment & Grading:

Score

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.

1 2 3 4

Individual teachers and teacher teams have access to real-time data after each assessment such as (Study Island, Achieve Highpoints, Dibels, mClass math, TRC, Burst, Reach Assessment, NWEA, Unit Tests, teacher generated tests, weekly reading selection and math tests, and IAA) to analyze and use to drive instruction. Teachers are also provided with their classroom, departmental and school-wide data by administration. Teachers design interim assessments via Study Island to address the academic needs of all students differentiating instruction including diverse learners using quick checks, quick reads, PARCC practice and the IBO/OCC global component. Teachers utilizes Network 10's CCCSS Blueprint to design lessons and units. Teachers utilize gradebook as a progress monitoring tool on a weekly basis. Teachers submit weekly graded assessments and data from various computer programs to administration. All teachers utilize the district-wide grading policy with the exception of grades that are to be modified according to individualized IEP's.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student**

Tasks)

- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Examples of a variety of teacher created and teacher selected assessments✓ Units and lesson plans with formative and summative assessments embedded in a long term plan✓ Evidence of assessment data analysis for the purpose of planning✓ Assessment calendar✓ Examples of gradebooks✓ School's grading policy✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<ul style="list-style-type: none">1.c. Selecting Learning Objectives1.e. Designing Student Assessment3.d. Using Assessment in Instruction4a. Reflecting on Teaching & Learning4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Teachers explain what, why, and how students will learn in the classroom by posting and presenting the aligned Common Core Standard and Objective for every lesson on a daily basis. They set the purpose for learning. Teachers also set high expectations for the students by establishing norms for class discussions, assignments and participation. They create a print rich learning environment using anchor and process charts to serve as reminders and to guide students' thinking. Teachers utilize various forms of technology (Chrome Books, Elmo's, listening centers and videos) to enhance their teaching as well as to engage all students. Assignments offer rigor and relevance so that students can make real-life connections.

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
Evidence	✓ 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 entire staff and all students attend and participate in bi-weekly, SEL Monday Morning Meetings where students showcase their talents and Kudos are given to celebrate the success of the staff and students. Relationships are strengthened through programs such as Community Partners and Century 21-After School Matters. Students with IEP's are included in all aspects of the school community and interact daily with their peers. The Social Worker also promotes respectful and fair interactions amongst the students and all staff members. In efforts to improve our practice, team members review and consistently analyze results as posted on our 5 essentials report.

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

Esmond provides students with a variety of online programs such as Study Island, Achieve Highpoints and Learn Storm, as well as SES programs that are through the Sports Program and Century 21, students also participate in various extracurricular activities such as Martial Arts, African Dance and Drumming, Drill Instruction, Multi-Media, Drama, Hip-Hop Dance, Cheerleading, Double Dutch, Basketball, Hair Braiding and Visual Arts. In addition, students participate in completing the My Voice, My School survey on a yearly basis.

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

Teachers provide all students with a safe and nurturing learning environment that address social and emotional learning, promotes positive decision-making and conflict resolution.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 **3** 4

All classroom have rules, rewards and possible consequences posted along with Peace Centers where students may relax, reflect and redirect their behavior. We are strong supporters of SEL. Social Emotional Learning (SEL) is promoted and implemented throughout the school and has been for the last five years or so. We were on a very positive trend that a school in Nashville Tennessee came to visit Esmond and watch one of our morning meetings. We adhere to the CPS Code of Conduct Policies. We also incorporate restorative justice practices and in school suspensions as an alternative to out of school suspensions when possible. School-wide student incentives are provided to encourage academic achievement and responsible behavior. We are consistently seeing positive trends and decreases in overall student infractions. Our 5 essential reports data has been beneficial in helping our team members evaluate our current and past practices to support all students need and strengthen our learning climate.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 3 4

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.

Esmond community is deeply invested in the progress and sustaining a quality school and programs for the community members in this area. Many are 3rd and 4th generation families in the school. They attend many parent educational workshops and attend some of our local school council meetings and teacher meetings as well. Our LSC and PAC community members are supportive of events and enjoy planning learning and fun activities for all stakeholders in the community. Principal newsletters go home to monthly to share and highlight current events regarding our school. We feature activities / programs such as, family night, field trips, parent teacher conferences, vision and dental screening, mobile unit visit campus to provide immunizations, local school council and parent pac meetings, parent portal training and information, family learning /curriculum night, welcome back events as well as end of the school year events. . Esmond has a community garden, current website in which we are working to upload data and school news as often as possible to continue to highlight our programs. Family and community involvement is expected and continues through participation in LSC and PAC as well as by volunteering at the school. Family curricula and parent information nights (reading, math, science, NWEA, ISAT) are held to engage parents in understanding the school's curricula and district-wide assessments. Parents and community are also provided regular opportunities to SEL Morning Meetings, student performances and exhibitions, award banquet, assemblies, Century 21, Grandparents' Day, Real-Men Read, School-Wide Spelling Bee, Carnival Day and Incentive Days.

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
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Relational Trust

1	2	3	4	5	⊗
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4 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

13 of 18 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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National School Growth Percentile - Reading

55th percentile (3 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall literacy performance by exposing students to advanced vocabulary, for example, word wisdom tool, leveled literacy materials and balanced literacy models of instruction. All grades will focus on improvement measures to help school exceed overall expectations.

82.00

55.00

65.00

75.00

National School Growth Percentile - Math

60th percentile (3 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall math performance by exposing students to more technology based programs, CCSS instruction as evident by Study Island, Achieve High Points and other areas. All grades will focus on improvement measures to help school exceed overall expectations.

40.00

60.00

70.00

80.00

% of Students Meeting/Exceeding National Ave Growth Norms

57 percent (3 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall literacy performance by exposing students to advanced vocabulary, for example, word wisdom tool, leveled literacy materials and balanced literacy models of instruction. All grades will focus on improvement measures to help school exceed overall expectations.

56.00

(Blank)

60.00

65.00

African-American Growth Percentile - Reading

57 percentie (4 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall literacy performance by exposing students to advanced vocabulary, for example, word wisdom tool, leveled literacy materials and balanced literacy models of instruction. All grades will focus on improvement measures to help school exceed overall expectations.

82.00

57.00

67.00

77.00

Hispanic Growth Percentile - Reading

N/A

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Reading

N/A

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Reading

2 percentile (1 point) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall literacy performance by exposing students to advanced vocabulary, for example, word wisdom tool, leveled literacy materials and balanced literacy models of instruction. All grades will focus on improvement measures to help school exceed overall expectations.

71.00

2.00

12.00

22.00

African-American Growth Percentile - Math

61st percentile (4 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall math performance by exposing students to more technology based programs, CCSS instruction as evident by Study Island, Achieve High Points and other areas. All grades will focus on improvement measures to help school exceed overall expectations.

45.00

61.00

71.00

81.00

Hispanic Growth Percentile - Math

N/A

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Math

N/A

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Math

13th percentile (2 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall math performance by exposing students to more technology based programs, CCSS instruction as evident by Study Island, Achieve High Points and other areas. All grades will focus on improvement measures to help school exceed overall expectations.

55.00

13.00

23.00

33.00

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

49th percentile (3 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall literacy performance by exposing students to advanced vocabulary, for example, word wisdom tool, leveled literacy materials and balanced literacy models of instruction. All grades will focus on improvement measures to help school exceed overall expectations.

36.00

49.00

59.00

69.00

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

33rd percentile (2 points) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall math performance by exposing students to more technology based programs, CCSS instruction as evident by Study Island, Achieve High Points and other areas. All grades will focus on improvement measures to help school exceed overall expectations.

17.00

33.00

43.00

53.00

National School Attainment Percentile - Reading (Grade 2)

8th percentile (1 point) Esmond will focus on adding more opportunities for PD to support teaching and learning while strengthening students overall literacy performance by exposing students to advanced vocabulary, for example, word wisdom tool, leveled literacy materials and balanced literacy models of instruction. All grades will focus on improvement measures to help school exceed overall expectations.

30.00

8.00

18.00

28.00

National School Attainment Percentile - Math (Grade 2)

9th percentile (1 point) Esmond will focus on adding more progress monitoring & opportunities for PD to support teaching and learning while strengthening students overall math performance by exposing students to more technology based programs, CCSS instruction as evident by Study Island, Achieve High Points and other areas. All grades will focus on improvement measures to help school exceed overall expectations.

12.00

9.00

19.00

29.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A

(Blank)

(Blank)

(Blank)

(Blank)

Average Daily Attendance Rate

93.3 percent (2 points) Appoint a point person to address daily attendance so that school will earn 4 or 5 points on SQR. Improved attendance will lead to increases in overall school achievement.

92.70

93.30

95.00

97.00

My Voice, My School 5 Essentials Survey

Organized (4 points) Review data as expressed by teachers and parents in the community. Provide support in all areas that are not well organized. Our goal is to move to Well Organized!

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Esmond will provide research- based literacy, math and science curricula for all students that will expose them to rigorous Common Core State Standards. Curricular alignment will ensure that academic rigor is provided that will promote the continued success for all students, parents and teachers.

...then we see...

Teacher implementation and delivery of a viable curriculum that is data driven with a strong focus on Common Core Standards.

...which leads to...


This will provide students with skills needed to master all literary and mathematical concepts and problem-solving


Tags:

Literacy/Reading, Math curriculum


Area(s) of focus:

1, 2, 3

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

*All teachers will complete lesson plans, curriculum mapping and unit plans that are aligned with Common Core State Standards for the new school year.

*All Jr. High teachers will provide quarterly global projects per their domain.

*Teachers will participate in curriculum night to provide learning opportunities for students and their families.

*Teachers will provide monthly projects to support curriculum.

*Teachers will attend professional developments , by ILT, CPS-Network 10 and outside support to enhance knowledge and a deeper understanding of their craft through IB training, balanced literacy & Go math, CCSS , Differentiated Learning Strategies, Assessments, and improve pedagogy practices
Teachers will use leveled guided reading in K-5th grade classes via person program. They will also use Read Write sing spell, Heggerty Phonemic Awareness Program and textbooks -word wisdom etc. We will continue to utilize online instruction programs to keep students engaged that will ultimately lead to increased achievement in vocabulary, writing and grammar.

*Teachers will incorporate SEL into daily curriculum using CHAMPS/ SECOND STEPS and CASEL.

Administration. ILT teams, All Teaching Staff

Jul 1, 2017 to Jul 1, 2017

Action Steps

Not started

Curriculum, Differentiated instruction, Balanced literacy, Best practice, Common core state standards, Mathematics, Mclass

All students will have time to read and data talks with classroom teachers know and support their present levels of performance including reading and math. Teachers and parents will allocate and devote time to support student/child's need.

parents and students

select

(Blank)

Not started

Support, Individual, Individualized instruction

Administration will implement best practices as outlined in Danielson Framework for teaching to analyze best practices of instruction via classroom formal and informal observations. This method will be used to enhance pedagogy practices across all grade levels. Teachers will review rubrics while engaging in collaborative discussion and a self reflection of own practices to strengthen teaching that will ultimately advance student learning.

(Blank)

select

(Blank)

Not started

Teacher Teams/Collaboration, Goalsetting

Teachers will participate in more focused and engaged professional developments activities, work toward continuously improving instruction, provide opportunities observe and share feedback in collaboration with ILT's to help strengthen current instructional practices in place. This practice will lead to increased levels of student participation and knowledge in all content areas.

(Blank)

select

(Blank)

Behind

with regular practice using higher level periodicals, complex text, that will lead to students having advanced in vocabulary development.

(Blank)

select

(Blank)

Behind

Strategy 2

If we do...

Esmond will provide specified curriculum per grade band that exposes students to rigorous set of Common Core state standards in all subject content areas aligned to ensure academic rigor that promote continued success for all students, parents and teachers.

...then we see...

Teachers will provide a curriculum that is data driven with a strong focus on Common Core Standards. Teachers will participate in more focused and engaged professional developments activities, work toward continuously improving instruction, provide opportunities observe and share feedback in collaboration with ILT's to help strengthen current instructional practices in place. This practice will lead to increased levels of student participation and knowledge in all content areas.

...which leads to...

Based upon Esmond's most recent data, Esmond will aim to increase student achievement in literacy and math by 10% each year.

Tags:
Literacy/Reading, Mathematics

Area(s) of focus:
2, 1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

*Teachers will use data driven, differentiated instruction that uses Common Core State Standards to develop rigor across all domains.
 *Teachers will incorporate technology into core instruction aligned to Common Core Standards.
 *Instruction will include thematic units, incorporating project-based learning opportunities for all students.
 *Teachers will keep updated classroom libraries to include Common Core suggested reading selections for each grade level.
 *All teachers will create a school-wide reading climate by promoting reading as a lifestyle.
 *Teachers in grades 2-8th will continue to use Accelerated Reader to assess literacy from independent novel reads.
 * Teachers will include read alouds, on a daily basis to help build vocabulary fluency and background knowledge.
 *Teachers will promote math journals for students to record math work and thinking guides.
 *Math labs will be created and implemented to support targeted instruction in grades 3rd-8th.
 *Teachers will model and demonstrate the various computation skills of addition and subtraction using basic number facts.
 *Teachers will expose the students to measurement, basic fractions, geometry, coins and their values.
 *Teachers will model and demonstrate how to recognize and represent numbers and their values.
 *Jr. High teachers will attend professional development for implanting IBMYP and Common Core State Standards aligned instruction throughout the school year.

All Teaching Staff

Sep 30, 2016 to
Jun 16, 2017

Action Steps

Not started

Math, Instruction, Instructional practices, Differentiated instruction, Balanced literacy, Best practice, Common core state standards, Mclass

Strategy 3

If we do...

Esmond will utilize assessment methods that inform instruction, enhance student learning and engagement, and guide continuous educational improvement.

...then we see...

Formative and Summative assessments will be administered and analyzed to address all student needs, inform ongoing instructional adjustments, and guides long-term educational improvement.

...which leads to...

Esmond's assessments will be aligned to rigorous and relevant learning outcomes, provide essential student performance data that is both valid and reliable, and support all stakeholders in taking ownership of monitoring student progress and ensuring academic success.

Tags:
Assessments, Balanced grading and assessment

Area(s) of focus:
3, 1, 2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status 
<p>*All teachers will utilize interim assessment data to design instruction for intervention and accelerated instructional blocks. *Teachers will utilize computerized assessments to provide consistent data on student progress. *Teachers will create a mid-quarter assessment to monitor progress of the current standards taught. *Teachers will monitor student progress with weekly assessments and Mclass Math. *Teachers across grade level bands will utilize common rubrics. *Teachers will utilize gradebook as a progress monitoring tool on a weekly basis. *Teachers will submit weekly graded assessments and data from various computer programs to administration. *All teachers will utilize the district-wide grading scale with the exception of grades that are to be modified according to individualized IEP's.*All teachers will complete lesson plans, curriculum mapping and unit plans that are aligned with Common Core State Standards for the new school year. *All teachers will integrate technology into the Literacy and Math Common Core Curriculum on a daily basis. *All Jr. High teachers will provide quarterly global projects per their domain. *Teachers will participate in curriculum night to provide learning opportunities for students and their families. *Teachers will provide monthly projects to support curriculum. *Teachers will attend professional developments , by ILT, CPS-Network 10 and outside support to enhance knowledge and a deeper understanding of their craft through IB training, balanced literacy & math, CCSS , Differentiated Learning Strategies, Assessments, and improve pedagogy practices Teachers will use leveled guided reading in K-5th grade classes via person program. They will also use Read Write sing spell, Heggerty Phonemic Awareness Program and textbooks -word wisdom etc. We will continue to utilize online instruction programs to keep students engaged that will ultimately lead to increased</p>	<p>Administration All Teaching Staff</p>	<p>Oct 3, 2016 to Jun 16, 2017</p>	<p>Action Steps</p>	<p>Not started</p>

achievement in vocabulary, writing and grammar.

*Teachers will incorporate SEL into daily curriculum using CHAMPS/ SECOND STEPS and CASEL. Instructional support will be utilized via multi tiers of support, Tier 2 and 3 students as appropriate. We will be involved in professional training to strengthen knowledge base.

Literacy/Reading, Core Instruction, Diverse Learners, Data, Instructional materials, Assessment design, Mathematics, Data analysis

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ *All teachers will complete lesson plans, curriculum mapping and unit plans that are aligned with Common Core State Standards for the new school year. *All Jr. High teachers will provide quarterly global projects per their domain. *Teachers will participate in curriculum night to provide learning opportunities for students and their families. *Teachers will provide monthly projects to support curriculum. *Teachers will attend professional developments , by ILT, CPS-Network 10 and outside support to enhance knowledge and a deeper understanding of their craft through IB training, balanced literacy & Go math, CCSS , Differentiated Learning Strategies, Assessments, and improve pedagogy practices Teachers will use leveled guided reading in K-5th grade classes via person program. They will also use Read Write sing spell, Heggerty Phonemic Awareness Program and textbooks -word wisdom etc. We will continue to utilize online instruction programs to keep students engaged that will ultimately lead to increased achievement in vocabulary, writing and grammar. *Teachers will incorporate SEL into daily curriculum using CHAMPS/ SECOND STEPS and CASEL.</p> <p>Tags: Literacy/Reading, Math curriculum, Curriculum, Differentiated instruction, Balanced literacy, Best practice, Common core state standards, Mathematics, Mclass</p>	Administration. ILT teams, All Teaching Staff	Jul 1, 2017	Jul 1, 2017	Not started
<p>✦ All students will have time to read and data talks with classroom teachers know and support their present levels of performance including reading and math. Teachers and parents will allocate and devote time to support student/child's need.</p> <p>Tags: Literacy/Reading, Math curriculum, Support, Individual, Individualized instruction</p>	parents and students			Not started
<p>✦ Administration will implement best practices as outlined in Danielson Framework for teaching to analyze best practices of instruction via classroom formal and informal observations. This method will be used to enhance pedagogy practices across all grade levels. Teachers will review rubrics while engaging in collaborative discussion and a self reflection of own practices to strengthen teaching that will ultimately advance student learning.</p> <p>Tags: Literacy/Reading, Math curriculum, Teacher Teams/Collaboration, Goalsetting</p>				Not started
<p>✦ Teachers will participate in more focused and engaged professional developments activities, work toward continuously improving instruction, provide opportunities observe and share feedback in collaboration with ILT's to help strengthen current instructional practices in place. This practice will lead to increased levels of student participation and knowledge in all content areas.</p> <p>Tags: Literacy/Reading, Math curriculum</p>				Behind
<p>✦ with regular practice using higher level periodicals, complex text, that will lead to students having advanced in vocabulary development.</p> <p>Tags: Literacy/Reading, Math curriculum</p>				Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ *Teachers will use data driven, differentiated instruction that uses Common Core State Standards to develop rigor across all domains. *Teachers will incorporate technology into core instruction aligned to Common Core Standards. *Instruction will include thematic units, incorporating project-based learning opportunities for all students. *Teachers will keep updated classroom libraries to include Common Core suggested reading selections for each grade level. *All teachers will create a school-wide reading climate by promoting reading as a lifestyle. *Teachers in grades 2-8th will continue to use Accelerated Reader to assess literacy from independent novel reads. * Teachers will include read alouds, on a daily basis to help build vocabulary fluency and background knowledge. *Teachers will promote math journals for students to record math work and thinking guides. *Math labs will be created and implemented to support targeted instruction in grades 3rd-8th. *Teachers will model and demonstrate the various computation skills of addition and subtraction using basic number facts. *Teachers will expose the students to measurement, basic fractions, geometry, coins and their values. *Teachers will model and demonstrate how to recognize and represent numbers and their values. *Jr. High teachers will attend professional development for implanting IBMYP and Common Core State Standards aligned instruction throughout the school year.</p> <p>Tags: Literacy/Reading, Mathematics, Math, Instruction, Instructional practices, Differentiated instruction, Balanced literacy, Best practice, Common core state standards, Mclass</p>	All Teaching Staff	Sep 30, 2016	Jun 16, 2017	Not started
<p>✦ *All teachers will utilize interim assessment data to design instruction for intervention and accelerated instructional blocks. *Teachers will utilize computerized assessments to provide consistent data on student progress. *Teachers will create a mid-quarter assessment to monitor progress of the current standards taught. *Teachers will monitor student progress with weekly assessments and Mclass Math. *Teachers across grade level bands will utilize common rubrics. *Teachers will utilize gradebook as a progress monitoring tool on a weekly basis. *Teachers will submit weekly graded assessments and data from various computer programs to administration. *All teachers will utilize the district-wide grading scale with the exception of grades that are to be modified according to individualized IEP's. *All teachers will complete lesson plans, curriculum mapping and unit plans that are aligned with Common Core State Standards for the new school year. *All teachers will integrate technology into the Literacy and Math Common Core Curriculum on a daily basis. *All Jr. High teachers will provide quarterly global projects per their domain. *Teachers will participate in curriculum night to provide learning opportunities for students and their families. *Teachers will provide monthly projects to support curriculum. *Teachers will attend professional developments , by ILT, CPS-Network 10 and outside support to enhance knowledge and a deeper understanding of their craft through IB training, balanced literacy & math, CCSS , Differentiated Learning Strategies, Assessments, and improve pedagogy practices Teachers will use leveled guided reading in K-5th grade classes via person program. They will also use Read Write sing spell, Heggerty Phonemic Awareness Program and textbooks -word wisdom etc. We will continue to utilize online instruction programs to keep students engaged that will ultimately lead to increased achievement in vocabulary, writing and grammar. *Teachers will incorporate SEL into daily curriculum using CHAMPS/ SECOND STEPS and CASEL. Instructional support will be utilized via multi tiers of support, Tier 2 and 3 students as appropriate. We will be involved in professional training to strengthen knowledge base.</p> <p>Tags: Assessments, Balanced grading and assessment, Literacy/Reading, Core Instruction, Diverse Learners, Data, Instructional materials, Assessment design, Mathematics, Data anaysis</p>	Administration All Teaching Staff	Oct 3, 2016	Jun 16, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the

plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

During open house, LSC and PAC meetings, parents will be invited to a session detailing components of NCLB. Information will also be shared during local school council meetings, curriculum night, parent/teacher conferences and parent PAC meetings throughout the school year.

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

PAC team members in consultation with the principal, will create a calendar of dates outlined for community members indicating dates of meetings and items to be addressed. Members from the PAC and school team will share knowledge of Title 1 and related components. We will host special incentives and raffles to encourage parents to attend. We will also give bonus points, Esmond's store dollars or no homework passes to students when parents show up for meetings. We will work relentlessly to motivate our parents to attend. The Annual Title 1 and PAC Organizational Meetings were held on 10/5/16.

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

During parent events, we will invite parents and teachers out to share information on best practices to support student achievement. Incentives will be used as rewards for attendance of students and parents. We will use our PA and Robo Call system to advertise and share information with the community.

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.

Esmond will post and host meetings to invite parents to voice concerns. We will also generate a suggestion box and bring ideas during meetings that are taking place onsite. ILT members will be available to answer questions.

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

Parents will receive parent reports from our testing system of NWEA, AR, Study Island or Achieve Highpoints that outline students strengths and weaknesses.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All Esmond teachers are highly qualified. In the event that should occur, administration will send a note home indicating such temporary action is taking place.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parent reports will be distributed to all parents upon the immediate receipt of them from administration. Information will be shared through family principal newsletters, family nights, local school council or PAC meetings, etc. Teacher will share information with parents as often as possible highlighting students progress. Parents will receive passwords for the impact system that allows ongoing monitoring of students' performance.

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.

Esmond will use counselor, administration, or teacher members in the library or computer lab to host meetings to assist parents with best instructional practices using technology. Family Connection is offered through DHS onsite. Afterschool programs and Century 21 provide parental support with technology and learning new skills.

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 the opening of professional development days, emails, weekly meetings, newsletters, robo calls and throughout the year, teachers will have access to information that informs them of better ways to reach out to parents. Meetings will be hosted throughout the year with invited guest to help share knowledge of best practices in this area.

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.

By the pre-school teacher and administration, invitations will be generated and the robo calling system will be used to invite parents out so they can learn about best ways to support their child's educational experiences. We will also invite guest from central office to share updates as well.

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.

Bi-weekly or monthly literature will be distributed using the marquee, robo calling system, and/or principal newsletter to encourage parents to learn or ask questions about all educational concerns for their children. Requested meetings will be scheduled to accommodate schedules of parents and teachers. Teachers will meet with teachers during parent/teacher conferences to discuss students' performances.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

Mission: Esmond's mission is to motivate students through school climate that is stimulating, secure, stable and diverse to perform at their highest potential. The stakeholders are committed to producing disciplined students who can communicate, are literate and possess problem solving skills that prepare them for them for success.
Vision: Esmond's staff strives to develop a positive attitude towards self, school, and community as we produce students who are globally responsible and productive citizens.

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.

During Parent-Teacher Conferences, parents will be invited to students' classroom to have conferences with teachers individually. Meetings will highlight students' strengths and weaknesses. It will also describe suggestions for improvement and support for both parents and students.

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

Parents will have access to the CPS Parent Portal System which will give weekly updates to students' assignments as they are completed. Every five weeks, parents will receive official notification. However, most teachers will send home weekly updates with students' progress.

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

Parents will call and schedule meetings with teachers.

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 will be invited to complete a volunteer package in the main office and they will also receive an invitation from the classroom teacher for opportunities for recess, lunchroom and in class experiences. This will be done in consultation with the classroom teacher.

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

Parents will assist their child's learning with telephone or visits to the school. They can also view grades and progress through the parent portal system.

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 have 24 access to teachers' email accounts. Some have also exchanged cell phones numbers. They are welcomed to come into the school and meet with administration and schedule visits with the classroom teacher. Also, during local school council and PAC meetings, information will be shared.

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 are expected to exhibit positive behavior and come to school prepared to learn on a daily basis. We expect all students to have excellent attendance and serves as model students where they use a problem-solving approach to handle infractions in school and in consultation with school support staff.

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.

The school will continue to invite all parents to Open-House, Curriculum Night, Real-Men Read, Data Assessments Meetings, Jr. High Parent Meetings, School-Wide Spelling Bee Competition, Special Assemblies, Awards Ceremonies, Monday Morning Meetings, etc. Teachers will also continue to communicate with parents via newsletters, homework letters, emails, phone calls, notes and parent-teacher conferences. The school's website will be updated with pertinent information per grade level such as interactive websites, weekly foci, common core standards, reading and math tips, test-taking strategies, academic vocabulary words, etc.

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.	\$ 800 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 250 .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)	\$ 350 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 200 .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.	\$ 300 .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.	\$ 100 .00
53510	Postage Must be used for parent involvement programs only.	\$ 100 .00
53306	Software Must be educational and for parent use only.	\$ 200 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 200 .00