



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/04/2016	Kimberly Nelson, Josephine Mounts, Betsy Ruiz, Anne Gulley, Melissa Dippel, Gayle Schifferl, Rafael Jimenez, Sue Reynolds, Carol Kaim	CIWP Meeting-Overview of the CIWP Process
02/18/2016	Melissa Dippel, Carol Kaim, Gayle Shifferl, Betsy Ruiz, Anne Gulley, Nick Limbeck, Josephine Mounts, Kimberly Nelson	CIWP Meeting-Overview of the CIWP Process
03/03/2016	Kimberly Nelson, Josephine Mounts, Betsy Ruiz, Anne Gulley, Carol Kaim, Sue Reynolds, Melissa Dippel, Gayle Schifferl, Rafael Jimenez	CIWP Meeting-School Excellence Framework
03/24/2016	Kimberly Nelson, Josephine Mounts, Betsy Ruiz, Anne Gulley, Gayle Schifferl, Carol Kaim, Victoria Godinez, Rafael Jimenez	CIWP Meeting-School Excellence Framework
03/31/2016	Kimberly Nelson, Josephine Mounts, Betsy Ruiz, Anne Gulley, Elizabeth Newman, Sue Reynolds, Rafael Jimenez, Nicholas Limbeck, Carol Kaim	CIWP Meeting-School Excellence Framework
04/14/2016	Kimberly Nelson, Josephine Mounts, Betsy Ruiz, Anne Gulley, Meliss Dippel, Rafael Jimenez, Nick Limbeck, Sue Reynolds	CIWP Meeting-Five Priorities/Goals
04/28/2016	Kimberly Nelson, Josephine Mounts, Betsy Ruiz, Anne Gulley, Gayle Schifferl, Sue Reynolds, Rafael Jimenez, Elizabeth Newman, Melissa Dippel, Victoria Dippel, Carol Kaim	CIWP Meeting-Identified Strategies/Action Steps
03/15/2016	Margaret Ruiz, Jose Garza, Marissa Gonzalez, Sarah Dobda, Kimberly Nelson, Rosa Reyes, Anna Garza, Rafael Jimenez, Raymundo Valdez, Rosann Veloz	LSC Meeting-Review of the School Excellence Framework
04/26/2016	Margaret Ruiz, Jose Garza, Marissa Gonzalez, Sarah Dobda, Kimberly Nelson, Rosa Reyes, Anna Garza, Rafael Jimenez, Raymundo Valdez, Rosann Veloz, Karen Gonzalez, Veronica Gutierrez	LSC Meeting-Review of the Priorities & Strategies
05/12/2016	Kimberly Nelson, Gayle Schifferl, Carol Kaim, Melissa Dippel, Rafael Jimenez, Anne Gulley, Victoria Godinez, Nick Limbeck, Susan Reynolds	CIWP Meeting-Revised the Goals and Justification
05/20/2016	Edith Padilla, Margarita Villasenor, Kimberly Nelson, Anne Gulley, Rosa Reyes, Raymundo Valdez	CIWP Meeting-Review of the CIWP Process, Parent Involvement Policy/Parent Compact
02/16/2016	Margaret Ruiz, Jose Garza, Marissa Gonzalez, Sarah Dobda, Kimberly Nelson, Rosa Reyes, Anna Garza, Rafael Jimenez, Raymundo Valdez, Rosann Veloz	LSC Meeting-Review of the CIWP Process
03/30/2016	Kimberly Nelson, Margarita Avila, Bernave Avila, Irma Aguilera, Magdalena Guzman, Martha Posada, Karen Gonzalez, Concepcion Saravia, Annamarie Garza, Veronica Gutierrez, Rita Garcia,Edith Padilla, Maria Reyes, E. Bedoy, Margarita Villasenor, Mary Muniz	Coffee with the Principal-Five Priorities/Identified Strategies/Action Steps
04/28/2016	Kimberly Nelson, Margarita Avila, Bernave Avila, Irma Aguilera, Magdalena Guzman, Martha Posada, Karen Gonzalez, Concepcion Saravia, Annamarie Garza, Veronica Gutierrez, Rita Garcia,Edith Padilla, Maria Reyes, E. Bedoy, Margarita Villasenor, Mary Muniz	Coffee with the Principal-Five Priorities/Identified Strategies/Action Steps
05/26/2016	Kimberly Nelson, Anne Gulley, Rafael Jimenez, Gayle Schifferl, Carol Kaim, Melissa Dippel, Victoria Godinez	CIWP Meeting-Revision of the CIWP based on Network Feedback

06/03/2016	Kimberly Nelson, Josephine Mounts, Veronica Gutierrez, Anna Garza, Edith Padilla, Maria De Leora, Karen Gonzalez, Martha Posada, Nuvia Gamboa, Maria Hernandez, Lucia Lopez, Adriana Rojas, Angelita Herrera, Araceli Guerrero, Josima Zarate, Margarita Avila, Bernae Avila, Maria Salina, Rosa Martinez, Yolanda Villarruel, Rita Garcia, Susana Ramirez	Coffee with the Principal-Five Priorities/Identified Strategies/Parent Involvement Policy
06/06/2016	Kimberly Nelson, Anna Garza, Jose Garza, Rafael Jimenez, Sarah Dobda, Margaret Ruiz, Rosa Reyes, Karen Gonzalez, Veronica Gutierrez, Raymundo Valdez, Marisa Gonzalez	Approval of the CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Strengths:

The vision and mission statement is posted in every classroom and throughout the buildings. This vision and mission was collectively created by the stakeholders. The NWEA score expectations are posted throughout the school, and accessible to students. The principal holds monthly community and parent engagement meetings called "Coffee with the Principal." As a school we have identified teacher leaders that offer mentorship and expertise in a variety of areas. These teachers attend training and provide training to staff members. Teachers are encouraged to seek outside professional development which is then shared with the grade level teams. Teachers share best practices across grade bands that results in academic success for all students. Administrators are actively engaged with grade level teams to implement plans that move the school forward.

Areas for Improvement:

As a school, we would like to increase the impact of outside professional development by providing opportunities and time for staff to share with all staff beyond their own grade level. Continue to provide coaching aligned with the framework for teaching and create a more systematic approach to ensure professional growth. We need to establish a more coherent instructional program throughout all grade levels.

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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

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Strengths:

Our ILT has structured and regular meetings in which staff collaborate effectively and with an equal voice. ILT has taken a proactive approach to address the root causes of schoolwide challenges. ILT continuously analyzes data and discusses the next steps to positively impact student performance.

Areas for Improvement:

Increase participation of all stakeholders within the ILT by allowing staff input towards developing the agenda. Develop a systematic way of disseminating information to grade level teams. Create plans to monitor implementation of ILT initiatives.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

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Strengths:

Productive PD developed by ILT by RIT bands, hands-on collaborative sessions
 PD led by teacher experts
 Providing actionable feedback in a safe space to allow teachers to internalize PDs
 New teachers are provided with a mentor
 Grade level teams expected to share strategies with each other

Areas for Improvement:

Develop systematic plan for new teacher mentorship
 Focusing on closing achievement gaps for priority groups: special ed and ELL
 Continuity of PD
 Implement a systematic approach to monitor improvement of teacher practice
 Sharing student samples

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

Strengths:

Administration maximizes instructional times
 Budget is aligned to CIWP priorities.
 Teachers are able to order resources as needed.

Area for Improvement:

Resources purchased should be evaluated for effectiveness
 Resources should be inventoried and organized for actionable instructional outcomes
 Create a committee to review requests for resources

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:

Score

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

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Teachers have units in all content areas with essential questions to guide their instruction.
 The grade levels adhere to CPS Content Frameworks in all content areas.
 Literacy is integrated into all content areas at grade appropriate levels in all types of texts and informational text.
 English Language Learners and Diverse Learners are given full opportunity for learning in all content areas.
 Teachers are integrating academic vocabulary into their lessons guided by the learning continuum.
 Social Emotional Learning is integrated into the curriculum and an integral part of the culture.
 Teachers integrate Cool Tools and PBIS into their instruction. The culture of the classrooms reflect a positive atmosphere.
 Scope and Sequence is followed and supported for Language Arts through Dr. Radner from University of DePaul.
 Scope and Sequence is followed for math and supported by Network 13.
 Teachers use leveled readers and leveled texts to reach the students at their level.
 English Language Learners are supported with Bilingual instruction and resource support based on Access scores.
 Areas to improve:
 Vertical planning needs to be systematic and consistent throughout the school year.
 Identify and increase the number of outside resources to provide field based learning.
 Focus on curriculum and instruction for primary grades to increase overall rigor. Provide a pathway for students that are above level and curriculum to support their learning.

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&scid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<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

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Technology is integrated in most classrooms. ie prometheon boards, laptops, IPADs, Elmos. Students also have the opportunity to learn through the listening center and the software program Compass Learning. The classrooms provide centers and small group instruction in Language Arts, Math and Science. The students are engaged in hands on activities and manipulatives are a standard practice in the classrooms. Teachers utilize multimedia to convey conceptual knowledge. Instructional materials are leveled. Teachers model effective use of materials and ensure that the materials are leveled to enhance mastery of the material. Teachers work with Fountas and Pinnell, Scholastic Readers and Reading A to Z to name a few. Teachers use gradual release in their instruction to ensure clear understanding of the concept prior to students working independently.

Areas of improvement:

A systematic approach to utilizing the technology we have ie computer lab.
 A systematic approach to bilingual curriculum and materials in Spanish.
 Consistency in utilizing the same materials and applying them to the standards.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Many students are citing evidence from text when answering questions.
 Informational text is an integral part of instruction.
 Writing across the curriculum is integrated into instruction and discussed in grade level meetings.
 Closed reading is integrated into lessons.
 Attendance is a high priority and an expectation. There are monthly incentives for classrooms and students to receive perfect attendance.
 Tasks are aligned to standards based learning objectives and integrated to draw on multiple standards.
 Academic vocabulary is emphasized in all content areas and aligned with the learning continuum.
 Area of Improvement:
 Engage students with important ideas, not simply receiving knowledge, requiring students to engage in productive struggle in all content areas.
 Analyze student work as part of professional development and in grade level meetings
 School wide vertical mapping grade to grade needs to occur to stress the progression of key beginnings.

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-%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-%20%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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Provide programs and interventions that help students as they move from middle school through Freshman year.
 Provide opportunities for students to explore other options for high school/colleges.
 Include parents in informational sessions about the selective enrollment process and college/career access.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.

- Expand access beyond students who are struggling academically.
- Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Teachers regularly have the students discuss the relevance of what they are learning and how it applies to the objectives. Teachers anticipate possible student misunderstanding and adjust their instruction accordingly. Academic vocabulary is emphasized and aligned with the learning continuum. The students use this vocabulary appropriately when discussing the materials with the teacher and other students. Some classrooms use a variety of low and high level, open ended, and developmentally appropriate questions to challenge students. Students are required to cite textual evidence to support and develop a claim. Students engage in small group discussions to support their thinking. They also turn and talk to each other to discuss the concept they are learning. Teachers implement early interventions in a timely manner to help students that are struggling in grades Kindergarten through 3rd grade. Classrooms utilize exit slips, quizzes, informal assessments, observations and NWEA Skills checklists to monitor students progress and assess next steps to ensure mastery of the skill and objective. Areas of improvement: Teachers need to consistently scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks. A systematic system to monitor progress and check for understanding for individual students needs to be implemented school wide. Teachers review data consistently. A change in instructional practice based on analysis of current data needs to occur more regularly.

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

Most classrooms empower student to advance their learning.
 Most classrooms are student centered.
 We are tracking attendance and have incentives for students to attend school.
 Systems are in place to address students on MTSS tier 2 and 3 both academically and socially and emotionally. The school utilizes CICO to address students that need additional support. There is a systematic approach in grades K-3 to address students that need MTSS academically. MTSS is in place for students in grades 4th-8th that need additional interventions in the classroom.
 We communicate with parents about additional supports in place such as Metropolitan Services, social worker and other outside agencies that provide services i.e vision and hearing, and dental.
 Areas of Improvement:
 A systematic approach for reviewing data and adjusting instruction in all classrooms.
 A systematic monitoring system to review student progress and expectations for growth and interventions.
 Administrative team will ensure that this systematic approach is being followed by all staff.
 Behavioral Health Team will be developing the process for teachers to identify students who are in need of Tier 2 and Tier 3 support.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

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The primary grades has a systematic approach to address screening, diagnostic and progress monitoring assessment to correctly identify gaps.

Assessments are accessible to all students, including DL and EL, through use of accommodations and modifications in all classrooms.

Consistent communication occurs to all stakeholders in order to make an educated decision about students' education.

Area of Improvement:

The school needs to implement a system to measure, report and document student progress and proficiency against a set of clearly defined cross-curricular standards; these need to be separate from work habits, character traits, and behaviors, so that all stakeholders can accurately determine the difference between learning needs and behavior.

Ensure the use of consistent and fair assessment of learning across all grade levels and in all content areas.

Ensure grades are not used as a form of punishment and control.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).

- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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.

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Most classes use strategies to reinforce and cultivate student curiosity.
 Most classes make learning goals relevant to students and inspire student to stay committed to their learning goals.
 Teachers utilize strategies to encourage daily and timely attendance. Students are in a monthly raffle for perfect attendance to win prizes. A service does home visits on chronic absences as does security. An after school program is in place for students with chronic absences to learn to dance.
 School wide expectations are clearly displayed.
 Students are recognized for high levels of achievement. All students receive recognition.
 The staff ensures students feel safe to share misunderstandings and struggles. A full time social worker is on staff to address student concerns and out side groups also provide support to our students.
 Students self assess and take responsibility for their own learning.
 Our PBIS program encourages students' sense of belonging to the school and classroom community.
 We recognize students and staff for their efforts by providing praise. Golden Tickets, Purple Pride swipes or punches and Shout Outs to staff.
 Areas of Improvement:
 Provide more training and programs to ensure that all staff is consistently communicating that all students can achieve at high levels.
 Classroom culture should reflect students' resilience and hard work through teacher encouragement.
 All teachers should be engaged in student feedback on the task and how they can be engaged in regulating their own learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and

Score

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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.

We have a check in and check out system throughout the school.
 The students buy in to the PBIS system and are motivated to be respectful, responsible and safe.
 Most students demonstrate respectful behavior towards peers and adults.
 Staff recognizes each other by putting information in the Shout Out box. This information is displayed weekly for all stakeholders to see.
 The Principal has open door policy and the staff is comfortable to share their concerns and frustrations.
 Grade levels are cohesive and collaborative.
 Teachers assist each other with instructional goals.
 Instructional leaders are respected by their peers.
 The culture of the students is embraced and mutual respect is shown.
 The students work with younger students by engaging in a buddy reading program.
 Extracurricular activities engage students from multiple grades.
 Area of Improvement:
 Increasing student trust academically by building student leadership and opportunities for students to share their learning with their peers. Working in cooperative working environment.
 Increase opportunities for students to be more engaged in their neighborhood.

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

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Community school grant provides extracurricular programs that and all stakeholders are engaged in planning the program. It is monitored and measured for success.

We have a student council and homeroom representatives for 6th -8th grade.

We have an annual Career day and have included elected officials and community members to share their experience with our students.

Students are surveyed for student interest and PBIS incentives.

Areas of improvement:

Increase student voice in school decisions.

Inquiry based project learning and student choice.

Expand existing partners and resources for students.

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

We have a student run bully patrol to help with interventions of students.
 Systems are in place for managing transitions.
 Cool Tools are provided to classrooms and reviewed.
 Parent Patrol provides a safe environment for arrival and dismissal of students.
 PBIS is implemented and followed throughout the school. The matrix is displayed for all to see.
 Monitoring of student behavior is entered in student logger.
 There are security officers in all 3 buildings.
 Teacher assistants and security officers are used for morning and afternoon supervision of students.
 Students are provided behavior plans to ensure the safety of themselves and others.
 A social worker is staffed full time to address student concerns.
 Areas to improve:
 Increase the proactive approach to restorative practices to student behavior through additional professional development.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Purple Pride team meets regularly to review the PBIS program.
 Behavioral Health team meets regularly to review a systematic way to address students academic and social needs.
 The staff takes a proactive approach to identifying the needs of students when there are academic or social emotional concerns occurring in the school.
 The second step is an SEL curriculum that is taught in Pre-K, KG and 5th through 8th grade.
 Check in and check out is utilized for students that are struggling.
 Instruction continues when there are student problems in the classroom.
 Areas to improve:
 Provide support and PD for teachers to avoid power struggles with students and private conversations with students.
 Increase teacher ownership of student issues with the student to increase student to teacher relationships.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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.

Score

1 2 3 4

The school has a very warm and inviting environment.
 After school events such as literacy night, assemblies and activities that include families.
 Coffee with the principal occurs monthly.
 There are active parent groups that are engaged in decision making of the school.
 Academic workshop for parents throughout the school year.
 Awards ceremonies occur for children and invitations are sent out to parents and family members.
 Parent Patrol is in place to provide a safe environment for our community.
 Parents are utilizing parent portal and engaged in their students' learning.
 A parent handbook is provided to all families.
 The students receive a weekly newsletter to bring home to their families.
 Important information is shared with the community on Facebook.
 Important information is shared on Gallistel's website,
 Gallistel has a Twitter account.
 Areas of improvement
 Improve communication through technology ie enhance the use of Twitter, Facebook, and the website.
 Create a Parent Volunteer Committee to engage additional parents into the school.
 Improve parent attendance to school activities by personal invitations.
 Increase opportunities to engage in classroom activities for parents.
 Increase parent engagement in school-wide activities.
 Increase teacher solicitation of parent involvement.
 Provide VIP tickets to other events for participation in parent workshops.
 Integrate an academic component to popular assemblies to increase parent awareness of students' curriculum.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

It is anticipated that the students will increase this year to 63.00 and continue to grow by 8% each year. This increase is expected due to smaller class sizes for struggling students and MTSS for grades K-3. Grade level teams will meet on a regular basis to share instructional strategies, analyze data and provide more differentiated instruction. More focus will be placed on using academic language throughout all grades. ILT will monitor common assessment data to look for trends and address needs. A systematic schoolwide reading assessment will be used and analyzed to inform small group instruction and text selection.

77.00

55.00

63.00

71.00

National School Growth Percentile - Math

The previous data shows a growth of 17%. This trend is expected to continue with a 10% growth in each of the next two years. This increase is expected due to smaller class sizes for struggling students. Grade level teams will meet on a regular basis to share instructional strategies, analyze data, and provide more differentiated instruction based on the needs of the students. More focus will be placed on using academic language throughout all grades. Teachers across grade levels will meet to vertically align the scope and sequence and obtain appropriate instructional materials to support this scope and sequence.

33.00

50.00

60.00

70.00

% of Students Meeting/Exceeding National Ave Growth Norms

Although the data does not indicate growth, more focus will be placed on implementing best practices throughout the grade levels with an emphasis on academic language. Teachers will use the learning continuum to help drive their instruction in accordance with grade level expectations and student deficits. This should result in student growth.

55.20

(Blank)

65.00

70.00

African-American Growth Percentile - Reading

No students meet the criteria for this category.

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Reading

It is anticipated that we will see a 7% growth each year. Teachers will provide more differentiated instruction through small group instruction and guided reading using leveled text. More focus will be placed on using academic language throughout all grades. Grade level teams will administer common interim assessments and analyze data from these assessments to help drive their instruction. A systematic schoolwide reading assessment will be used and analyzed to inform small group instruction and text selection. MTSS will be used for struggling students in K-3.

75.00

57.00

64.00

71.00

English Learner Growth Percentile - Reading

The anticipated growth is based on smaller class sizes and more differentiated instruction in the classroom for the bilingual program. The Bilingual Team will meet regularly during the school day to discuss the academic needs of the students based on current data, observations, and student samples to determine the best instructional practices to address those needs. Teachers will plan guided reading based on both academic needs and English language proficiency. The bilingual model will be followed with fidelity to ensure that students are developing foundational literacy skills. Students' academic progress will be tracked post program-exit to ensure that the proper supports are in place for EL students in the general education program. Targeted group of students will receive small group instruction by a bilingual teacher.

(Blank)

1.00

15.00

30.00

Diverse Learner Growth Percentile - Reading

All staff will ensure that all IEP accommodations and modifications are being implemented with fidelity in both the DL and general education classroom. The diverse learners team will meet on a regular basis to address concerns and share instructional strategies to ensure that each student is receiving the appropriate supports. These teachers will also meet on a regular basis with the classroom teachers to make sure the needs of the student are being met. More students will be transitioned to a supportive inclusion setting. The percentage of students in LRE 2 and LRE 3 will decrease and the percentage of students in LRE 1 will increase. To move towards a more inclusive setting training will be provided to all staff.

5.00

1.00

15.00

30.00

African-American Growth Percentile - Math

No students meet the criteria for this category.

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Math

Based on a 15% growth in the first two years, we are expecting to see a 10% to 12% growth in each of the next two years. Teachers will continue to use small group instruction to target areas of need for those students to ensure that the trend continues. Grade level teams will meet on a regular basis to share instructional strategies, analyze data, and provide more differentiated instruction based on the needs of the students. More focus will be placed on using academic language throughout all grades. Teachers across grade levels will meet to vertically align the scope and sequence and obtain appropriate instructional materials to support this scope and sequence.

33.00

48.00

60.00

70.00

English Learner Growth Percentile - Math

The identified anticipated growth is based on smaller class sizes for the bilingual classrooms. The bilingual team will meet regularly during the school day to discuss the academic needs of the students based on current data, observations, and student samples. The team will then determine the best instructional practices to address those needs. Students' academic progress will be tracked post program-exit to ensure that the proper supports are in place for EL students in the general program. Targeted group of students will receive small group instruction by a bilingual teacher.

(Blank)

6.00

20.00

35.00

Diverse Learner Growth Percentile - Math

Diverse Learner teachers will ensure that all IEPs are being followed. The diverse learners team will meet on a regular basis to address concerns, and share strategies to ensure that each student is receiving the appropriate supports. These teachers will also meet on a regular basis with the classroom teachers to ensure the needs of the student are being met.

10.00

3.00

15.00

0.00

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

The current trend shows growth. This trend is expected to continue and increase for each of the next two years. The school will acquire research based text sets including leveled readers. All teachers will use small group differentiated instruction including guided reading to meet the needs of the students. Grade bands will hold vertical alignment meetings to discuss curriculum and needs at each grade. A more uniform curriculum throughout the grades will be used to ensure consistency.

27.00

35.00

50.00

65.00

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

The current trend shows growth. This trend is expected to continue and increase for each of the next two years. Small group instruction will continue to be used in all classes. Grade bands will hold vertical alignment meetings to discuss curriculum and needs at each grade. A more uniform curriculum throughout the grades will be used to ensure consistency. Vertical alignment meetings will be held to discuss curriculum across the different grades.

38.00

47.00

60.00

72.00

National School Attainment Percentile - Reading (Grade 2)

The goal is that the school will increase by 12% in each of the following years. The grade level team will provide more differentiated instruction, focusing on guided reading using leveled text and building the reading stamina of the students. Vertical alignment meetings will occur with the first and third grade teachers to discuss instructional needs.

39.00

25.00

37.00

50.00

National School Attainment Percentile - Math (Grade 2)

The goal is that the school will increase by 12% in each of the following years. The grade level team will provide more differentiated instruction, focusing on guided reading using leveled text and building the reading stamina of the students. Vertical alignment meetings will occur with first and third grade teachers to discuss instructional needs.

57.00 26.00 40.00 57.00

% of Students Making Sufficient Annual Progress on ACCESS

With smaller class sizes implemented in the bilingual program, it is anticipated that students making sufficient annual progress on ACCESS will increase each year. The bilingual team will meet regularly to discuss the needs of these students. School will administer ACCESS in the optimal test-taking environment.

37.30 32.60 35.00 45.00

Average Daily Attendance Rate

The increase is expected based on the use of school-wide incentives, home visits, phone calls and teacher-parent meetings which will ensure an increase in average daily attendance.

95.20 95.20 96.00 96.50

My Voice, My School 5 Essentials Survey

We will increase the overall school rating to well organized for the upcoming school year. More specifically we will focus on moving Ambitious Instruction and Supportive Environment from neutral to well organized by establishing student led support groups and making rigorous instruction a school wide goal.

(Blank) (Blank) (Blank) (Blank)

Custom metrics

3 of 3 complete

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

SEL Restorative Practice

Through the use of restorative practices we will reduce in-school suspensions. The behavioral health team has been established and will focus on supports and procedures to staff to integrate restorative practices in their response to students. There will be training provided and processes established for staff to identify and request support for tier 2 and tier 3 students. Instructional drop-ins will occur on a monthly basis to observe teachers integrating SEL and restorative practices in their daily practice.

52.00 68.00 58.00 48.00

Computer-Based Common Reading Assessment

Through the use of a computer based assessment program 70% of our students will show growth in reading every 5 weeks.

(Blank) 60.00 70.00 75.00

Computer-Based Common Math Assessment

Through the use of a computer based assessment program 70% of our students will show growth in math every 5 weeks.

(Blank) 60.00 70.00 75.00

Strategies

Strategy 1

If we do...

develop a school-wide curriculum map with consistent academic language in conjunction with monthly vertical alignment meetings,

...then we see...

shared best practices, professional development across grade levels, and curricular alignment to build on prior years' Common Core Standards,

...which leads to...

70% of student mastery of the content.

Tags:

Area(s) of focus:

Diverse Learners, Teacher Teams/Collaboration, Rigour, Academic gain, Instructional materials, ELL, 1, 2, 3, 4, 5
 Academic expectations, Instructional planning, Approaches to teaching and learning, Common core state standards, Curriculum map

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Schedule Vertical Alignment Meetings (grade levels, content areas, EL teachers, DL teachers) for the entire year.	Administration	Jun 27, 2016 to Jul 25, 2016	Completed Calendar for Vertical Alignment Meetings; Completed Master Schedule for the School Year	On-Track

Scheduling, Collaboration, Vertical alignment, Calendar

Develop a school-wide curriculum map that includes a Native Language, ESL and Special Education component for the first quarter.	Curriculum Committee Administrators	Jul 1, 2016 to Aug 15, 2016	1st Quarter Curriculum Map for Reading; Sign-In Sheets from Meetings to Complete the Curriculum Map	On-Track
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Special education, Curriculum mapping, Qualifications, Bilingual education

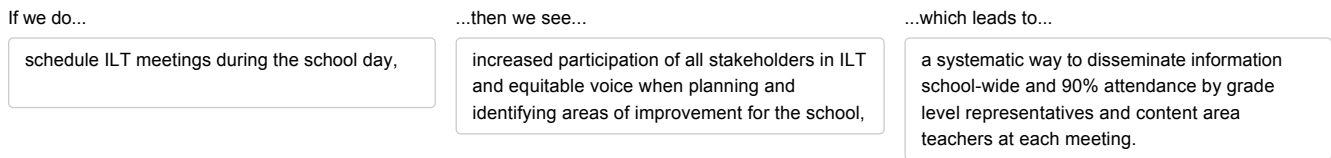
Train the Curriculum Committee on the curriculum mapping process.	Administrators Outside Providers	Jul 1, 2016 to Jul 15, 2016	Resources for the Training Session; Sign-in Sheets from the Training	On-Track
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Special education, Training, Curriculum mapping

Set expectations/norms for Vertical Alignment Meetings.	Administrators	Aug 29, 2016 to Sep 6, 2016	List of Expectations/Norms for Vertical Alignment Meetings	On-Track
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Communication, Expectations

Strategy 2



Tags:

ILT, Leadership, Instructional practices, Communication, Community, Instructional planning, Academic supports, Collaboration, Academic rigor

Area(s) of focus:

1, 2, 3, 4, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Create a schedule for Instructional Leadership Team Meetings throughout the year that includes member from each grade level band and student enrichment team.	Administration	Jun 15, 2016 to Jul 20, 2016	Completed Calendar for ILT Meetings; Completed Master Schedule for the School Year	On-Track

ILT, Scheduling, Calendar, Instruction planning

Implement a system to communicate Instructional Leadership Team information to staff, families, and students.	Administration ILT	Jun 7, 2016 to Jul 5, 2016	A Monthly Section for ILT Information/Updates in the School Newsletter, School Website and Social Media	On-Track
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Communication, Stakeholders

Identify Instructional Leadership Team members for the upcoming school year, who will actively participate on this committee.	Administration	Jun 14, 2016 to Jun 21, 2016	Organization Sheet; Committee Sheet	On-Track
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Qualifications

Set expectations/norms for Instructional Leadership Team meetings to ensure the CIWP priorities will be reviewed and addressed regularly at biweekly Instructional Leadership Team meetings.	Administration ILT	Jun 21, 2016 to Jul 21, 2016	List of Expectations/Norms for Instructional Leadership Meetings	On-Track
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Ciwp, Strategies, Priorities

Strategy 3

If we do...

...then we see...

...which leads to...

establish a Curriculum Committee to evaluate our current materials and research the potential need for materials that align with our curriculum map,	a better allocation and utilization of resources,	a 10% growth in attainment in both reading and math.
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Tags:

Diverse Learners, English Learners, Rigour, Instructional materials, Standards-based instruction, Vertically aligned

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Identify Curriculum Committee members, who will actively participate on this committee.	Administration Curriculum Committee	Jul 1, 2016 to Aug 10, 2016	Organization Sheet; Committee Sheet	On-Track

Scheduling, Instructional material

Inventory current school resources and supplies throughout all three buildings.	Curriculum Committee	May 18, 2016 to Jun 14, 2016	Current Inventory Spreadsheet on the Drive	On-Track
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Resources, Instructional materials

Create a schedule for Curriculum Committee meetings.	Administration	Jun 6, 2016 to Jun 17, 2016	Completed Calendar for the Curriculum Committee Meetings; Completed Master Schedule for the School Year	On-Track
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Scheduling, Calendar

Set expectations/norms for Curriculum Committee meetings.	Administration	Jun 6, 2016 to Jun 15, 2016	List of Expectations/Norms for Curriculum Committee Meetings	On-Track
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Communication, Expectations

Integrate the inventoried materials into Curriculum Map for the first quarter.	Curriculum Committee	Jul 1, 2016 to Aug 24, 2016	Curriculum Map for the first quarter with listed Materials and Resources	On-Track
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Instructional materials, Curriculum maps

Strategy 4

If we do...

develop a year-long professional development plan to address differentiation, rigor, restorative conversations, and social-emotional issues in the school,

...then we see...

that this will result in academic and social-emotional support that meets the students at their instructional level while addressing any social-emotional needs by providing tasks that are rigorous for each individual student,

...which leads to...





75% of our teachers receiving 'proficient' or 'distinguished' in related REACH domains and each student making 75% growth from their Spring to Spring Reading and Math NWEA Exam.

Tags:

Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback

Area(s) of focus:

3, 4

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Schedule targeted professional development for the year.	ILT Administration	Jun 30, 2016 to Jul 30, 2016	Year-long Professional Development Plan; List of internal and external experts who will be providing the professional development throughout the 2016/2017 school year	Completed
Professional development, Scheduling, Experts				
Create a process for all teachers (general education, EL and Special Education) to implement impactful professional development and provide two weeks for safe practice. Then, provide coaching and feedback.	Teachers Administrators	Sep 6, 2016 to Jun 16, 2017	Observation Schedule for Administrators allowing adequate time for "safe practice" in the classroom prior to observations	On-Track
Reach, Coaching, Safe practice				
Review current teachers' ratings in all domains from REACH.	Administrators	Jun 21, 2016 to Jul 12, 2016	Spreadsheet of all teachers' strengths and areas that need improvement	On-Track
Reach, Coaching				
Identify internal and external experts to provide training.	Administrators Staff	Jun 7, 2016 to Jul 28, 2016	List of internal and external experts who will be providing the professional development throughout the 2016/2017 school year	On-Track
Training, Experts				
Schedule targeted professional development for the year.	Administrators	Jul 12, 2016 to Aug 24, 2016	Spreadsheet of customized training for specific teachers based on the review of current teachers' ratings from REACH	Completed
Organize monthly Perfect Attendance Raffle, awarding three students with prizes including a new bike for no absences throughout the month.	Attendance Clerk	Aug 31, 2016 to Jun 30, 2017	Homeroom Attendance Rosters Monthly Attendance on Dashboard	On-Track

Attendance, Social emotional, Motivation

Award monthly certificates for homerooms with 96% attendance rate or higher.	Attendance Clerk SEL Lead	Aug 31, 2016 to Jun 30, 2017	Homeroom Attendance Rosters Monthly Attendance on Dashboard Certificates	On-Track
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Attendance, Social emotional, Motivation

Create a school-wide competition like March Madness for attendance in which homerooms complete against each other for the highest attendance rate.	Attendance Clerk ILT Mr. Jimenez	Mar 1, 2017 to Apr 15, 2017	Attendance Rosters Attendance Brackets	On-Track
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Attendance, Social emotional, Motivation

Include Social-Emotional Instruction at all grade-levels during the school day to build the character education of the students.	All Staff ILT	Aug 31, 2016 to Jun 30, 2017	Lesson Plans Team Minutes Observations Bulletins Boards	On-Track
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Motivation, School climate

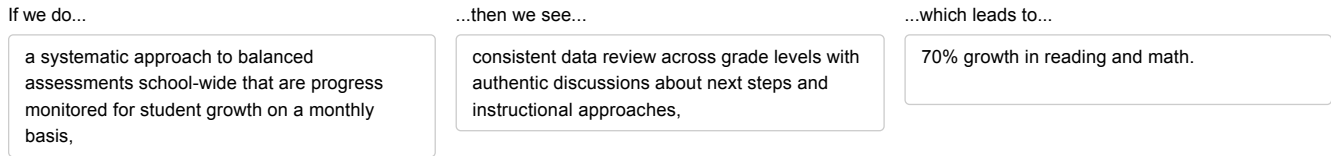
Create a school store in which students can purchase incentives for electronic swipes provided by school staff.	School Staff	Sep 6, 2016 to Jun 20, 2017	PBIS Rewards System	On-Track
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Social emotional, Motivation, School climate

Plan Purple Pride events to foster a positive school climate throughout the school year among staff, parents, students, and community members	Staff, Parents, Students, Community Members	Sep 6, 2016 to Jun 19, 2017	Calendar Schedules Newsletter	On-Track
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Motivation, School climate, Rewards

Strategy 5



Tags:

Classroom rigor, Academic expectations, Balanced grading and assessment, Assessment design, Data analysis, Benchmark progress monitoring, Assessment policy, Approaches to teaching and learning

Area(s) of focus:

2, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Identify a system for progress monitoring that each grade level will follow.	ILT	Jun 3, 2016 to Jun 17, 2016	Researched systems for progress monitoring with the strengths and drawbacks	On-Track

Data, Progress monitoring, Student achievement, Evaluate

Create a schedule for a computer-based assessment every 5 weeks in reading and math.	Administrators	Jul 12, 2016 to Aug 16, 2016	School-wide, 5-week assessment calendar to measure student growth in reading and math	On-Track
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Data, Progress monitoring, Student achievement, Evaluate

Establish training dates for teachers on how to implement the computer-based, 5-week assessment.	Administrators	Jul 13, 2016 to Aug 17, 2016	Calendar for training on the 5-week assessment	On-Track
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Data, Training

Curriculum Committee will create a pre- and post-assessment for each grade level for the first quarter.	Curriculum Committee	Jul 5, 2016 to Aug 24, 2016	Instructional materials aligned with curriculum map for the first quarter	On-Track
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Rigorous tasks, Instructional materials, Assessment design, Curriculum map

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Schedule Vertical Alignment Meetings (grade levels, content areas, EL teachers, DL teachers) for the entire year.</p> <p>Tags: Diverse Learners, Teacher Teams/Collaboration, Rigour, Academic gain, Instructional materials, Ell, Academic expectations, Instructional planning, Approaches to teaching and learning, Common core state standards, Curriculum map, Scheduling, Collaboration, Vertical alignment, Calendar</p>	Administration	Jun 27, 2016	Jul 25, 2016	On-Track
<p>✚ Develop a school-wide curriculum map that includes a Native Language, ESL and Special Education component for the first quarter.</p> <p>Tags: Diverse Learners, Teacher Teams/Collaboration, Rigour, Academic gain, Instructional materials, Ell, Academic expectations, Instructional planning, Approaches to teaching and learning, Common core state standards, Curriculum map, Special education, Curriculum mapping, Qualifications, Bilingual education</p>	Curriculum Committee Administrators	Jul 1, 2016	Aug 15, 2016	On-Track
<p>✚ Train the Curriculum Committee on the curriculum mapping process.</p> <p>Tags: Diverse Learners, Teacher Teams/Collaboration, Rigour, Academic gain, Instructional materials, Ell, Academic expectations, Instructional planning, Approaches to teaching and learning, Common core state standards, Curriculum map, Special education, Training, Curriculum mapping</p>	Administrators Outside Providers	Jul 1, 2016	Jul 15, 2016	On-Track
<p>✚ Set expectations/norms for Vertical Alignment Meetings.</p> <p>Tags: Diverse Learners, Teacher Teams/Collaboration, Rigour, Academic gain, Instructional materials, Ell, Academic expectations, Instructional planning, Approaches to teaching and learning, Common core state standards, Curriculum map, Communication, Expectations</p>	Administrators	Aug 29, 2016	Sep 6, 2016	On-Track
<p>✚ Create a schedule for Instructional Leadership Team Meetings throughout the year that includes member from each grade level band and student enrichment team.</p> <p>Tags: ILT, Leadership, Instructional practices, Communication, Community, Instructional planning, Academic supports, Collaboration, Academic rigor, ILT, Scheduling, Calendar, Instruction planning</p>	Administration	Jun 15, 2016	Jul 20, 2016	On-Track
<p>✚ Implement a system to communicate Instructional Leadership Team information to staff, families, and students.</p> <p>Tags: ILT, Leadership, Instructional practices, Communication, Community, Instructional planning, Academic supports, Collaboration, Academic rigor, Communication, Stakeholders</p>	Administration ILT	Jun 7, 2016	Jul 5, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Identify Instructional Leadership Team members for the upcoming school year, who will actively participate on this committee.</p> <p>Tags: ILT, Leadership, Instructional practices, Communication, Community, Instructional planning, Academic supports, Collaboration, Academic rigor, Qualifications</p>	Administration	Jun 14, 2016	Jun 21, 2016	On-Track
<p>✚ Set expectations/norms for Instructional Leadership Team meetings to ensure the CIWP priorities will be reviewed and addressed regularly at biweekly Instructional Leadership Team meetings.</p> <p>Tags: ILT, Leadership, Instructional practices, Communication, Community, Instructional planning, Academic supports, Collaboration, Academic rigor, Ciwp, Strategies, Priorities</p>	Administration ILT	Jun 21, 2016	Jul 21, 2016	On-Track
<p>✚ Identify Curriculum Committee members, who will actively participate on this committee.</p> <p>Tags: Diverse Learners, English Learners, Rigour, Instructional materials, Standards-based instruction, Vertically aligned, Scheduling, Instructional material</p>	Administration Curriculum Committee	Jul 1, 2016	Aug 10, 2016	On-Track
<p>✚ Inventory current school resources and supplies throughout all three buildings.</p> <p>Tags: Diverse Learners, English Learners, Rigour, Instructional materials, Standards-based instruction, Vertically aligned, Resources, Instructional materials</p>	Curriculum Committee	May 18, 2016	Jun 14, 2016	On-Track
<p>✚ Create a schedule for Curriculum Committee meetings.</p> <p>Tags: Diverse Learners, English Learners, Rigour, Instructional materials, Standards-based instruction, Vertically aligned, Scheduling, Calendar</p>	Administration	Jun 6, 2016	Jun 17, 2016	On-Track
<p>✚ Set expectations/norms for Curriculum Committee meetings.</p> <p>Tags: Diverse Learners, English Learners, Rigour, Instructional materials, Standards-based instruction, Vertically aligned, Communication, Expectations</p>	Administration	Jun 6, 2016	Jun 15, 2016	On-Track
<p>✚ Integrate the inventoried materials into Curriculum Map for the first quarter.</p> <p>Tags: Diverse Learners, English Learners, Rigour, Instructional materials, Standards-based instruction, Vertically aligned, Instructional materials, Curriculum maps</p>	Curriculum Committee	Jul 1, 2016	Aug 24, 2016	On-Track
<p>✚ Schedule targeted professional development for the year.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Professional development, Scheduling, Experts</p>	ILT Administration	Jun 30, 2016	Jul 30, 2016	Completed
<p>✚ Create a process for all teachers (general education, EL and Special Education) to implement impactful professional development and provide two weeks for safe practice. Then, provide coaching and feedback.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Reach, Coaching, Safe practice</p>	Teachers Administrators	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✚ Review current teachers' ratings in all domains from REACH.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Reach, Coaching</p>	Administrators	Jun 21, 2016	Jul 12, 2016	On-Track
<p>✚ Identify internal and external experts to provide training.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Training, Experts</p>	Administrators Staff	Jun 7, 2016	Jul 28, 2016	On-Track
<p>✚ Schedule targeted professional development for the year.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback</p>	Administrators	Jul 12, 2016	Aug 24, 2016	Completed
<p>✚ Organize monthly Perfect Attendance Raffle, awarding three students with prizes including a new bike for no absences throughout the month.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Attendance, Social emotional, Motivation</p>	Attendance Clerk	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✚ Award monthly certificates for homerooms with 96% attendance rate or higher.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Attendance, Social emotional, Motivation</p>	Attendance Clerk SEL Lead	Aug 31, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Create a school-wide competition like March Madness for attendance in which homerooms compete against each other for the highest attendance rate.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Attendance, Social emotional, Motivation</p>	Attendance Clerk ILT Mr. Jimenez	Mar 1, 2017	Apr 15, 2017	On-Track
<p>✦ Include Social-Emotional Instruction at all grade-levels during the school day to build the character education of the students.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Motivation, School climate</p>	All Staff ILT	Aug 31, 2016	Jun 30, 2017	On-Track
<p>✦ Create a school store in which students can purchase incentives for electronic swipes provided by school staff.</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Social emotional, Motivation, School climate</p>	School Staff	Sep 6, 2016	Jun 20, 2017	On-Track
<p>✦ Plan Purple Pride events to foster a positive school climate throughout the school year among staff, parents, students, and community members</p> <p>Tags: Core Instruction, Restorative approaches, Academic gain, Differentiated instruction, Rigorous tasks, Reach, Academic expectations, Academic supports, Student feedback, Motivation, School climate, Rewards</p>	Staff, Parents, Students, Community Members	Sep 6, 2016	Jun 19, 2017	On-Track
<p>✦ Identify a system for progress monitoring that each grade level will follow.</p> <p>Tags: Classroom rigor, Academic expectations, Balanced grading and assessment, Assessment design, Data analysis, Benchmark progress monitoring, Assessment policy, Approaches to teaching and learning, Data, Progress monitoring, Student achievement, Evaluate</p>	ILT	Jun 3, 2016	Jun 17, 2016	On-Track
<p>✦ Create a schedule for a computer-based assessment every 5 weeks in reading and math.</p> <p>Tags: Classroom rigor, Academic expectations, Balanced grading and assessment, Assessment design, Data analysis, Benchmark progress monitoring, Assessment policy, Approaches to teaching and learning, Data, Progress monitoring, Student achievement, Evaluate</p>	Administrators	Jul 12, 2016	Aug 16, 2016	On-Track
<p>✦ Establish training dates for teachers on how to implement the computer- based, 5-week assessment.</p> <p>Tags: Classroom rigor, Academic expectations, Balanced grading and assessment, Assessment design, Data analysis, Benchmark progress monitoring, Assessment policy, Approaches to teaching and learning, Data, Training</p>	Administrators	Jul 13, 2016	Aug 17, 2016	On-Track
<p>✦ Curriculum Committee will create a pre- and post-assessment for each grade level for the first quarter.</p> <p>Tags: Classroom rigor, Academic expectations, Balanced grading and assessment, Assessment design, Data analysis, Benchmark progress monitoring, Assessment policy, Approaches to teaching and learning, Rigorous tasks, Instructional materials, Assessment design, Curriculum map</p>	Curriculum Committee	Jul 5, 2016	Aug 24, 2016	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Gallistel has monthly PAC meetings. The president and delegates attend the network and city-wide meetings and report back to the PAC membership and the local school community. They follow the policy, procedures and timeline for elections, budget, parent plan, schedules and any required documentation. The administrative team will hold the Annual Title 1 Meeting and the PAC will provide input or revise the parent involvement plan.

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

At the beginning of the school year Gallistel holds the Annual Title 1 Parent Meeting. During this meeting, the administrative team informs parents of the school's participation in the NCLB Title 1 program and invite parents to become active members of PAC and Title 1 programs. The PAC meetings are monthly and parents are encouraged to come and participate. PAC provide workshops for parents (e.g. Common Core Parent Meeting) during the school year. The Title 1 Annual Meeting was held on September 8 and again on November 3, 2016. The Title 1 PAC Organizational Meeting was held on October 6, 2016.

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

Gallistel's PAC has monthly scheduled meetings. The meeting dates are posted on the entry/exit door and on the school calendar. Parents are also invited using the BlackBoard Connect Phone system and via fliers. Gallistel has an open door policy and we welcome information and suggestions from parents and community members. Information about Gallistel students' academic progress is also covered during the Open House, State of the School address, Local School Council meetings, and other special events during the school year.

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.

Gallistel's PAC has monthly scheduled meetings. The meeting dates are posted on the entry/exit door and on the school calendar. Parents are also invited using the BlackBoard Connect Phone system and via fliers. Gallistel has an open door policy and we welcome information and suggestions from parents and community members. Parents are welcome to make suggestions during these parent meetings and special school events as well as through email, phone calls, and letters to school staff. Responses to parents' requests/concerns are provided to the parents typically within 48 hours.

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.

Each child's NWEA results are sent home yearly. Also parents are invited to attend other specified parent meetings to discuss their child's academic and behavioral performance. We have State of the School Meetings, NWEA meetings and Selective Enrollment School meetings. We issue NWEA Student Profile reports three times a year. They are sent home to detail student progress. During these meetings teachers also discuss an action plan with parents to increase parental involvement and increase positive academic results for students.

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

All of Gallistel's teachers are highly qualified. However, if a teacher is not "highly qualified" during the 4 consecutive weeks as regulated then an official notice will be sent home to parents.

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

During PAC meetings, parent conferences, progress report and report card distribution days (with teacher conferences), and PARCC/NWEA workshops, our faculty will assist parents in understanding the standards, assessments and how to monitor their child's progress on Parent Portal. The freed ILT members and administrators provide walk in training on how to use parent portal effectively. Administrators are also available to meet with parents to explain how testing works and clarify results for families if needed.

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.

During all workshops for parents we provide training, tips, resources, strategies and best practices on how to academically help their child improve across all subject areas. Gallistel has and will continue to offer basic computer skill workshops with parents.

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.

The importance of parental involvement and communicating effectively with parents will be (and has been) expressed during PD for the entire Gallistel faculty. The tools for communicating are conferences, phone calls, email, parent portal, letters and fliers. We have recently updated our website so that it is very parent-friendly and we are making use of this tool as an effective means of communicating and working with parents.

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.

Gallistel has a Pre-K program. This program has a parent volunteer component and parents are requested to come to the classroom and assist/volunteer during the school year.

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

All letters, meeting announcements, memos, phone messaging system and fliers will be in the native language. We are making very regular use of the phone-calling system, hard copies of flyers and electronic messaging and our updated Gallistel School website.

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.)

The faculty and staff are committed to ensure that all students are actively engaged in a variety of learning experiences that enhance their learning. We are provided training through Network 13 that ensures that our students are provided instruction that is aligned with the Common Core Standards and rigor.

The Gallistel Counselor will provide multiple workshops related to the process of qualifying to a Selective Enrollment School and their requirements to 6th and 7th grade students and parents.

6th and 7th grade students will receive high school admission test preparation classes to help qualify to test for placement for a Selective Enrollment Schools.

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.

Report Card Pick Up Conferences will be held in November and April (as per 2016-2017 calendar). Progress Report Conferences will be held in Oct., Dec., Feb., and May (as per 2016-2017 calendar). Teacher-Student-Parent Conferences can be held daily in the morning, during teacher preparation periods, and after school. Phone conferences are scheduled at the teachers discretion and during teacher prep periods. Parents may also request special conferences and we will find a mutually agreeable time to confer. Administration is available to participate in these conferences.

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

Gallistel will provide progress reports every 5 weeks and report cards every ten weeks (failure notice will be incorporated with progress reports). Parent portal is accessible to all Gallistel families for frequent grade and assignment checks. Ms. Reynolds has been training parents on the use of parent portal.

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

Teachers will be available for conference each day before school and every day after school. Teacher and parents must agree on the date and time. Teachers can also meet with parents during their prep period. The Principal and Assistant Principal are available for conferences daily with advance notification. When meeting with administration, a conference appointment is best.

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

Parents are encouraged and welcomed to volunteer in classrooms, go on field trips, and participate in a variety of schoolwide activities. Parents are asked to support teachers by working with students in small groups under the direction of the teacher. Parents who wish to volunteer must complete the volunteer information form and have a tuberculosis test. Parents are always encouraged to volunteer and work on the Parent Patrol before and after school.

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

The staff at Gallistel will provide parents with various workshops throughout the school year. Parents can assist in their child's learning by attending the 3 NCLB Parent Workshops on how to succeed with the new Common Core State Standards, the PARCC exam, and building study habits. It is stressed in all communication with parents (and students) the importance of completing homework, coming to school daily and on time, attending the tutoring and before/afterschool/Saturday classes regularly. We encourage parents to support the school functions and make sure they use the strategies taught in the workshops at home with their child. Electronic communication is more regularly used and allows parents to access information more readily.

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

Parents are encouraged to come and participate in Parent Advisory Council (PAC), which meets monthly at Gallistel. Also parents complete various surveys about the school and the curriculum. Parents have been encouraged to complete the "Five Essentials Survey." The staff and administration reviews surveys, feedback reports and use the data when planning programs, curriculum at the school.

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

The parent, teacher, administration will be signing a contract in the new Student Agenda handbooks. In this contract everyone states their responsibility for improved student academic achievement. This contract also includes attendance, homework policy, coming to class prepared, attitude/behavior and completing classwork. Students with good attendance participate in perfect/good attendance activities provide by the school, network and district. Students on the Honor Roll receive schoolwide recognition and participate in the quarterly Honor Roll activities. Gallistel is continuing its PBIS program. In this program all students participate in activities promoting good behavior in and around the school. Students will be working toward being respectful, being responsible and being safe...tenets of our PBIS program. We have seen an increase in appropriate behaviors and a more appropriate academic climate- academic achievement being the focus.

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 total allocated funding for Gallistel Language Academy will be utilized for activities and training intended to support our parents with increasing their children's academic achievement. The workshops will focus on the following topics but will not be limited to these topics:

- *Improving student comprehension and vocabulary development
- *Identifying, responding, and preventing bullying
- *Having difficult conversations with adolescents
- *Preparing your students for PARCC
- *How to help your children become organized
- *Dealing with defiance

These topics will be covered each month at the monthly PAC meetings and will be presented by various speakers. The workshops occur at 8:15 a.m. on the first Tuesday of each month.

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.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 822 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1298 .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)	\$ 3000 .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 Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 400 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 200 .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount .00

