John W Garvy Elementary School (/school-plans/172) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Angela Lopez	ILT Chair/1st Grade Teacher	amlopez3@aol.com	Has access
Cathy O'Brien	ILT Member/1st Grade Teacher	cmobrien@cps.edu	Has access
Maria Shehab	ILT Member/ 4th Grade Teacher	mashehab@cps.edu	Has access
Renee McCain	ILT Member/ 7th Grade Teacher/ESL	rmccain1@cps.edu	Has access
Wojtek Jablonski	ILT Member/ 8th Grade Teacher/Algebra	wjablonski@cps.edu	Has access
Kent Joseph	ILT Member/Drama Teacher	kljoseph@cps.edu	Has access
Anna Ress	ILT Member/5th Grade Teacher/LSC Member	amress@cps.edu	Has access
Carol Navarro	ILT Member/ 3rd Grade Teacher/Bilingual	cjnavarro@cps.edu	Has access
Karen Martin	ILT Member/ 4th Grade Teacher	kmartin1@cps.edu	Has access
Heather Chron	Assistant Principal	HAChron@cps.edu	Has access
Bester Stephanie	Resident Principal	snelson1@cps.edu	Has access
McGlade Julie	Principal	jamcglade@cps.edu	Has access
Estrada Krissy	LSC Chair	krissyestradalsc@gmail.com	No Access
Anna Olech		alkolanczyk-olech@cps.edu	No Access

Team meetings

Date	Participants	Topic

01/20/2016	ILT Team and Administration	Introduction to CIWP Planning Process
03/30/2016	ILT Team and Administration	Provide Evidence and Rate School Excellence Framework
02/10/2016	ILT Team and Administration	Provide Evidence and Rate School Excellence Framework
02/17/2016	ILT Team and Administration	Provide Evidence and Rate School Excellence Framework
01/26/2016	All teachers	Understand Components of School Excellence Framework and providence to support School Excellence Framework Rating
04/12/2016	LSC Members	Gallery Walk providing feedback on Strategies for Areas of Focus
04/12/2016	All Faculty- Week of 4/11-4/15/16	Gallery Walk providing feedback on Strategies for Areas of Focus
04/04/2016	All Teachers- Week of 4/4-4/7/16	Create strategies aligned with Theory of Action template.
04/27/2016	ILT Team and Administration	Rationale for Goal Setting

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

> The My Voice, My School Survey indicates that we have a strong collaborative culture. The Instructional Leadership Team (ILT) continues to synthesize data and grade level team information to provide support and direction for the Continuous Improvement Work Plan. There is a collective responsibility among team members to provide feedback to school staff derived from Professional Development provided by the network (CPS) and University Partners. Teachers in long term planning committees (listed below) provide instruction at weekly Prep with the Principal Grade Level Team meetings analyzing data, engaging and developing Units by Design (UbD) using the Common Core State Standards (CCSS), incorporating social emotional learning, fostering a positive culture and climate, and promoting college and career readiness.
> All school teams work independently of one another and are assigned to long term planning committees to execute CIWP goals. Committees include Instructional Leadership Team (ILT), Multi-Tiered Systems of Support (MTSS), Positive Behavior Intervention & Supports (PBIS), Behavioral Health Team (BHT), Student Ambassador Programs (FOR/Student Council), and Health and Wellness. There are several teacher teams organized with Principal support to establish grants and outside assistance from neighborhood stakeholders.
> All staff members are engaged in goal setting sessions focusing on needs of all students, including the subgroups ELL and Diverse Learners. based on data to set realistic and timely goals for student growth. Reflective conversations occur regularly to measure progress towards growth targets by responding and adjusting instruction when data shows a need for intervention or enrichment with targeted instruction strategies.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.

- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
    - Build shared leadership structures and opportunities for job-embedded leadership training and development.
    - Capitalize on the leadership skills of others.
    - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> The Instructional Leadership Team provides and analyzes data for all stakeholders: Administration, LSC, and Staff. Data includes attendance-monthly and yearly percentiles, focusing on students below 95%, data from standardized assessments for all students, and code of conduct infractions. Data is disseminated and presented at weekly Prep with the Principal Grade Level Team meetings for grade-level teams to develop actionable items and plan for implementation. The ILT members present mini-workshops at staff professional development as well as scaffold what they learned at professional development workshops. Positive outcomes include above average student growth and well above student attainment in both reading and math, ranking the school as a Level 1+ school.
>
> The ILT introduced a qualitative protocol to examine the alignment of teacher created UbD plans. The long term goal established by the team was to ensure cohesiveness with standards, essential questions, and assessments. Based on ILT's protocol, teachers reflect on purpose of activities and effectiveness of lesson objectives with administration and grade level teams. Alignment and implementation of the CCSS/NGSS is a continued work in progress, making formative and summative assessments within instruction an area of focus. A challenge exists for the ILT to meet more than once a month hindering the capacity for the ILT to continue and follow-up with colleagues on work presented to grade-level teams.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   **3**   4

Teachers, Administrators and Paraprofessionals attend Social Emotional Learning and Restorative Practice Professional Development throughout the school year. Teachers continuously attend conferences and seek professional development for specific learning opportunities regarding their area of expertise.

Teachers utilize Google Drive to collaborate and communicate regarding planning, instructional support/ documentation of student successes, gaps in our educational programs, and trends in the learning environments. Administration provides structured agendas aligned to the CIWP. There are several National Board Certified teachers on staff and the New Leaders Program provides an opportunity for our staff members who are aspiring to become future school leaders. To address our growing ELL population, the majority of our teachers are ESL endorsed. Additional Professional Learning Communities focused on: implementation of our school wide PBIS (Positive Behavioral Intervention Support) and CHAMPS, Co-teaching models supporting Diverse and ELL learners, Chicago P-12 Math Collaborative, and the Network 1 Reading Teacher leaders.

An area of growth is the continuous need for peer coaching, informal classroom observations and vertical alignment.

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

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

Aligned Resources:

Score

1 2 3 **4**

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.

> We have a myriad of resources aligned to support the full-school day and the CIWP priorities. Teachers are assigned to positions based on endorsements and certifications, such as middle school math and ESL endorsements. Related Service Providers are effectively utilized in the general education classroom as they provide SEL support for students through the use of sensory integration tools and various Social Emotional Learning curriculums. Kindergarten is participating in the Stretch-n-Grow Program to promote health awareness. As technology plays an integral role in today's 21st century, we strive to increase Chromebooks so that each child may have opportunities for research. A partnership was established with the International Children's Media Center, a program geared to educate students in how they react to media. Teachers attended professional development to better understand how children are influenced by electronic media. In addition, we have partnerships with Hubbard Street Dance Company, CircEsteem, Staley the Bear, and DARE. All of these programs help to promote a healthy lifestyle and making positive life choices. Grants are awarded to supplement our budget and the PTA and Adopt-A-Classroom Community provide critical funding to enhance curriculum and programs.
>
> We continue to value the high retention rate. An area of growth is the teacher input for hiring.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.

- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

---

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

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.

1   2   **3**   4

Garvy School is rated a 1+ School with Far Above Average Attainment and Above Average Growth on NWEA. The Five Essentials Survey indicates Very Strong Ambitious Instruction, Strong Effective Leadership, and Strong Collaborative Teachers. English and Language Arts teachers use a variety of materials for instruction such as novels, non-fiction periodicals (i.e., Scholastic, ReadWorks), leveled readers and Teacher Created Materials. Grade levels use similar instructional practices such as Daily 5 and ThinkCerca for English Language Arts. ThinkCerca supplements the reading program and enables teachers to differentiate instruction, use close reading and argumentative writing lessons. Teachers group students by ability, using NWEA RIT Score Data and/or DIBELS Reading Levels, and have stations for word work, writing, comprehension and student conferencing. Teachers progress monitor regularly to measure student growth and adjust instruction. Students in Kindergarten through third grade use the Words their Way curriculum as a spelling, phonics and vocabulary method to meet individual student needs. Fourth through Eighth grade uses a word study program teaching children how to decipher word meanings from Greek and Latin roots. Go Math curriculum is implemented in Kindergarten through fifth grade; Connected math is used in the sixth through eighth grades. Several grade levels are using BUILD, which is a program that mirrors the Daily 5 structure. Teachers use the BUILD method by taking NWEA data to group students by ability and tailor instruction to fill gaps and enrich content for students at different levels. Eighth graders are enrolled in Algebra I, preparing for high school placement based on results from the end-of-year exam. Kahn Academy, Front Row, Raz-Kids, Xtra Math are some of the online programs that supplement the curriculum for intervention and enrichment. Several teachers of mathematics participate in the Math Professional Learning Communities to develop and support instruction.

School-wide, teachers create high-quality interdisciplinary units using the Unit by Design model. Planning is a collaborative effort between the general education, special education, bilingual, and ancillary teachers. We have begun meeting in content area teacher teams to establish a scope and sequence vertically for instruction and an alignment of resources using Common Core State Standards to guide this process.

A need for a Writing curriculum scope and sequence Kindergarten through eighth grade continues to be a focus. Vertical alignment of resources and instruction is a goal to have completed within the next two years of this Continuous Improvement Work Plan (CIWP). Science teachers have integrated the Next Generation Science Standards, an area that continues to be an area of development.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Instructional Materials:

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

Score

1 2 3 **4**

Our parent groups, the PTA and Adopt-A-Classroom, play an integral role in providing materials and funding for classroom instruction. All classrooms are equipped with the latest technology. Teachers and students have access to star boards, Chromebooks, Laptops, IPADS and/or Nooks. All science, special education and primary classrooms have a Document Camera to use for demonstration and modeling. Third through eighth grade have at least one set of 30 Chromebooks for student use. Students in Kindergarten use iPads and 1st and 2nd grade have laptops for every two students. There are NEOs (word processing keyboards) in primary and specials classrooms for writing, too. Novel sets are available for all grade levels and there is a book resource room containing multiple genres of leveled readers, both fiction and nonfiction. The school and classroom libraries are well-organized with a wide variety of genres and reading levels suitable for the students. Our school fee covers the cost of supplemental materials and consumables used in the classrooms: Scholastic, workbooks, Constitution Book, etc. Primary students use Words their Way word sorts and books for vocabulary and phonics instruction. Students have a math book and workbook in Kindergarten through 8th grade. Students use dissection tools in the science lab in 8th grade and all students use the FOSS Science curriculum, which is a hands-on science curriculum. Funds are also allocated for the ancillary teachers to purchase art supplies, drama plays, instruments, puppets, and PE equipment. The computer lab is available for students with weekly scheduled classes. There are 35 desktops and printers to accommodate the students.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1   2   3   **4**

Our science curriculum is aligned to the Next Generation Science Standards with a strong focus on STEM. The upper grades have implemented STEM within their Science curriculum, along with K-4 classes as well. Science teachers are interested in seeing the program expand even more to the primary grades to create more vertical alignment in the Science curriculum. Guided Math instruction such as BUILD is becoming more commonplace at Garvy due to the differentiated tasks based on NWEA data. MARS tasks include class activities and assessments progressively challenge each individual student based on their ability level. Problem of the month is also used in math classes demonstrating application of math concepts, promoting critical thinking skills. Math talks promote mental math practice, shared strategies, and critique reasoning of others. Math talks are essential aspects in the classroom encouraging students to think about their thinking. K-5 math classes are utilizing GoMath! which involves student tasks that are aligned to the Common Core Standards and Mathematical Practices. In Reading, teachers are utilizing complex texts and focusing on using text evidence accurately. Teachers are implementing close reading strategies, cross-curricular leveled texts, and culturally relevant texts to meet the needs and interests of individual learners. Students are engaged in reading activities that embed writing skills throughout grade levels and are exposed to fiction and nonfiction texts. Strong emphasis on word structure in LA across grade levels. Greek and Latin roots to develop vocabulary. In various grade levels, students engage in wax museum, history fair, reading fair, spelling bee, geography bee, drama, and the arts.
Teachers would like to conduct peer observations to see these practices in place to enhance the quality of teaching.

Guide for Rigorous Student Tasks

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

and engage in critique and revision.
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

The 8th grade students participate in a research-based curriculum, Pathways to Success Program, helping students identify pathways connecting their future goals to current effort in school and develop the self-regulatory strategies to succeed and prevent failure. Our Instructional Leadership Team focuses on ensuring students are college/career ready. They implemented College Craze Days, encouraging students and staff to promote college awareness by wearing college attire. Starting in Kindergarten continuing through 8th grade, students are given their future college graduation date printed on a laminated sign. This Class of sign follows them to their 8th grade graduation. College vocabulary/jargon bulletin board, managed by our PE teacher, promotes career readiness. 7th & 8th graders and parents are invited to participate in the Northwest side college fair, usually at Onahan. Local private and public high schools present high school information and program options to the 8th graders. Eighth grade students have access to the Algebra program, providing them the opportunity to enroll for advanced courses in high school. Our Health and Wellness Team plans numerous activities to promote a healthy lifestyle. Students participate in Staley Da Bear Fitness Challenge, Jump Rope for Heart, Mile Run Challenge and the Toews Challenge. The DARE program, instructed by a law enforcement officer, in 5th grade is preparing students for a drug-free future and the Student Council plans school wide participation for Red Ribbon Week. Girls on the Run and Heart and Sole, grades 3-8, promotes positive choices, self-image, self-esteem, healthy choices, character, values, dignity. The CircEsteem grant for grade 5 promotes building self-esteem, challenging themselves, learning from their peers, and taking risks in a safe environment. Students are engaged in activities that promote teamwork, reflection, trust and communication. Extra curricular activities, team sports, and clubs provide students with opportunities to build teamwork, develop positive and effective work habits, create drive motivation, and persistence. Students athletes and club members are learning how to balance their academics, time management and organizational skills.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   3   **4**

Teachers are well-versed in the development and planning of instruction for student understanding, mastery, and application of Common Core Standards. They use the Understanding by Design framework to clarify learning goals and craft effective and engaging learning activities and design assessment aligned to learning standards. To activate student learning, teachers create high interest lessons, use hands on learning activities, scaffold their instruction, and utilize flexible groupings. Teachers use CCSS aligned instructional programs and online platforms that are differentiated and tailored to individual student RIT score/reading or math levels.

Teachers monitor the effect of teaching on student learning and integrate formative assessment into instruction. MTSS time is structured into each grade level schedule to address student enrichment and interventions. Our MTSS Coordinator has a scheduled time with each grade level, in addition to MTSS being scheduled into the full school day. Teachers give needs assessments and pre/post assessments to gauge student understanding and determine instructional levels and groupings. When the need for academic intervention is apparent, instruction is adjusted to support individual student misunderstandings or instructional needs are successfully accommodated.

To deepen student understanding, teachers differentiate their instruction by using flexible grouping, Think- Pair-Share, Daily 5, Turn & Talk, Math Talks, Problems of the Month, 3 Reads, NEWSELA, ThinkCerca, Close Reads, and Socratic Seminar. Beginning in second grade, teachers work in a departmentalized setting, and have become experts in their content area. In addition, students in grades 7 and 8 are offered an Accelerated Program with the ultimate goal of being prepared for higher-learning opportunities in high school.

Teachers use a variety of ways to communicate with students, parents, and the community, including weekly/monthly newsletters, the Garvy website to share important dates and school news, Google Classroom for upcoming class activities and homework assignments, as well as Class Dojo for updating parents about student behavioral concerns. Other programs such as Remind101, Edmodo, and Socrative are used for completing assignments, student exit slips, homework reminders, and quizzes.

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

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

Multi-Tiered System of Support:

Score

1   2   3   **4**

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.

Teachers provide the students with daily core instruction with support in SEL at every grade level.
A school wide behavior system called PBIS is implemented and provides every student with positive feedback and celebrations. All students receive weekly Tier 1 instruction based on the Second Step lessons. Teachers have been trained in implementing CHAMPS, a research-based classroom management system. Primary and intermediate teachers instruct literacy using the Daily 5 model. Students data is used to tier for individual reading levels using DIBELS/TRC. Primary and intermediate students are assessed using the Words Their Way spelling inventory to determine their learning path for vocabulary and spelling development.

Children identified needing Tier 2-3 interventions are supported with multiple accommodations, including check-in/check-out, SS Grin, and Anger Coping. These programs enable students to take responsibility for their behaviors throughout the school day. Special education teachers have been trained and implement a reading program, called, Orton Gillingham, for intensive reading support to non-readers. Tier 2 students are assigned to RIT groups to create BUILD groups, use the Front Row program and Versatiles, which all support Math. Literacy has a MTSS support group that meets weekly to help reinforce the classroom teacher with the tiered 2 and 3 level students. Razkids, Easy CBM, Read Naturally, and "My Sidewalks" are tiered interventions to assist the students in meeting their individual goals in phonics, grammar, and reading. The MTSS coordinator meets with students needing support and/or interventions on a weekly basis.

The Behavioral Health Team, comprised of the Assistant Principal, Resident Principal, Counselor, and Social Worker, meet weekly to discuss individual student needs, teacher referrals, and review previous student interventions.

Guide for Multi-Tiered System of Support

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

Elementary School Promotion Policy (Board Report 09-1028-PO2).
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

1 2 3 **4**

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.

> Teachers create UbD units and lessons to focus on long-term instructional plans that include formative and summative assessments. During grade level meetings, teachers collaborate to create a variety of common assessments that are equitable and consistent, providing an accurate picture of the learner. Grading practices and grade weights are uniform within and across grade-level/ content areas.
>
> Teachers use a variety of assessments in the classroom to collect evidence of student learning, such as class discussions, exit slips, learning response logs, graphic organizers, peer and self assessments, student presentations, Think-Pair-Share, and teacher/student conferences. Portfolios and pre/post exams are used to get a complete picture of the student's understanding of the curriculum. Special education teachers use a variety of assessment practices to measure student growth toward IEP goals. DIBELS/TRC is used to progress monitor students in the primary grades three times a year to evaluate growth and help guide instruction. Winter NWEA results guide instructional practices and enable teachers to plan accordingly for student growth toward meeting/exceeding growth targets.
>
> Technology-based programs, such as Front row, Accelerated Reader, Khan Academy and RazKids provides students with leveled practice based on student ability and gives students immediate feedback on their performance, promoting student ownership of their learning. Parents and students have access to each of these educational sites, to monitor progress. A majority of parents have created Parent Portal accounts to monitor child's academic standings and progress.

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score

1   2   **3**   4

According to data from the Five Essentials survey, Garvy embodies a strong and supportive learning environment. The teachers have high expectations for all students, including those in our targeted subgroups. Through consistent goal setting and comprehensive curriculum, a mindset of college and career readiness is emphasized. There are several student-centered programs, including: Red Ribbon Week, Honor Roll, Perfect Attendance Recognition, and middle school test preparation course instructed by an outside community partner. Second Step, a research-based social emotional curriculum, is included across all grade levels to promote student achievement, improve peer interactions and promote self understanding. Umoja lessons are utilized for skill building sessions and In-School Suspensions, instead of punitive practices for Student Code of Conduct violations. Teachers at every grade level are CHAMPS trained and PBIS team members have been trained in Restorative Practices to be point persons at their grade levels. Teachers stress the importance of goal setting for NWEA student achievement and attainment at the beginning and middle of the year. In addition, teachers in the primary grades progress monitor using DIBELS and TRC data to achieve individual student learning targets. Teachers conference with students individually and regroup throughout the school year based on pre and post test data, as well as district wide assessments and progress monitoring data. Math talks and Mars tasks are used in math classes across all grade levels to have students share their thoughts, extend their thinking, and commit to understanding real world application of math skills at higher learning levels. Overall, teachers hold very high expectations for students and the majority of our students gain understanding and promote positive behaviors throughout the school year.

Strategies for student ownership, the safe struggle to fail and persevere,and a higher order thinking are still areas to be improved upon.

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

1 2 **3** 4

students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

The 5 Essentials survey indicates a strong sense of teacher collaboration. Teachers have a deep sense of pride for their work and the classroom environment. Teacher to teacher trust is built through team building activities such as Family Feud and icebreakers. Teacher teams collaborate to plan Units by Design together and share concerns and celebrations with administration at weekly principal led grade level team meetings. Administration and counselor lead restorative practices, including peace circles, for students to restore relationships and learn alternative ways of handling difficult situations.Tier 2 students are referred through the Behavioral Health Team and given interventions such as Check-In/Check-Out with adult mentors to build teacher and student relationships. School-wide, teachers in all areas (general ed, DL, ELL, ancillary) advocate for students; nearly all go beyond what is required. Teachers in the building serve as peer mentors, especially at the grade level teams, for help with decision making, planning, board initiatives and compliance measures. The inclusion model is helping with build positive relationships, acceptance, and empathy between student to student and student to teacher within the classroom. Structured, research-based lessons are targeted at the 7th grade level to alleviate inappropriate social interactions and bullying. Student Council and FOR Club students learn about and serve the community in which they live. Students and families participate in programs such as peer mentoring, Girls on the Run/Heart and Sole, Feed My Starving Children, Multicultural Reading Night and Bilingual Parent Advisory Committee.

Unstructured times continue to be an area that needs monitoring, as well as respect for diversity and individual differences among students in middle and upper grades. Co-teaching is still a work in progress, with formal requirements of a job description still needed.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 **4**

Staff members and parent volunteers host a plethora of extracurricular activities that engage and connect the students to our school community. The programs focus on the academic and social development of our students and are offered for students school-wide. Team sports are offered to boys and girls in the intermediate and upper grades which include soccer, volleyball, cross-country, basketball, cheerleading, and softball. Our sports teams focus on teaching students the importance of being a member of a team and foster healthy competition. Student Council, Friends of Rachel Club, Feed my Starving Children, the Bulldog Bazaar, and PBIS all school events are opportunities for students to participate in clubs and events which promotes civic engagement and a sense of community. The drama club produces two productions a year and has a cast of self-directed students responsible for composing, acting, directing, and managing the stage. Our garden club members help maintain our award-winning garden which serves as an outdoor classroom and meeting space for the community. Outside agencies are contracted to provide students with tuition-based instruction in band (Band-for-Today), art (Young Rembrandt) , high-school prep (Chicago Test Prep) , and character building (Good News Club).

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	✓ 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**

> To ensure the highest level of safety, there is a school-wide behavior structure inherent in our PBIS matrix. School-wide PBIS behavior expectations also keep safety and order in and out of the classrooms; PAWS stands for P-Practice Respect, A-Achieve, W-Willing to Work and S-Safe and Security. ELSA (Evacuation, Lockdown, Shelter In Place and All Clear) signs are posted and distributed to all staff, ensuring compliance with emergency procedures. The Emergency Management Team/Plan is established at the beginning of every school year and entered into the Federal site. All safety and evacuation drills and routes are practiced annually in accordance with policy and posted in the classrooms; teachers use clipboards to report student accuracy when drills are conducted. Teachers are made aware of students with allergies and medical issues within the building. Emergency sheets are collected from families twice throughout the school year and a monthly newsletter and blast out reminders (i.e., phone calls, emails) for student safety are communicated. There are security cameras positioned throughout the building and at all entrances. Sprinkler system is throughout the building addition. There is a security guard posted at the main door with check-in and visitor passes requirements. For arrival, Kiss-N-Go is in place for student drop off with an efficient and orderly system established as well as a High-five system at dismissal in the primary grades. Primary students are escorted to office and parents are contacted when students are not picked up at dismissal. The assistant principal reports safety and security concerns to Local School Council monthly providing data on student infractions and violations of the Student Code of Conduct.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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**

As a Social Emotional Learning (SEL) Exemplary School, Garvy follows the Student Code of Conduct and aligns the school's discipline program with Chicago Public School's restorative philosophy. Garvy school's discipline approach is restorative rather than punitive, and a Tier 1 school-wide Positive Behavior Intervention and Support (PBIS) system is well established since 2012-2013. Garvy has a Behavioral Health Team (BHT), established in 2014-2015, comprised of several key stakeholders, including related service providers and administration. The BHT oversees restorative practices and discipline throughout the school with the help of the PBIS team. PBIS Tier 1 whole school incentives are an approach to promote and reinforce school wide expectations; incentives include: classroom links, student tickets and school wide assemblies. Students attend a weekly "Fun Friday" session to acknowledge positive choice making and there is a Bulldog Bazaar that students use incentive tickets earned throughout the year to purchase items. Students who do not follow the stated PBIS school-wide expectations are placed on a progressive pyramid that allows for parent communication and skill building sessions in place of Fun Friday. Students who violate the Student Code of Conduct (SCC) multiple times are placed on a pyramid and attend Restorative Conferences with the school counselor or administration to correct the undesired behavior and repair social and emotional damage caused.Tier 2 restorative practices in place include: Peace Circles, Check-In Check-Out, Restorative Conferences, Social Work for Diverse Learners, Counseling for General Education Students, SSGRIN (Social Skills Groups for Primary grades), and other Tier 2 Intervention groups. Parents are included in the discipline/restorative process and frequently communicated with regarding policy and student behavior.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's

1   2   3   **4**

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.

The Five Essentials Survey indicates positive partnerships in the areas of Involved Families (very strong) and School Community (strong). We have very active parent groups including: Garvy PTA, Bilingual Advisory Council, Adopt-A-Classroom, and LSC. At the beginning of the school year, parents are invited to attend a Meet and Greet with teachers to properly kick-off the school year as well as attend a Curriculum Night/Open House to address the curriculum goals for the school year. The PTA also hosts a Back-To-School Movie Night. As the school year continues, there are several events planned to engage the community: Barnes and Nobles Reading Night, Fall Fest, Math/Science Night, Tunes on the Turf, and the Annual Fundraising Auction. Parents are actively engaged as volunteers for school sponsored events: Fall Fest, Walk-A-Thon, Holiday Happenings, Auction, Classroom Field trips, Room Parents, Kiss-N-Go, and Field Day. Demonstrating the strong commitment to school collaboration, approximately 200 families and staff members are members of the PTA. Parents also contribute financially through the Adopt-A-Classroom Teacher Wish List Program, and PTA sponsored fundraisers. Both organizations supplement the school budget contributing to access of technology, school assemblies, beautification projects, and classroom supplies and materials. The school and parents engage in on-going communication through the use of emails, Class Dojo, Classroom Newsletters, Social Media platforms (Twitter and Facebook), regularly scheduled conferences and annual IEP meetings. Majority of parents successfully have access to Parent Portal to monitor their child's academic progress. Both of the school office clerks are bilingual, fluent in the languages of Polish and Spanish to accommodate our diverse population. The school website is maintained regularly and provides updates on school activities and announcements. Parents receive notifications via email blasts and Blackboard Robo-calls. A monthly family newsletter published by the administration is sent home with students and it also available electronically keeping parents abreast of school news and activities.

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

School Excellence Framework Priorities

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

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

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
To ensure student growth and attainment.	87.00	86.00	88.00	90.00
National School Growth Percentile - Math				
To ensure student growth and attainment.	61.00	80.00	85.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms				
To ensure student growth and attainment.	56.60	(Blank)	59.00	60.00
African-American Growth Percentile - Reading				
DNA	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
To ensure student growth and attainment.	73.00	73.00	75.00	80.00
English Learner Growth Percentile - Reading				
To ensure student growth and attainment.	(Blank)	71.00	74.00	80.00
Diverse Learner Growth Percentile - Reading				
To ensure student growth and attainment.	43.00	17.00	20.00	30.00
African-American Growth Percentile - Math				
DNA	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
To ensure student growth and attainment.	52.00	76.00	80.00	90.00
English Learner Growth Percentile - Math				
To ensure student growth and attainment.	(Blank)	91.00	92.00	93.00
Diverse Learner Growth Percentile - Math				
To ensure student growth and attainment.	10.00	42.00	50.00	60.00
National School Attainment Percentile - Reading (Grades 3-8)				
To ensure student growth and attainment.	88.00	91.00	92.00	95.00
National School Attainment Percentile - Math (Grades 3-8)				

| To ensure student growth and attainment. | 85.00 | 93.00 | 94.00 | 95.00 |

National School Attainment Percentile - Reading (Grade 2)

| To ensure student growth and attainment. | 95.00 | 95.00 | 96.00 | 97.00 |

National School Attainment Percentile - Math (Grade 2)

| To ensure student growth and attainment. | 95.00 | 95.00 | 96.00 | 97.00 |

% of Students Making Sufficient Annual Progress on ACCESS

| To ensure student growth and attainment. | 46.30 | 40.00 | 45.00 | 50.00 |

Average Daily Attendance Rate

| Students receiving instruction delivered by the classroom teacher. | 96.10 | 95.70 | 95.80 | 96.00 |

My Voice, My School 5 Essentials Survey

| Continue practices, programs, and learning opportunities which designate Garvy as a Well-Organized School. | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
develop a balanced, vertically aligned literacy program through unit planning	cohesive reading/writing instruction and assessments aligned to the Common Core Standards	continued growth and attainment evidence by PARCC, NWEA, and/or TRC data.

Tags: Area(s) of focus:
Literacy, Balanced literacy, Common core state standards, Backwards design, Attainment   1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Identify anchor texts (per unit/quarter) in each grade level to guide curriculum planning and eliminate gaps in instruction and repetition of same skills.	ILT	Aug 29, 2016 to Jun 20, 2017	Literacy Scope and Sequence	Not started

Curriculum, Vertical articulation, Mentor texts

| Participate in data-driven instructional rounds to determine and fully implement effective strategies used to teach standards and assess students. | ILT | Aug 29, 2016 to Jun 20, 2017 | CPS Framework for Teaching Rubric | Not started |

Assessments, Instructional strategy, Peer observation, Collaborative teachers
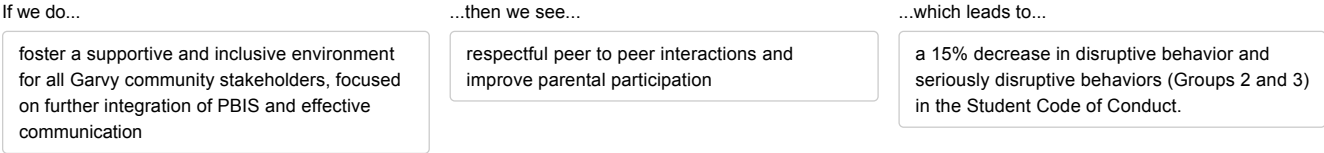
Reinstate the use of a structured writing program to guide our writing curriculum decisions.	Literacy Teachers	Aug 29, 2016 to Jun 20, 2017	Writing Curriculum Scope and Sequence	Not started

Writing, Workshop model

Develop a standards-based scope and sequence to identify content mastery at a specific grade level and across grade levels.	Literacy Teachers	Aug 29, 2016 to Jun 30, 2017	Units By Design	On-Track

Ngss, Vertical articulation, Scope and sequence, Horizontal articulation, Common core state standards

Strategy 2

If we do...	...then we see...	...which leads to...
foster a supportive and inclusive environment for all Garvy community stakeholders, focused on further integration of PBIS and effective communication	respectful peer to peer interactions and improve parental participation	a 15% decrease in disruptive behavior and seriously disruptive behaviors (Groups 2 and 3) in the Student Code of Conduct.

Tags:
Pbis, Parental involvement, Community partnerships

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create parent university workshops to educate parents on specific programs and strategies used at our school.	PBIS Committee Administration ILT Resource Service Providers	Sep 12, 2016 to Jun 2, 2017	Parent Surveys 5 Essentials Survey	Completed

Family and Community Engagement, Parental involvement, Communication, School climate pbis

Further develop our school community by creating opportunities for students to have positive interactions with peers and students across other grade levels, i.e. buddy system, students monitors, fun friday team building, and tutoring sessions.	PBIS Committee All Staff Student Council Friends of Rachel	Sep 6, 2016 to Jun 20, 2017	PBIS Committee	On-Track

Teacher Teams/Collaboration, School climate pbis

Implement social emotional multi-tiered systems of support and effective strategies for students' social, emotional and behavioral development.	PBIS Committee Behavior Health Team Counselor All Staff	Jun 29, 2016 to Jun 29, 2018	Student Infraction Data 5 Essentials Survey	On-Track

Climate and Culture, Restorative approaches, Multi-tiered support systems, Behavioral health team

Continue to incorporate social-emotional learning in the classroom using Second-Step research-based curriculum.	Teachers Counselor Social Worker	Jun 29, 2016 to Jun 29, 2018	Classroom Observations Gradebook	On-Track

Social emotional, Second step

Celebrate and publicly share the accomplishments and positive interactions of the Garvy Community	PBIS Committee Administration Web Master	May 9, 2016 to Jun 29, 2018	5 Essentials Survey	On-Track

School climate pbis

Strategy 3

If we do...	...then we see...	...which leads to...
continue to grow our professional learning communities	teachers engaged in inquiry-based collegial coaching and learning, and co-planning (UbD)	improved teacher practice based on the CPS Framework for Learning and Growth on NWEA.

Tags:
Instructional practices, Professional development, Reach, Plc, Peer observation

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Identify a logic model for problem solving to address gaps in instructional areas.	ILT	May 25, 2016 to Jun 20, 2016	List of Priorities for instructional areas of need.	Not started

Problem solving process, Instruction priorities

Revise Flex Day schedule to allow more frequent meetings for vertical planning.	Administration	May 9, 2016 to Jun 3, 2016	Agendas from Professional Development	On-Track

Scheduling, Vertical alignment, Teacher collaboration

Create and engage teachers and staff to effectively build systems to improve professional capacity by providing ongoing support and opportunities for peer reflection and feedback.	PLC ILT Administration Network ISL.	Jun 29, 2016 to Jun 29, 2018	PLC Agendas UbDs Data from rounds	On-Track

Feedback, Teacher-teacher trust & support, Teacher capacity

Develop cycles of learning focused on: Co-Teaching/Co-Planning, Units By Design, Math Practices, Literacy, STEM/STEAM, and Social Emotional Learning.	ILT Grade level Teachers Counselor	Aug 29, 2016 to Jun 23, 2017	PLC Agendas Unit Plans Formal and Informal Observations from Admin/Peers	On-Track

SEL, Cycles of professional learning, Ubd, Co teaching

Strategy 4

If we do...	...then we see...	...which leads to...
If we foster an engaging environment that requires intrinsic motivation and perseverance	a culture that encourages and supports transference and application of skills through student inquiry, choice, and reflection	higher student achievement and teachers achieving Distinguished rating for 2b and 3c on the CPS Framework for Learning.

Tags:

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Guide students to experience productive academic struggle and gain stamina through rigorous tasks and text complexity.	ILT All Staff	May 6, 2016 to Jun 29, 2018	Formal and Informal Observations of rigorous tasks: STEM/STEAM, PROBLEM OF THE MONTH, and Close Reading.	On-Track

Rigorous tasks, Stem, Growth mindset, Mars, Close reading

Engage students, staff, and parents in learning focused around growth mindset theory.	ILT Staff Students PTA	Jun 27, 2016 to Jun 29, 2018	Surveys	Not started

Student engagement, Growth mindset

Teachers participate in the evaluation of student work samples and assessment evidence.	ILT Teachers Administration	May 30, 2016 to Jun 29, 2018	Protocol for assessing student work. Gradebook	On-Track

Assessment, Student work

Edit, Revise, and Create high-quality units with a focus on Stage 3 of the UbD, Learning Plan, and transference of acquisition of skills.	Teachers	May 6, 2016 to Jun 30, 2017	Teacher created UbDs. Formal and Informal Observation from Administration.	On-Track

21st century skills, Ubd

Promote an environment that focuses on the inclusion of fine arts, creative arts, technology, and health and wellness to foster integration of the core curriculum.	Essentials Teachers Teachers Scheduler	Sep 6, 2016 to Jun 22, 2018	Interdisciplinary Unit Plans Formal and Informal Observations	On-Track

Student Health & Wellness, Technology stem, 21st century skills, Fine arts, Interdisciplinary units

Teachers will use a research based tool to analyze the complexity of task.	ILT Teachers	Aug 29, 2016 to Jun 29, 2018	Hess Cognitive Rigor Matrix Webb's Depth of Knowledge	On-Track

Academics, Rigorous tasks, Cognitive demand

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Identify anchor texts (per unit/quarter) in each grade level to guide curriculum planning and eliminate gaps in instruction and repetition of same skills. Tags: Literacy, Balanced literacy, Common core state standards, Backwards design, Attainment, Curriculum, Vertical articulation, Mentor texts	ILT	Aug 29, 2016	Jun 20, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Participate in data-driven instructional rounds to determine and fully implement effective strategies used to teach standards and assess students. Tags: Literacy, Balanced literacy, Common core state standards, Backwards design, Attainment, Assessments, Instructional strategy, Peer observation, Collaborative teachers	ILT	Aug 29, 2016	Jun 20, 2017	Not started
✚ Reinstate the use of a structured writing program to guide our writing curriculum decisions. Tags: Literacy, Balanced literacy, Common core state standards, Backwards design, Attainment, Writing, Workshop model	Literacy Teachers	Aug 29, 2016	Jun 20, 2017	Not started
✚ Develop a standards-based scope and sequence to identify content mastery at a specific grade level and across grade levels. Tags: Literacy, Balanced literacy, Common core state standards, Backwards design, Attainment, Ngss, Vertical articulation, Scope and sequence, Horizontal articulation, Common core state standards	Literacy Teachers	Aug 29, 2016	Jun 30, 2017	On-Track
✚ Create parent university workshops to educate parents on specific programs and strategies used at our school. Tags: Pbis, Parental involvement, Community partnerships, Family and Community Engagement, Parental involvement, Communication, School climate pbis	PBIS Committee Administration ILT Resource Service Providers	Sep 12, 2016	Jun 2, 2017	Completed
✚ Further develop our school community by creating opportunities for students to have positive interactions with peers and students across other grade levels, i.e. buddy system, students monitors, fun friday team building, and tutoring sessions. Tags: Pbis, Parental involvement, Community partnerships, Teacher Teams/Collaboration, School climate pbis	PBIS Committee All Staff Student Council Friends of Rachel	Sep 6, 2016	Jun 20, 2017	On-Track
✚ Implement social emotional multi-tiered systems of support and effective strategies for students' social, emotional and behavioral development. Tags: Pbis, Parental involvement, Community partnerships, Climate and Culture, Restorative approaches, Multi-tiered support systems, Behavioral health team	PBIS Committee Behavior Health Team Counselor All Staff	Jun 29, 2016	Jun 29, 2018	On-Track
✚ Continue to incorporate social- emotional learning in the classroom using Second-Step research-based curriculum. Tags: Pbis, Parental involvement, Community partnerships, Social emotional, Second step	Teachers Counselor Social Worker	Jun 29, 2016	Jun 29, 2018	On-Track
✚ Celebrate and publicly share the accomplishments and positive interactions of the Garvy Community Tags: Pbis, Parental involvement, Community partnerships, School climate pbis	PBIS Committee Administration Web Master	May 9, 2016	Jun 29, 2018	On-Track
✚ Identify a logic model for problem solving to address gaps in instructional areas. Tags: Instructional practices, Professional development, Reach, Plc, Peer observation, Problem solving process, Instruction priorities	ILT	May 25, 2016	Jun 20, 2016	Not started
✚ Revise Flex Day schedule to allow more frequent meetings for vertical planning. Tags: Instructional practices, Professional development, Reach, Plc, Peer observation, Scheduling, Vertical alignment, Teacher collaboration	Administration	May 9, 2016	Jun 3, 2016	On-Track
✚ Create and engage teachers and staff to effectively build systems to improve professional capacity by providing ongoing support and opportunities for peer reflection and feedback. Tags: Instructional practices, Professional development, Reach, Plc, Peer observation, Feedback, Teacher-teacher trust & support, Teacher capacity	PLC ILT Administration Network ISL.	Jun 29, 2016	Jun 29, 2018	On-Track
✚ Develop cycles of learning focused on: Co-Teaching/Co-Planning, Units By Design, Math Practices, Literacy, STEM/STEAM, and Social Emotional Learning. Tags: Instructional practices, Professional development, Reach, Plc, Peer observation, SEL, Cycles of professional learning, Ubd, Co teaching	ILT Grade level Teachers Counselor	Aug 29, 2016	Jun 23, 2017	On-Track
✚ Guide students to experience productive academic struggle and gain stamina through rigorous tasks and text complexity. Tags: Motivation, Student engagement, Inquiry based learning, Persistence, Rigorous tasks, Stem, Growth mindset, Mars, Close reading	ILT All Staff	May 6, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Engage students, staff, and parents in learning focused around growth mindset theory. Tags: Motivation, Student engagement, Inquiry based learning, Persistence, Student engagement, Growth mindset	ILT Staff Students PTA	Jun 27, 2016	Jun 29, 2018	Not started
✚ Teachers participate in the evaluation of student work samples and assessment evidence. Tags: Motivation, Student engagement, Inquiry based learning, Persistence, Assessment, Student work	ILT Teachers Administration	May 30, 2016	Jun 29, 2018	On-Track
✚ Edit, Revise, and Create high-quality units with a focus on Stage 3 of the UbD, Learning Plan, and transference of acquisition of skills. Tags: Motivation, Student engagement, Inquiry based learning, Persistence, 21st century skills, Ubd	Teachers	May 6, 2016	Jun 30, 2017	On-Track
✚ Promote an environment that focuses on the inclusion of fine arts, creative arts, technology, and health and wellness to foster integration of the core curriculum. Tags: Motivation, Student engagement, Inquiry based learning, Persistence, Student Health & Wellness, Technology stem, 21st century skills, Fine arts, Interdisciplinary units	Essentials Teachers Teachers Scheduler	Sep 6, 2016	Jun 22, 2018	On-Track
✚ Teachers will use a research based tool to analyze the complexity of task. Tags: Motivation, Student engagement, Inquiry based learning, Persistence, Academics, Rigorous tasks, Cognitive demand	ILT Teachers	Aug 29, 2016	Jun 29, 2018	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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

○ NCLB Schoolwide Program

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

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

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

◉ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> DNA

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

> DNA

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.

> DNA

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.

> DNA

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.

> DNA

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.

> DNA

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.

> DNA

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.

> DNA

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.

> DNA

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.

> DNA

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.

> DNA

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)

> School Does Not Receive NCLB funds

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.)

> DNA

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.

> DNA

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

> DNA

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

> DNA

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.

> DNA

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

> DNA

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

> DNA

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).

> DNA

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.

> DNA

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0 .00

53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	0	.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	0	.00

54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	0	.00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.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.	$	0	.00

53510	**Postage** Must be used for parent involvement programs only.	$	0	.00

53306	**Software** Must be educational and for parent use only.	$	0	.00

55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00