



Virgil Grissom Elementary School (/school-plans/187) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Yanina Nevarez	4th grade teacher	ynevarez@cps.edu	Has access
Natalie Salazar	2nd grade teacher	nsalazar@cps.edu	Has access
Kathleen Pidrak	Special Education Teacher	kmpidrak@cps.edu	Has access
John Di Filippo	PE Teacher	jpgdifiippo@cps.edu	Has access
Marilynn Tyll	Music Teacher/MTTS Coordinator	mmtyll@cps.edu	Has access
Esperanza Baeza	Teacher Aide	esbaeza@cps.edu	Has access
Jessie Barnes	Special Education Teacher	jdbarnes@cps.edu	Has access
Andrea Eichhorn	Assistant Principal	ameichhorn@cps.edu	Has access
Tim Ganczewski	LSC parent member	timgancz@yahoo.com	No Access
Sam Alnemri	LSC parent member, vice-chair	sami13547@sbcglobal.net	No Access
Rachelle Torrejon	LSC parent member	rachelle-torrejon@live.com	No Access
Kim Urbaniak	LSC parent member, chair	joneski76@gmail.com	No Access
Scott Urbaniak	LSC parent member	urbs59@gmail.com	No Access
Rosa Pereira	LSC parent member	RosaPereira@yahoo.com	No Access
Dennis Sweeney	Principal	dmsweeney@cps.edu	Has access
Linda Ralich	LSC community member	lbria@yahoo.com	No Access

Team meetings

Date	Participants	Topic
04/13/2016	Sweeney, Nevarez, Salazar, Pidrak, Di Filippo, Tyll	Goals and Strategies
04/15/2016	Sweeney, Nevarez, Salazar, Baeza, Alnemri, Torrejon, S. Urbaniak, K. Urbaniak, Pereira, Ralich	Framework, Goals and Strategies
04/06/2016	Sweeney, Nevarez, Baeza, Salazar, Pidrak, Di Filippo, Tyll	Framework and Strategies
03/23/2016	Sweeney, Nevarez, Baeza, Salazar, Pidrak, Di Filippo, Barnes, Tyll	Self-evaluation, Framework
03/09/2016	Sweeney, Nevarez, Salazar, Baeza, Alnemri, Torrejon, S. Urbaniak, K. Urbaniak, Pereira	Self-evaluation
02/24/2016	Sweeney, Nevarez, Salazar, Baeza, Pidrak, DiFilippo, Barnes, Tyll	Overview of CIWP template, division of responsibilities
05/03/2016	Sweeney, Nevarez, Salazar, Pidrak, Tyll	Make revisions in plan based on prior discussion, reflection
05/17/2016	Sweeney, Nevarez, Salazar, Pidrak, Tyll, DiFilippo, Gasca	Review entire plan, make revisions, finalize for LSC review
03/16/2016	Sweeney, Nevarez, Salazar, Baeza, Alnemri, Torrijon, S. Urbaniak, K. Urbaniak, Pereira, Ralich, Ganczewski	Initial overview of CIWP framework, discussion of directions for the school
05/18/2016	Sweeney, Nevarez, Salazar, Alnemri, Torrejon, S. Urbaniak, K. Urbaniak, Pereira, Ralich	Presentation of draft CIWP, revision and approval by LSC

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The main idea of Grissom's vision statement is that all students will reach their full potential. To fulfill this ambitious goal, Grissom's staff and administration give high priority to implementing the Common Core State Standards (CCSS), while providing students with the support and resources needed to meet these standards. Such standards are substantially higher than the old state standards, and will help insure that our students are competitive with students in other schools, including schools in other countries. Student progress in meeting these standards is assessed regularly, using instruments such as Compass Learning and NWEA-MAP tests. As a school, we set ambitious schoolwide achievement goals, always setting them higher than what was actually achieved the previous year. Each student is required to set personal achievement goals, with assistance from the teacher and principal. To constantly improve effectiveness, teachers discuss effective strategies at weekly staff meetings and regularly attend professional development sessions.

Guide for Leadership & Collective Responsibility

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

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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At Grissom the ILT and PPLC are one and the same, which means that all members are elected by the faculty and staff. This results in representation across all grades, and inclusion of career service staff on the ILT. The ILT has open meetings where anyone can attend. The ILT has played a key role in developing and implementing all of Grissom's most important initiatives over the past several years, including implementation of Common Core standards; purchase and use of laptops and Chromebooks in instruction; purchase and use of software such as I-Ready, Compass Learning and Read Naturally; integration of the arts with Common Core; initiatives to address the needs of off-track students such as study halls and changes in grading policies; analysis of test data with recommended actions, including the implementation of data driven instruction; and development of the CIWP and budget. The ILT includes action plans at the end of each meeting with responsibilities assigned to specific personnel. It should also be noted that the ILT participates in staff hiring through the interview process.

The ILT analyzes NWEA data after each testing and makes recommendations based on the results. However, the ILT needs to commit itself to more effective data analysis in two respects. First, the ILT needs to review teachers' five-week analyses of Compass data and monitor for follow-up actions by reviewing lesson plans and principal observation reports, and by participating in walk-throughs with the principal. Second, in reference to this latter strategy, selected ILT and non-ILT members should participate in principal walk-throughs to provide added insights into the teaching process, and assist the principal in helping faculty improve their effectiveness.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

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Teacher leaders in reading and math have been appointed from each grade level cluster to attend quarterly professional development sessions provided by Network 13. These teacher leaders are given time to present what they learned to their colleagues at grade level meetings. Internally, Grissom's primary initiative has been data-driven instruction. A copy of the book, "Driven by Data", was purchased for all faculty, with chapters read and presented by staff, first at ILT meetings, then for all faculty at professional development sessions. Implementation has been gradual, but has progressed to the point where monthly performance management sessions are held in which teachers analyze data from Compass tests, and use an analysis tool to designate areas where students are strong and weak, and schedule re-engagement activities for specific students to address weak areas.

Guide for Professional Learning

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

- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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One of the major challenges at Grissom is the large class sizes at virtually all grade levels. To address this at the second grade level, two classes were created at the second grade level (instead of the usual one classroom), resulting in classes of approximately 20 students each. Elsewhere, teacher aides are allocated to large classrooms, with priority given to the largest classes with 38-40 students, which get an aide for nearly the entire school day. Another priority was bilingual education, and to address this area, fully certified bilingual teachers have been hired during the last two years for the kindergarten, first and second grades. To get the best candidates, the best candidates were hired regardless of cost. Recent key investments for the current year include 60 Chromebooks so that there is one computer for every two students; Compass Learning for assessment and interactive, differentiated instruction; and the Go-Math series that provides scaffolded math instruction aligned to Common Core.

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	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Evidence is found in ILT, PPLC, Departmental Meetings, MTSS analysis for off track students which includes the Attendance Tracking System put in place for our security officer and a change to the Go Math curriculum. The MTSS team also considers the SEL standards for all Grissom students are reviewed by the SEL Coordinator and the Social Worker. Our Bilingual Lead is part of the MTSS team and we meet biweekly to address concerns of our staff and students. Special attention is given to the EL students who appear on the off track list.

We offer a variety of supports, instructional materials and analysis of our math program. Compass Learning, Go Math, Math Talks, MARS Tasks and Eureka Math Units. Through the consistent use of these materials along with data analysis of student test results and student work we are able to address student needs in a variety of modalities. We offer a variety of supports, instructional materials and data analysis for our comprehensive Language Arts curriculum. Novel Studies, Literature Circles, teacher made units, Young Authors, Reading and Writers Workshops and two scholastic book fairs per year. In addition all language arts teachers send home monthly scholastic order forms to ensure that each child has an opportunity to choose books with content they wish to explore and that those materials are able to be leveled. teachers Compass Learning and technology access to master typing and editing. Through the consistent use of these materials along with data analysis of student test results and student work we are able to address student needs in a variety of modalities.

Lesson Plans show evidence of small group planning, guided reading across the curriculum, and analysis of student work drive or our data focus. Through this we are constantly sharpening student and teachers skills. PD topics are generated out of our findings and offered to the entire staff. Lead Teachers attend LA, Math and SEL training at the Network and information is back and shared at grade level, MTSS and ILT/PPLC meetings. Lesson plans are monitored for implementation off strategies that result from these meetings.

Access to technology is insured by a schedule where every grade and classroom is given equal access time. Minutes from all meetings are posted on Google Docs so all staff has access to the information.

Next steps: Engage Read Naturally Program, further develop native language literacy, further explore utilizing big ideas that would be cross curricular and cross grade level.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (Math)** (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual->

library/math-content-framework--virtual-library), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) to ensure alignment of scope and text and task complexity.

- Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

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Instructional materials are aligned to CCSS at Grissom. This includes the technology programs of I-ready and COMPASS. All lessons have differentiations and based on learner needs and the standards.

Manipulatives are available and basic supplies are always available to ensure students achieve value learning outcomes. Student outcomes and developmental appropriateness determine when and who will use materials. Materials are upgraded in response to new information. Teachers at Grissom equitably have access to a variety of high quality standards based disposable workbooks such as Word Wisdom, Go Math, MPC Math, Interactive Science, Scholastic Science, and Scholastic Art. Reference and resource materials are readily available in three carts of Chrome Books and are circulated through the school with a school wide computer schedule that gives each classroom at least 4 times/week

Technology is integral to Grissom students' learning experiences from K-8 in the computer learning programs I-Ready and COMPASS. Units and lessons include grade-appropriate levels of text and other materials so every student can access the content/skills of each computer program. The needs of students at different performance levels are met by using a variety instructional materials that allow students to draw on all their learning capacities. This includes the computer programs that enhance students higher order thinking skills, creative thinking, and problem solving. 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. Kindergarten uses puppets to teach Second Step in Music. Math manipulatives are used throughout the Go Math series. Gym equipment is used to hone Large motor skills.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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

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Grissom staff is committed to teaching the CCSS and educating our students' parents on just what they are and the best way for them to help their students. The evidence is found in our lesson plans, five week in depth tests on CCSS taught during that period followed by an analysis of results following the Bambrick : "Driven by Data" method . Each grade level span has held parent information nights to expose parents to the CCSS and answer the questions they have. Evidence is found in agendas, handouts and sign in sheets from these trainings. Grade level teams analyze student work and reflect on how the lesson could have been improved or what could be done to address needs of students who missed the mark on that lesson. All students of Off Track for attendance are called every time they are absent and effort is made with the families to assist however possible.

Math talks and MARS Tasks are used weekly in all grades. Evidence can be found in classroom anchor charts, lesson plans and student exit slips. In lesson plans CCSS are grouped to draw on multiple standards work in a rigorous manner on all lessons to ensure Grissom students are exposed to a high quality instructional experience. Evidence is found in plans and also in the highly qualified staff that is maintained at Grissom.

Literacy Curriculum reflects opportunity for close reading, reading notebooks, writing journals and notebooks, a focus on comprehension of academic language and how to approach a variety of texts. Texts are offered a form that students can annotate and annotation of texts is taught at all grades. Evidence is found in Anchor Charts, Lesson Plans, Grade book, and our Young Authors' Academy Awards at the end of the year to spotlight the best of our student's literary efforts. Upper grade Science students present their research to younger students giving a chance for them to develop their presentation skills and our younger students to develop their questioning techniques and inspire them for future grades. Our Fine Arts teacher work in conjunction with classroom teachers to integrate the arts into the curriculum. This also lets students who express themselves better in those areas to excel. Evidence can be found in collaboration logs, lesson plans, an Art Show once a year and our assemblies.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**

- **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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Grissom's MTSS Team monitors students through the On Track list that comes out every five weeks. English Language and DL students are monitored and every two weeks when the team meets to address the specific needs of students that are off track. Off track students are offered After School Homework support and a midday study hall. Eighth graders participate in shadowing students at the high school of their choice and other activities to prepare them for the transition to high school. Grissom has a Kindergarten Tea for all incoming kindergarten students who will be attending Grissom the following fall. When funds are available Grissom offers summer school to children to help them bridge into the next grade. Children that transferred in are given a buddy to help them adjust to Grissom.

Several different opportunities are offered to let students explore different talents they have. A variety of sports including basketball, track, volleyball, and bowling are offered throughout the year. Dancing and chess are also offered to round out the variety of activities. An outdoor education center is used to offer a garden and outdoor experience. Colleges of all staff are posted in hallways or classroom to show the variety of backgrounds and colleges staff are from. College choices are discussed within the grades with banners, shirts and alumni pride.

Individual conferences are held with every student about their NWEA scores and what would be a goal for them to reach by the next test in math and reading. SEL Standards are taught in every grade, peace centers are in every classroom and students are counseled on controlling their behaviors and reflecting on when behaviors are out of control. Second step is done weekly in all classrooms. The MTSS team has instituted a Check-in/Check-out system for students who are developing their Executive Functioning Skills. Grissom is committed to the CCSS and it is evident in our curriculum choices, lesson plans and grade books.

Evidence of all the above can be found in monthly Newsletters, lesson plans, minutes from all committees that are posted for review on Google Docs, collaboration/consultation logs, robo calls, and our Grissom Facebook page.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High

School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. For the near future, key areas of focus will be: effective small group instruction; productive use of Compass Learning data and performance management sessions to address areas of student need; and complete implementation of Common Core Standards, with supports in place so that all students can meet those standards.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

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Teachers challenge students with verbal, written, and technological work everyday at different levels. Small group instruction is highly recommended and students in Tier 2 and Tier 3 work on I-Ready when applicable either before/after school or being pulled out during school. These students are reviewed on progress every two weeks. We provide an off-track list for students falling behind as well as an attendance list for those students who are showing signs of habitual absences or trancies.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

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needs of all students, including diverse learners and English learners.

Teachers are assessing students on a regular basis either through written tests, monthly assessments, compass learning and through everyday student work. All lesson plans are in line with the Common Core Standards and are re-engaged when necessary. NWEA testing is also done three times a year and the scores are reviewed for possible revisiting of subject matter. English learners are tested once a year for proficiency and are allotted all bi-lingual minutes. Accommodations are always made for diverse learners when called for in IEP's.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.c. Selecting Learning Objectives 1.e. 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:

Score

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

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Teachers and staff do have high expectations and are following the common core standards. Students, for the most part, understand and achieve the high expectations put forth by the teachers and staff. Students are engaged during school hours.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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

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Most students have staff members that they do trust. The trust level between staff members is low. At some levels teachers collaborate on students weekly. Staff are aware of students outside of their own classrooms but do not actively engage with all students. 5essentials, grade level agendas and minutes, DL collaboration logs

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

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There are multiple sports available to students such as basketball, track and field, and volleyball, . However, most of the sports are available for 4th-8th graders. Chess is available for grades 1-8. After school program allows for extra support for those that are on the Off Track list or for those that teachers feel would benefit from the program.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**

- Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

All students pass through security upon first arriving at school. Students who enter late and visitors to school do not pass through the same security. Parents need to be restricted from approaching classrooms unannounced.

5essentials

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 **3** 4

Teaching “2nd Step Program” in all grade levels, SEL/Peace Center, PD in Restorative Justice provided by Network 13. In-school suspensions are preferred to Out-of-School suspensions. Only in extreme cases, Out-of-school suspensions occur.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

The PAC, BAC, and PTA have certainly become more involved since a resurgence in parent participation with the flexible meeting hours. The Space to Grow Program has also contributed to have more parent involvement spear-headed by Mrs. Baeza. There are other committees within the committees to divide the share of responsibilities for the betterment of Grissom's students. Grissom's Facebook Page has also contributed towards a two-way communication. The principal makes Robo-calls with important messages and reminders. The monthly newsletters provide updated information as well as reminders.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

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				
As the school is already high, modest annual increments of 2 percentage points are realistic.	71.00	85.00	87.00	89.00
National School Growth Percentile - Math				
As there is more room for growth in math than in reading, and the school has introduced program initiatives such as Go-Math and Compass Learning, the bar can be set at an annual four percentage points.	9.00	74.00	78.00	82.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Students underperformed in 2014-15 due to low growth in math. A near 10 percentage point jump in 2015-16 (to 55) is therefore realistic, followed by 5 percentage point increments.	44.60	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
It is expected that the growth of African-American students will mirror that of the student population as a whole in reading.	(Blank)	(Blank)	87.00	89.00
Hispanic Growth Percentile - Reading				
With the school 65% Hispanic, the Hispanic growth percentile mirrors that of the school as a whole.	69.00	82.00	84.00	86.00
English Learner Growth Percentile - Reading				
Growth among ELs has been lower than that of the rest of the student population, so the percentile is set lower, but with a five percentage point increment.	(Blank)	(Blank)	70.00	75.00
Diverse Learner Growth Percentile - Reading				
Most recent data show Diverse Learner growth in reading is similar to the student population as a whole in math.	(Blank)	(Blank)	87.00	89.00
African-American Growth Percentile - Math				
It is expected that the growth of African-American students will mirror that of the student population as a whole.	(Blank)	(Blank)	78.00	82.00
Hispanic Growth Percentile - Math				
Hispanic growth has usually been the same as the school as a whole.	7.00	73.00	77.00	81.00
English Learner Growth Percentile - Math				
Growth among ELs has been lower than that of the rest of the student population, so the percentile is set lower, but with a five percentage point increment.	(Blank)	(Blank)	60.00	65.00
Diverse Learner Growth Percentile - Math				

Most recent data show diverse learner growth to be similar to that of the student body as a whole.	(Blank)	(Blank)	78.00	82.00
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National School Attainment Percentile - Reading (Grades 3-8)

As Grissom already has high attainment, modest increments of 2 percentage points per year are realistic.	73.00	87.00	89.00	91.00
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National School Attainment Percentile - Math (Grades 3-8)

As Grissom already has high attainment, modest increments of 2 percentage points per year are realistic.	65.00	85.00	87.00	89.00
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National School Attainment Percentile - Reading (Grade 2)

As Grissom already has high attainment, modest increments of 2 percentage points per year are realistic.	88.00	88.00	90.00	92.00
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National School Attainment Percentile - Math (Grade 2)

Current mid-year results understate the school's actual achievement level. The second grade will bounce back to where last year's second grade was, then will have modest increments.	81.00	65.00	83.00	85.00
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% of Students Making Sufficient Annual Progress on ACCESS

Increased hiring of bilingual teachers and acquisition of Read Naturally software will help Grissom's students to make good progress as measured by ACCESS.	43.90	36.70	50.00	60.00
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Average Daily Attendance Rate

Grissom is currently at 96% average daily attendance and will work to stay there. The 25-30 chronically absent students at Grissom who account for most of the school's absenteeism make it difficult to go any higher.	95.20	95.90	96.00	96.00
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My Voice, My School 5 Essentials Survey

Our goal is to move up from "partially organized" to "organized" for improvement. Despite the results of the survey, based on our results in other key areas (see above), we believe that we are already there.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Based on the five core drivers of assessments we implement the five core drivers of analysis from Bambrick: user friendly data reports
 test in hand analysis
 deep analysis
 turnaround of assessment results
 planned analysis between teachers and leaders

User friendly reports, a simple page template, ability to analyze on the four levels

effective data reports and whole class data to improve student growth

Tags:
Assessment

Area(s) of focus:
4

Action step	Responsible	Timeframe	Evidence for status	Status
Review the data report and go beyond what the students got wrong to why they got it wrong	teachers	Sep 12, 2016 to Jun 16, 2017	Complete 5 week performance management data analysis	Not started

Assessment

Through collaboration strategies how to address the deficits of students	Grade level bands	Sep 12, 2016 to Jun 16, 2017	Complete 5 week performance management data analysis	Not started
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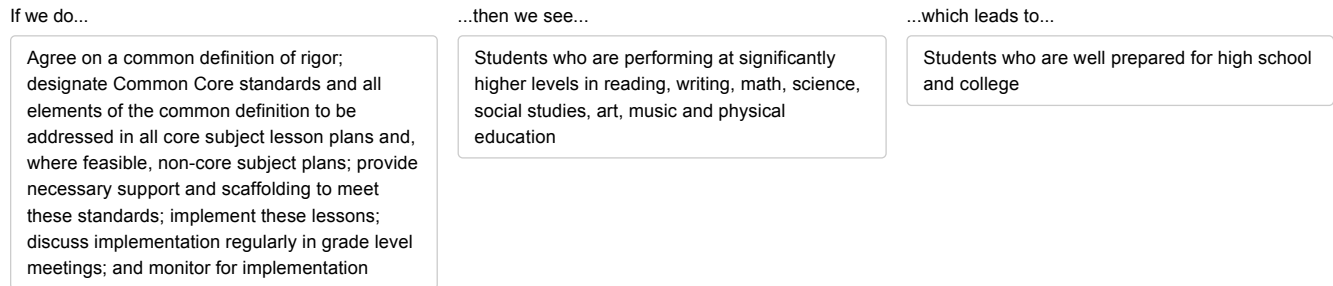
Assessment

Analysis of student work	Teacher and grade level plans	Sep 12, 2016 to Jun 16, 2017	Completion of Google form or meeting minutes	Not started
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Assessment

Use collaborative learning based on NWEA RIT bands for differentiated instruction and grouping; analyze growth in winter analysis, devise follow-up actions for low-growth students	Classroom teachers	Sep 6, 2016 to May 31, 2017	Completed data analysis templates	Behind
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Strategy 2



Tags:
Rigour

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a common definition of "rigor"	Principal	Sep 1, 2016 to Sep 2, 2016	Definition produced with staff consensus and sent to all staff	Not started

Academic, Rigorous tasks, Academic expectations

Include common core standards, and all elements of "rigor" definition in all core subject lesson plans and non-core where feasible, with corresponding daily objectives	Teachers, Principal	Sep 6, 2016 to Jun 19, 2017	Bimonthly lesson plan reviews show presence of Common Core standards, corresponding objectives, and all elements of "rigor" definition.	Not started
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Rigorous tasks, Academic expectations

Include needed support in lesson plans for students to meet rigorous standards, e.g., differentiation, small group instruction	Teachers, Principal	Sep 6, 2016 to Jun 19, 2017	Bi-monthly lesson plan reviews show that needed supports are included in lesson plans.	Not started
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Rigorous tasks, Academic expectations

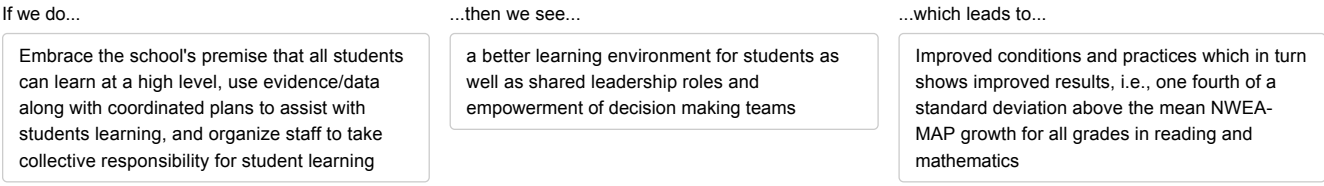
Implement rigorous and supportive lesson plans	Teachers, principal	Sep 6, 2016 to Jun 19, 2017	Implementation seen in REACH assessments and bi-monthly pop-in visits by principal	Not started
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Rigorous tasks, Academic expectations

Discuss implementation in at least 2 weekly grade level meetings a month per grade level cluster, with follow-up actions	Teachers, Principal	Sep 6, 2016 to Jun 20, 2017	Grade level meeting minutes show that such discussions have taken place, and follow-up actions.	Not started
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Rigorous tasks, Academic expectations

Strategy 3



Tags: Instructional practices, Academic gain, Academic, Instructional planning

Area(s) of focus: 1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Continue constructive meetings addressing specific topics to coordinate plans for higher learning	ILT	Sep 6, 2016 to Jun 20, 2017	ILT & grade level meeting minutes	Not started

Instructional practices, Academic gain, Academic, Instructional planning

Fully implement Personal Learning Plans (PLPs) of students who went to Summer School or failed in benchmark grades (3 & 6). If students aren't in MTSS, tiers 2 or 3, refer them.	Classroom teachers, parents, students	Sep 6, 2016 to Jul 20, 2017	5-week PLP updates; grade and assessment improvements	Not started
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Academic gain, Academic

Use collaborative learning based on NWEA RIT bands for differentiated instruction and heterogeneous groups	Classroom teachers	Sep 6, 2016 to Jun 20, 2017	Completed data analysis templates, group organization in classrooms using RIT bands	Not started
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Academic gain, Academic expectations

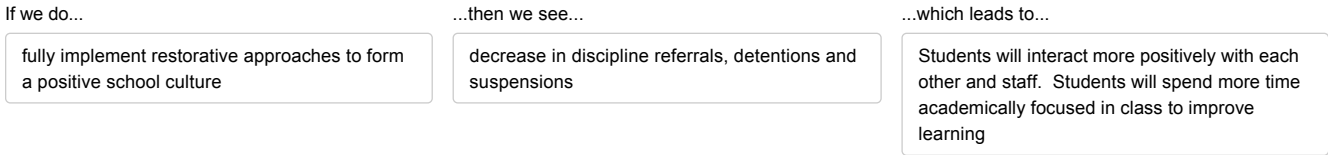
Implement key reading and writing strategies: Compass instruction, close reading, guided reading, small group instruction, writing workshop, Heggerty, sight words, scope and sequence	Classroom teachers	Sep 6, 2016 to Jun 20, 2017	Lesson plan reviews, informal classroom observations	Not started
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Academic gain, Academic expectations

Implement key math and science strategies: Go-Math, Compass instruction, Math talks, MARS tasks, scope and sequence	Classroom teachers	Sep 6, 2016 to Jun 20, 2017	Lesson plan reviews, informal classroom observations	Not started
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Implement an arts program that includes visual arts & music appreciation and practice, aligned to core curriculum, & dance, using Atlas Arts Program for teacher professional development, align to core curriculum	Art & music teacher, outside dance instructors	Sep 6, 2016 to Jun 20, 2017	Lesson plan reviews, informal classroom observations, PD reports from teachers	Not started
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Strategy 4



Tags:
Restorative approaches, Restorative justice

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
All staff members need to be trained on restorative approaches to discipline	SEL lead at the school level or network level	Sep 6, 2016 to Nov 3, 2016	sign-in sheet or learning hub	Not started

Climate and Culture, Behavior supports;

Apply restorative approaches to discipline in the classroom	All staff members	Sep 6, 2016 to Jun 20, 2017	reduced discipline referrals by 10%, input a minimum of 5 restorative practices in Verify per per month	Not started
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Discipline

Fully implement Second Step program	classroom teachers	Sep 6, 2016 to Jun 20, 2017	monthly lesson plan reviews	Not started
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Climate and Culture, School climate

A discipline committee will be formed to develop a recording system for infractions of the SCC and a uniform policy for consequences, incorporating restorative practices

committee members

May 30, 2016 to Nov 30, 2016

(Blank)

Not started

Discipline, School culture climate

Strategy 5

If we do...

Regular informal classroom observations with principal, selected ILT and non-ILT faculty, with the principal sharing findings with each teacher; ILT analysis of 5-week Compass data, with monitoring of follow-up actions by teachers

...then we see...

Improved effectiveness on the part of teachers, especially in meeting students' needs

...which leads to...

Significantly improved achievement on the part of students

Tags:

Academic gain, Academic expectations, Data analysis

Area(s) of focus:

5

Action step ⓘ

Regular informal classroom observations with principal, followed up by the principal sharing findings with each teacher; ILT reviews findings and follow-up actions, making recommendations as needed

Responsible ⓘ

Principal, ILT

Timeframe ⓘ

Sep 6, 2016 to Jun 20, 2017

Evidence for status ⓘ

reports of findings, with recommended follow-up actions and observed teachers' responses

Status

Not started

Leadership, Teachers, Teacher leadership, Teacher collaboration

ILT will analyze 5-week Compass assessment data, and monitor follow-up actions taken by teachers

Principal, ILT

Sep 6, 2016 to Jun 20, 2017

Monthly ILT reports with results of analysis and recommended next steps

Not started

Data analysis

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>⊕ Review the data report and go beyond what the students got wrong to why they got it wrong</p> <p>Tags: Assessment, Assessment</p>	teachers	Sep 12, 2016	Jun 16, 2017	Not started
<p>⊕ Through collaboration strategies how to address the deficits of students</p> <p>Tags: Assessment, Assessment</p>	Grade level bands	Sep 12, 2016	Jun 16, 2017	Not started
<p>⊕ Analysis of student work</p> <p>Tags: Assessment, Assessment</p>	Teacher and grade level plans	Sep 12, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Use collaborative learning based on NWEA RIT bands for differentiated instruction and grouping; analyze growth in winter analysis, devise follow-up actions for low-growth students Tags: Assessment</p>	Classroom teachers	Sep 6, 2016	May 31, 2017	Behind
<p>✦ Develop a common definition of "rigor" Tags: Rigour, Academic, Rigorous tasks, Academic expectations</p>	Principal	Sep 1, 2016	Sep 2, 2016	Not started
<p>✦ Include common core standards, and all elements of "rigor" definition in all core subject lesson plans and non-core where feasible, with corresponding daily objectives Tags: Rigour, Rigorous tasks, Academic expectations</p>	Teachers, Principal	Sep 6, 2016	Jun 19, 2017	Not started
<p>✦ Include needed support in lesson plans for students to meet rigorous standards, e.g., differentiation, small group instruction Tags: Rigour, Rigorous tasks, Academic expectations</p>	Teachers, Principal	Sep 6, 2016	Jun 19, 2017	Not started
<p>✦ Implement rigorous and supportive lesson plans Tags: Rigour, Rigorous tasks, Academic expectations</p>	Teachers, principal	Sep 6, 2016	Jun 19, 2017	Not started
<p>✦ Discuss implementation in at least 2 weekly grade level meetings a month per grade level cluster, with follow-up actions Tags: Rigour, Rigorous tasks, Academic expectations</p>	Teachers, Principal	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Continue constructive meetings addressing specific topics to coordinate plans for higher learning Tags: Instructional practices, Academic gain, Academic, Instructional planning, Instructional practices, Academic gain, Academic, Instructional planning</p>	ILT	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Fully implement Personal Learning Plans (PLPs) of students who went to Summer School or failed in benchmark grades (3 & 6). If students aren't in MTSS, tiers 2 or 3, refer them. Tags: Instructional practices, Academic gain, Academic, Instructional planning, Academic gain, Academic</p>	Classroom teachers, parents, students	Sep 6, 2016	Jul 20, 2017	Not started
<p>✦ Use collaborative learning based on NWEA RIT bands for differentiated instruction and heterogeneous groups Tags: Instructional practices, Academic gain, Academic, Instructional planning, Academic gain, Academic expectations</p>	Classroom teachers	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Implement key reading and writing strategies: Compass instruction, close reading, guided reading, small group instruction, writing workshop, Heggerty, sight words, scope and sequence Tags: Instructional practices, Academic gain, Academic, Instructional planning, Academic gain, Academic expectations</p>	Classroom teachers	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Implement key math and science strategies: Go-Math, Compass instruction, Math talks, MARS tasks, scope and sequence Tags: Instructional practices, Academic gain, Academic, Instructional planning</p>	Classroom teachers	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Implement an arts program that includes visual arts & music appreciation and practice, aligned to core curriculum, & dance, using Atlas Arts Program for teacher professional development, align to core curriculum Tags: Instructional practices, Academic gain, Academic, Instructional planning</p>	Art & music teacher, outside dance instructors	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ All staff members need to be trained on restorative approaches to discipline Tags: Restorative approaches, Restorative justice, Climate and Culture, Behavior supports;</p>	SEL lead at the school level or network level	Sep 6, 2016	Nov 3, 2016	Not started
<p>✦ Apply restorative approaches to discipline in the classroom Tags: Restorative approaches, Restorative justice, Discipline</p>	All staff members	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Fully implement Second Step program Tags: Restorative approaches, Restorative justice, Climate and Culture, School climate</p>	classroom teachers	Sep 6, 2016	Jun 20, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ A discipline committee will be formed to develop a recording system for infractions of the SCC and a uniform policy for consequences, incorporating restorative practices</p> <p>Tags: Restorative approaches, Restorative justice, Discipline, School culture climate</p>	committee members	May 30, 2016	Nov 30, 2016	Not started
<p>✦ Regular informal classroom observations with principal, followed up by the principal sharing findings with each teacher; ILT reviews findings and follow-up actions, making recommendations as needed</p> <p>Tags: Academic gain, Academic expectations, Data analysis, Leadership, Teachers, Teacher leadership, Teacher collaboration</p>	Principal, ILT	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ ILT will analyze 5-week Compass assessment data, and monitor follow-up actions taken by teachers</p> <p>Tags: Academic gain, Academic expectations, Data analysis, Data analysis</p>	Principal, ILT	Sep 6, 2016	Jun 20, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The principal will coordinate the formation of the Parent Advisory Council. The Parent Advisory Council and Local School Council will meet on a monthly basis to develop, review, and revise Grissom School's NCLB, Title I school parental involvement plan and policy. The PAC will also contribute to the process of school review and improvement.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Title I Annual Meeting and the PAC Organizational Meeting will be held on October 6, 2016. In addition, four to six additional Parent Advisory Council meetings will be held and all parents will be invited. Parents will receive a monthly newsletter inviting them to attend the meetings. The principal will send out an all call to remind parents of the meeting.

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

During Parent Advisory Council meetings, the school's curriculum, academic assessment tools, and the proficiency levels students are expected to meet will be presented. In addition, parents will be invited to the school for report card pick-up twice per year, a literacy event, school assemblies, and open house. Parents will be encouraged to use the Parent Portal to view student grades. Parents will be continually informed through-out the school year on their child's progress through phone calls, texts, email, and student agendas. The principal will share information about the Title I program, curriculum, and academic assessment tools at the monthly LSC, PAC, BAC meetings.

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.

The school staff listens and responds to parent suggestions immediately. We have constant communication through phone calls and meetings. We are open and receptive to new ideas.

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.

The PARCC scores are distributed to parents. Parents are then able to discuss the scores and student expectations with their child's teacher. Students are also aware of their assessment scores.

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

All of the teachers on the staff of Virgil I. Grissom School are highly qualified.

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.

Through consistent school-wide routines and parent meetings, parents learn about the Common Core, the state and local assessments (and alternate assessments), the requirements of Title I, Part A, and how to monitor their child's progress, and how to work with educators. In addition, parent workshops are offered through outside agencies.

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.

Through LSC, PAC, BAC, PTA, and parental participation in school activities, the school will provide information, resources, materials, and training, including literacy training, and technology training in order to assist parents in working with their children to improve their academic achievements.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The staff of Grissom School respects children, parents and the community. The staff is educated in the value of the contributions by parents through professional development sessions. The administration encourages staff to reach out to parents on a regular basis focusing on student strengths. Parents are contacted regularly by phone, email, text, and letter to be informed of their child's progress. In addition, parents have access to student grades on-line. Parents have the opportunity to make suggestions and give their input in the education of their child.

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.

Grissom School has a Preschool program. Parents are expected and encouraged to participate in the class with their children. Parents learn how to assist and support their children in school.

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.

Parents receive a monthly newsletter and additional letters related to school and parent programs, meetings, and other activities on an as needed basis. The principal makes very frequent all-calls to inform parents of upcoming activities.

Policy Implementation Activities

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

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

n/a

Parent Compact

Complete

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

Grissom School will provide an academic program that supports lifelong literacy. All children will learn, achieve, and progress. The school will reflect the needs of all children, apply various resources to meet student needs, encourage a highly qualified professional staff to participate in ongoing professional development, share community aspirations, and provide the leadership to make these aspirations a reality. The vision of the Grissom School team is to provide all children with the opportunity for quality educational development, fine arts enrichment, and a mastery of grade level skills in all subject areas in an environment that nurtures and motivates all children to achieve personal excellence.

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.

Parent teacher conferences will be held from 11:30 A.M. to 6:15 P.M. on Wednesday, November 9, 2016 and Wednesday, April 19, 2017. Parents are notified by monthly newsletter, a reminder letter of the conference date and time, and an all-call from the principal. Parents will be able to discuss their child's report card and progress with the teacher. Teachers and administrators are available for conferences at other dates and times, upon parent request.

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

Parents will receive student progress reports four times per year: October 7, 2016, January 9, 2017, March 10, 2017, May 19, 2017. Report cards will be distributed four times per year: November 9, 2016, February 10, 2017, April 19, 2017, June 20, 2017. NWEA test data will be distributed three times during the year: Fall, Winter, Spring. PARCC scores will be distributed in the Fall, 2017. Teachers frequently communicate with parents by phone, letter, email, text, and student agenda. Parents are encouraged to communicate with teachers. Parents have access to student grades on-line through the Parent Portal.

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

Staff is available for conferences with parents at 7:30 A.M., during preparation periods, after school, and report card pick-up. Conferences may be held in the classroom, school office, and room 100. Parents are encouraged to call and make an appointment with the teacher. However, teachers frequently meet with parents who stop by the school without an appointment.

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

Parents volunteer and participate in the classroom (upon successful completion/approval of the CPS Volunteer Application) during a variety of activities and projects. Teachers are responsible for coordinating parent volunteers. Parents observe students during classroom activities upon request. Parents are invited to participate in our Literacy event. Parents are encouraged to chaperon for curriculum-based field trips.

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

Grissom students utilize a homework agenda in order to stay organized and as a communication tool between home and school. Parents are requested to monitor the homework agenda on a daily basis to insure homework completion. They are encouraged to write to the teacher through the agenda. Teachers also write to parents through the agenda. Parents are also encouraged to monitor the Parent Portal for student grades. Parents and students are reminded often of the importance of excellent school attendance. The school and parents work together on improving student behavior when necessary. By attending parent meetings and activities at the school, the parents become knowledgeable in ways to support their child's learning.

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

During parent/teacher conferences twice per year and additional conferences through-out the year, parents are encouraged to discuss decisions relating to the education of their children. Parents are part of the team and their input is solicited by staff and administration in order to come to a mutual decision on their child's education. Parents involved in the LSC, BAC, PAC, and PTA partner in school decisions on a regular basis.

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).

Grissom students are expected to share in the responsibility for improved student academic achievement. Students review grades and assessments in order to set goals for themselves. Students are expected to have excellent attendance. They are also expected to come to school prepared, rested, homework completed, school supplies in hand, and ready to learn. Students must look towards their futures and make every day in school count.

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.

- to train parents to work with their children in reading
- to train parents to work with their children in math
- to train parents to help their children with their social and emotional development

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 500	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount	.00

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

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

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

\$	Amount	.00
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