



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/01/2016	ILT	Overview of CIWP
02/05/2016	ILT	VISION and MISSION
03/02/2016	ILT	Framework/Framework Priorities
03/16/2016	ILT	Framework Priorities/Goals
03/23/2016	ILT	Framework Priorities/Goals
04/04/2016	All Staff	Overview of CIWP
04/12/2016	ILT	Final Revision of CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

MTSS Intervention Block
 Tiered Math Block (in primary grades)
 EL & Diverse Learner Support
 Multi-Levelled Grade Level Meetings
 Flex Day Meetings
 Reading Buddy (Primary with Upper Grade Students)
 Co-Teaching in Science
 School-wide celebrations of academic and attendance successes
 After School All Stars
 After School Tutoring
 Community programs (BAM, Admiral Reading Buddy & Garden, Tutoring)
 Family Nights, Holiday Shows
 ILT Meetings
 Field trips such as Springfield, Trees for Tomorrow, Lorado Taft
 Teacher collaboration
 Professional Problem Committee (PPC)

Guide for Leadership & Collective Responsibility

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

- Model ambitious goals for teaching and learning for all students, including priority groups.
- Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

- Teachers elect grade level representatives to form ILT teams
- Discussion and data analysis protocols are consistently used to structure ILT meetings
- ILT meetings are held 1 -2 times per month
- Each ILT meeting has an agenda with a clear focus
- Developed data monitoring tools such as the ICEL Checklist to refine MTSS groups
- ILT members disseminate information to grade level colleagues regarding ISBE focus monitoring
- ILT members work with grade level colleagues to determine how individual MTSS data binders are used

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

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- Primary grades teachers participation in professional development on Balanced Literacy
- K-4th grade teachers have daily common prep periods with grade level colleagues
- 5-8th grade teachers have daily common prep periods with content colleagues
- Special Education teachers working towards Wilson Level One certification
- Participation in Language Matters Conference with Loyola University
- Participation in Math, Literacy, & Science TLLs
- Book Study (5 Powers of an Educator, Power Struggles, Rigorous Reading, Comprehension & Collaboration)
- Growth Mindset training with Mawi Learning
- Several teachers achieving ESL certification
- Several teachers attend CPS arts professional development
- Teachers implement lessons and share feedback at Grade Level Meetings
- Co-teaching in 3rd and 4th grade science lessons

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

- School resources are prioritized to provide a rich and well balanced curriculum and staff with arts, physical education, engineering, and technology
- Middle school scheduling allows content area teachers to focus on specialty
- School has obtained many grants such as Creative Schools Arts Fund, Fine Arts Grant, CAPE, iPad one-to-one grant and Full School Day grant to support school vision and mission
- Partnership with Latin School
- Partnership with Northwestern University for Science Club
- Partnership with Youth Guidance to provide BAM program
- Scheduled time blocks during the school day to provide MTSS support
- Tutoring partnership with Admiral at the Lake Senior Living Center
- Interview teams consist of teachers and administration
- Interview process consists of pre-established interview protocol and questions
- School has a deep partnership with Loyola University to provide EL support and new teacher pipeline

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

- MTSS is structured with flexible groupings so students in the Tiers 1, 2, and 3, receive accelerations and interventions at their instructional levels.
- FUSE curriculum designed to extend knowledge and skills of advanced learners in the areas of technology and creative design
- Integration of technology allows all students opportunities to remain engaged as well as creatively express themselves.
- Engage NY Curriculum is rigorous and CCSS aligned.
- Lessons are aligned to CCSS and NGSS.
- Content area teachers have daily common planning periods to collaborate on tasks and align vertically.
- ELs have access to evidence based programs such as Just Words, IXL, Lexia, RAZ kids, and Rosetta Stone.
- Inclusive instruction occurs as much as possible, and instruction in resource rooms is Common Core-aligned.
- Creative Schools grant integrates Language Arts, drama, computers and extends beyond the classroom.
- BAM program and counselor provides social/emotional support to students who need it.
- Battle of the Books Program for students 4th-8th grade. This program provides students with many opportunities to participate in high level questions and thinking. -The benefits include opportunity to talk about books with their peers, the participants work as a collaborative team, encourages students to read a variety of books to broaden perspectives. It also helps with fluency, vocabulary, and reading comprehension.
- Teachers collaborate on a variety of committees to produce high quality extracurricular learning opportunities for students (STEM night, Family Reading Night, Art -----Appreciation Night, Health and Wellness Fair, Spelling Bee, Pi Day, Science Club, After School All Stars).
- Teachers engage students in real world learning opportunities through a variety of field trips including, Museum of Science and Industry, Art Institute, Trees for Tomorrow, Lorado Taft, Springfield.
- Students using programs such as Tynker to learn about coding and designing
- 8th Grade students participate in the Algebra Initiative

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	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 2 3 4

- Teachers asked to identify technology used and accommodations/modifications in daily lesson plans.
- All rooms have SMARTboards and document cameras to support visual learners.
- 5th-8th Grade students have one to one iPads.
- iPad applications that support student learning such as: Socrative, Pages, iMovie, Keynote, Green Screen, Educreations, AirPlay
- Laptop and Chromebook Carts.
- Subscriptions to programs such as Rosetta Stone, IXL, Moby Max, and Lexia provide individualized targeted skill instruction.
- eBackpack provides opportunity to engage with classes in online formats.
- Engage NY Curriculum provides links to digital media and photographs for lessons.
- Library is equipped with Playaways, 6 computers, 30 iPads, and CPS Virtual Library which is available to students and staff.
- CPS Subscriptions to various databases, such as Newsbank, Online Britannica in English/Spanish, Chicago Public Library, The History Makers, etc.
- Lesson planning reflects use of technologies covering the multiple intelligences such as video clips for auditory learners.

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

1 2 **3** 4

- Learning walks with network, admin and teacher representative to obtain baseline data.
- Engage NY Curriculum focuses on key shifts in ELA/Literacy
- Student Can Do/Not Yet statements and focus on Mawi's growth mindset promotes belief that all students can learn as well as our Goudy pledge, recited daily to promote a culture of growth and learning.
- Evidence based programs (Just Words, Engage NY, IXL, Rosetta Stone, Lexia, LearnStorm) used to support student learning
- In the library, students use the Big 6 Model for their inquiry based projects. The Big Six is a process model of how people of all ages solve an information problem. It is a systematic approach to information problem solving that relies on critical thinking skills.
- NGSS Learning standards in science classrooms support the idea of students engaging in a productive struggle where questioning techniques and investigation are used to provide evidence to support student ideas.
- Students create presentations exhibiting their knowledge gained through inquiry while classmates offer compliments and suggestions as a form of critique.

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

- Middle School model beginning in 5th grade and switching for classes helps prepare students for high school.
- Curricula include integration of technology, inquiry based learning and collaboration to provide students with 21st Century skills they will need in high school and beyond.
- Students begin switching classes as early as kindergarten.
- At the beginning of 7th grade students are presented with selective enrollment high school criteria and rubrics.
- Algebra Program provides students with an opportunity to receive high school credit.
- 8th graders do a walkthrough of a neighborhood high school
- 8th graders attend a field trip to local high school fairs.
- 8th grade students participate in a STEM connector interest inventory to gain information on potential careers, and colleges.
- Teachers meet with individual students after school to assist with the application process.
- All students participate in a goal-setting process as part of the Mawi Learning Growth Mindset program.
- School coordinates an annual science fair
- Students in grades as early as 1st grade do class presentations

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

Score

1 2 3 4

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.

- Use of Question Focus Technique to launch Inquiry Units in third grade
- School-wide collaborative strategies include: Turn and Talk, Agree to Disagree, Written Conversations
- Teachers implement a variety of instructional software programs to enrich instruction (Raz Kids, IXL, Khan Academy, Lexia, Headsprout, etc.)
- Teachers use the Smartboard, iPads and Chromebooks on a regular basis to bring learning to life (build background knowledge, extend visual images, monitor understanding, practice skills and strategies)
- Enrichment classes connect to real-world situations
- Enrichment integrates with other subject areas such as language arts, math, social studies, and science
- School-wide implementation of collaborative groupings and small group instruction
- Use of experimentation, trial and error, and other processes that give immediate feedback
- Teachers regularly adjust curriculum based on student strengths, challenges, interests, skills, and real world events pertinent to the subject area
- After School All Stars Program offers a balance of academic, intervention, and enrichment classes
- Wilson Level One certification achieved by 7 teachers
- Primary grades teachers received year-long training in Foundations while intermediate grades teachers received year-long training in Just Words
- Data from REACH observation HEAT Map indicate that the majority of teachers achieve a proficient or better rating in Domain 3

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

- School-wide MTSS block to target Tiers 1-3-Tier groups are flexible based on student progress/teacher observation
- Second Step SEL curriculum implemented regularly for students in grades K-3
- Becoming a Man (BAM) provides weekly SEL support for select boys in grades 5-8
- On Track Data Reports reviewed every five weeks
- NWEA MOY data analysis to re-focus classroom instruction and MTSS tier grouping
- Identification of 3 students ("Power of 3") per classroom in both reading and math to target intensive academic support
- Wilson Reading System for all tiers (Foundations, Just Words, Wilson)
- Data Binders used to monitor individual student progress and instill growth mind sets
- Go Math core curriculum grade K-8
- Harcourt Reading grades K-4
- Engaged New York and Great Books Reading grades 5-8
- FUSE Lab and Programming for upper level Tier 1 students
- Use of the NWEA DesCartes Continuum to facilitate differentiated instruction

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 3 4

- ELL's: Teacher reads test aloud to students or use computer programs to do so
- Teacher created tests
- Use of Socrative iPad App for formative assessments
- Use of RAZ Kids for comprehension assessments
- Project based Rubrics
- Accommodations and modifications are made made for diverse learners based on their IEPs
- Use ACCESS scores to inform instruction for ELL's
- Use of Integration Matrices for projects based on Gardner's Theory on Multiple Intelligences and Blooms Taxonomy
- Progress monitoring via WRS and using WIST placement for Just Words
- Use of rubrics for performance tasks such as NGSS performance expectations
- Designing student assessments for multi-tiered learners
- Using WIDA scores to establish baseline language levels for EL students who are newcomers
- Using NWEA data and DesCartes Continuum to inform and target instruction
- Use of data binders to manage student assessment
- Analyze assessment data in ILT and grade level meetings to inform instruction and target student groupings

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

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- Daily recitation of school pledge setting the norm of the school
- Student work displayed that is consistent across grade levels
- Annual Hopes & Dreams project to set student goals
- Use of student self-assessment and peer evaluation in instruction
- Students set NWEA yearly goals and their "Can Do, Not Yet" goals
- Use of group projects in instruction
- Use of "Math Talks" to encourage deep thinking and ensure students feel safe to share out
- Science Fair allows students to share their work and promote high quality student work
- Use of collaboration strategies keep high cognitive energy in classrooms
- Teachers build a strong foundation of learning in primary grades to support learning in the older grades
- School wide celebration of honor roll students promote a culture of achievement
- High school-wide attendance rate
- Novel study in upper grades focused on the refugee experience
- Classrooms have student created expectations which increases responsibility and buy in
- Classrooms have daily schedules posted

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

- Review of teacher evaluations in Reflect & Learn show a high number of teachers receiving a distinguished rating in the component of Respectful Learning Environment
- SEL program 2nd Step promotes positive interactions among students
- BAM counselor has established a trusting and fulfilling relationship with many upper grade students
- Many teachers offer their own time to tutor students before and/or after school
- Teachers host one-on-one conferences with students to set goals and review expectations
- Respectful and positive interactions between teachers and students
- Teachers build relationships with students during recess/lunch duty
- Teachers collaborate on a regular basis
- Cultural diversity of teachers and students contribute to positive school atmosphere
- Multi-lingual staff available for translating contributes to respectful interactions
- Multi-grade programs such as Book Buddy upper and lower grade students enable students in different grade levels to interact positively with one another
- Establishment of PPC to formalize communication between teachers and administration

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

- Wide variety of enrichment classes to engage the interests of students
- Various academic and arts based opportunities
- Partnership with Admiral at the Lake Senior Living Center and Latin School promotes student engagement with community
- Writers' Theatre Project
- Student participation in Edgewater 5K
- Student participation in Mosaic Project to help beautify the school
- Neighborhood Naturalist Program with 3rd grade
- Partnership with Sierra Club for community clean up
- Implementation of student-led School News 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

Score

work to actively maintain a safe, orderly school environment.

- School implements safety drills on a regular basis
- School has emergency management plan in place
- Teachers are responsible maintaining safety and order during lunch and recess periods
- Implementation of "Cougar Camino" to establish order during student transitions
- Use of classroom management strategies such as Class Dojo across grade levels
- Implementation of 2nd Step SEL program to promote a safe learning environment
- School maintains 2 security guards during the school day
- Daily recitation of school pledge to promote a positive and safe learning environment
- School designated loading zones to enable smooth dismissal procedures

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

- Implementation of SEL programs such as 2nd Step and BAM
- Full time school counselor
- School-wide reward of positive behaviors
- Use of Student Logger to help facilitate teacher communication regarding student behavior
- Reduction in out of school suspensions
- Students complete a reflective narrative when misbehavior occurs

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

Parent Partnership:

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

Score

1 2 3 4

- Parent attendance during Family Nights and student performances
- BAC/PAC meetings promote parent involvement
- Diverse parent representation on the Local School Council
- Teachers have open communication policies with families
- School website
- Parent portal
- High parent attendance during Report Card Pick Up Days and Open House
- Parent chaperons for field trips
- School monthly calendar
- School provides translators for parents
- Robocalls to parents

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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: Balanced Assessment & Grading	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
The goals in reading were selected to reflect the strategies we have been and will be developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following: --dedicated 45 or 60 minute intervention blocks to remediate/enrich reading --full implementation of Wilson Reading Programs to support diverse learners and EL's --training and implementation of the Universal Design for Learning --vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS --implementation of Balanced Literacy practices in primary grades --identifying students (Power of 3) for additional support and instruction --after school tutoring offering intensive support to students --training and implementation in the Five Access Points for Comprehending Complex Text	89.00	55.00	65.00	75.00
National School Growth Percentile - Math				
The goals in math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following: --dedicated 45 or 60 minute intervention blocks to remediate/enrich math skills --unified Go Math curriculum in grades K-8th --implementation of online programs designed to differentiate instruction and target deficient skills --after school tutoring offering intensive support to students --math professional development on "TRU Math Dimensions of a Mathematically Powerful Classroom" during grade level meetings to offer additional support to teachers	76.00	44.00	55.00	65.00

% of Students Meeting/Exceeding National Ave Growth Norms

N/A	60.60	(Blank)	60.60	60.60
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African-American Growth Percentile - Reading

<p>The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:</p> <ul style="list-style-type: none"> --dedicated 45 or 60 minute intervention blocks to remediate/enrich reading --full implementation of Wilson Reading to support diverse learners and EL's --training and implementation of the Universal Design for Learning --vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS --provide culturally relevant text to engage student interest --training and implementation in the Five Access Points for Comprehending Complex Text 	52.00	15.00	40.00	50.00
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Hispanic Growth Percentile - Reading

<p>The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:</p> <ul style="list-style-type: none"> --dedicated 45 or 60 minute intervention blocks to remediate/enrich reading --full implementation of Wilson Reading Programs to support diverse learners and EL's --training and implementation of the Universal Design for Learning --vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS --provide culturally relevant text to engage student interest --training and implementation in the Five Access Points for Comprehending Complex Text 	82.00	45.00	55.00	65.00
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English Learner Growth Percentile - Reading

<p>The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:</p> <ul style="list-style-type: none"> --dedicated 45 or 60 minute intervention blocks to remediate/enrich reading --full implementation of Wilson Reading Programs to support diverse learners and EL's --training and implementation of the Universal Design for Learning --vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS --increasing number of teachers earning ESL endorsement --continued implementation of software programs designed to aid EL's in learning the English language --training and implementation in the Five Access Points for Comprehending Complex Text 	50.00	52.00	55.00	60.00
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Diverse Learner Growth Percentile - Reading

<p>The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:</p> <ul style="list-style-type: none"> --dedicated 45 or 60 minute intervention blocks to remediate/enrich reading --full implementation of Wilson Reading to support diverse learners and EL's --training and implementation of the Universal Design for Learning --vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS --continued implementation of software programs designed to aid DL's --continue after school tutoring for DL students --training and implementation in the Five Access Points for Comprehending Complex Text 	62.00	2.00	15.00	25.00
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African-American Growth Percentile - Math

<p>The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:</p> <ul style="list-style-type: none"> --dedicated 45 or 60 minute intervention blocks to remediate/enrich math --unified Go Math curriculum in grades K-8th --implementation of online programs designed to differentiate instruction and target deficient skills --after school tutoring offering intensive support to students --math professional development on "TRU Math Dimensions of a Mathematically Powerful Classroom" during grade level meetings to offer additional support to teachers 	47.00	14.00	25.00	30.00
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Hispanic Growth Percentile - Math

The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:

- dedicated 45 or 60 minute intervention blocks to remediate/enrich math
- unified Go Math curriculum in grades K-8th
- implementation of online programs designed to differentiate instruction and target deficient skills
- after school tutoring offering intensive support to students
- math professional development on "TRU Math Dimensions of a Mathematically Powerful Classroom" during grade level meetings to offer additional support to teachers

58.00

40.00

45.00

50.00

English Learner Growth Percentile - Math

The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:

- dedicated 45 or 60 minute intervention blocks to remediate/enrich math
- unified Go Math curriculum in grades K-8th
- implementation of online programs designed to differentiate instruction and target deficient skills
- after school tutoring offering intensive support to students
- math professional development on "TRU Math Dimensions of a Mathematically Powerful Classroom" during grade level meetings to offer additional support to teachers

63.00

50.00

55.00

60.00

Diverse Learner Growth Percentile - Math

The goals in reading were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:

- dedicated 45 or 60 minute intervention blocks to remediate/enrich math
- unified Go Math curriculum in grades K-8th
- implementation of online programs designed to differentiate instruction and target deficient skills
- after school tutoring offering intensive support to students
- math professional on "TRU Math Dimensions of a Mathematically Powerful Classroom" development during grade level meetings to offer additional support to teachers

45.00

9.00

15.00

20.00

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

The goals in National School Attainment Percentile in Reading were selected to reflect the strategies we have been and will be developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:

- dedicated 45 or 60 minute intervention blocks to remediate/enrich reading
- full implementation of Wilson Reading Programs to support diverse learners and EL's
- training and implementation of the Universal Design for Learning
- vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS
- implementation of Balanced Literacy practices in primary grades
- identifying students (Power of 3) for additional support and instruction
- after school tutoring offering intensive support to students
- training and implementation in the Five Access Points for Comprehending Complex Text

77.00

67.00

77.00

80.00

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

The goals in National School Attainment Percentile in Math were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:

- dedicated 45 or 60 minute intervention blocks to remediate/enrich math
- unified Go Math curriculum in grades K-8th
- implementation of online programs designed to differentiate instruction and target deficient skills
- after school tutoring offering intensive support to students
- math professional on "TRU Math Dimensions of a Mathematically Powerful Classroom" development during grade level meetings to offer additional support to teachers

84.00

81.00

84.00

85.00

National School Attainment Percentile - Reading (Grade 2)

The goals in National School Attainment Percentile in Reading (Grade 2) were selected to reflect the strategies we have been and will be developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:

- dedicated 45 or 60 minute intervention blocks to remediate/enrich reading
- full implementation of Wilson Reading Programs to support diverse learners and EL's
- training and implementation of the Universal Design for Learning
- vertically aligned curriculum mapping with attention to vocabulary development, inquiry projects, and the CCSS
- implementation of Balanced Literacy practices in primary grades
- identifying students (Power of 3) for additional support and instruction
- after school tutoring offering intensive support to students
- training in guided reading instruction
- training and implementation in the Five Access Points for Comprehending Complex Text

64.00

90.00

91.00

92.00

National School Attainment Percentile - Math (Grade 2)

The goals in National School Attainment Percentile in Math (Grade 2) were selected to reflect the strategies we have been developing to offer multi-tiered systems of support to specifically address student needs. These strategies include the following:

- dedicated 45 or 60 minute intervention blocks to remediate/enrich math
- unified Go Math curriculum in grades K-8th
- implementation of online programs designed to differentiate instruction and target deficient skills
- after school tutoring offering intensive support to students
- math professional on "TRU Math Dimensions of a Mathematically Powerful Classroom" development during grade level meetings to offer additional support to teachers

87.00

90.00

91.00

92.00

% of Students Making Sufficient Annual Progress on ACCESS

The goals in the % of students Making Sufficient Annual Progress on ACCESS reflect the strategies we have been and will be further developing to specifically address student needs. These strategies include the following:

- ensuring all teachers have an ESL endorsement
- providing software programs that specifically target and monitor individual acquisition of the English language (Headsprout, Rosetta Stone)
- Provide ESL pull out classes for the teaching of beginning English

59.30

48.70

50.00

53.00

Average Daily Attendance Rate

Attendance rate at Goudy Technology Academy has been historically high. We will raise attendance levels by offering additional perfect attendance incentives.

96.00

96.40

96.50

96.60

My Voice, My School 5 Essentials Survey

The goal of the My Voice, My Schools Essentials Survey will reflect a school that is Well Organized. We will achieve this goal by improving the following for each category:

Effective Leaders:

- Ensure completion of vertical alignment in curriculum mapping
- Promote teachers to determine the content of professional development over the course of the school year
- Create structure to promote peer observations among teachers

Collaborative Teachers:

- Teachers will conduct peer observations and provide feedback

Involved Families:

- Utilize and train teachers on technology (Remind app, Class Dojo/Story) to improve communication with parents
- Establish structure to promote parent volunteers

Supportive Environment:

- Invite students to collaborate on guidelines to creating and maintaining a supportive environment

Ambitious Instruction:

- Share responsibility of writing instruction among Social Studies and Science teachers in addition to Language Arts teachers to promote more rigor
- Relate instruction to more real-life situations on a daily basis
- Promote debate skills in classrooms
- Create common classroom discussion protocols in all classrooms

(Blank)

(Blank)

(Blank)

(Blank)

Strategies

Strategy 1

If we do...

implementation of Universal Design for Learning (UDL) curriculum and training which is horizontally and vertically aligned

...then we see...

focused differentiated instruction for all students using the following UDL strategies of Providing Multiple Means of: Representation; Actions/Expressions; Engagement

...which leads to...

improved student learning as evidenced by meeting growth goals set forth in the Goals section and increase by 9% of Diverse Learners being served in LRE1 (EEO1) by March of 2018.

Tags:

Curriculum Design, Professional Learning, Instruction

Area(s) of focus:

1

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Provide training in Universal Design for Learning in conjunction with local university partner	Administration	Aug 1, 2016 to Jun 30, 2017	Teachers share out strategies and student work during grade level meetings, flex days and professional development days	Completed

Curriculum Design, Professional Learning, Instruction

Investigate curricula that support UDL	Administration and ILT	Apr 1, 2017 to Jun 30, 2017	Time is set aside to investigate curricular materials	On-Track
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Curriculum Design, Instruction

Conduct book study during grade level meetings with staff to implement UDL in the classroom	Administration and teachers	Sep 1, 2016 to Jan 1, 2017	Grade level meeting agendas, teacher feedback, student work	Not started
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Professional Learning, Instruction

Conduct analysis of MOY and EOY NWEA data to progress monitor and check for percentage of students in LRE1	Administration and teachers	Jan 1, 2017 to Jul 1, 2017	NWEA Test Data and IEPs	On-Track
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Diverse Learners, Data

Strategy 2

If we do...

vertically aligned curriculum mapping in all core subject areas

...then we see...

teachers creating lessons that are cohesive and build upon previous knowledge providing an effective and more efficient way to target content standards

...which leads to...

improved student learning by all students which includes Diverse and English Language Learners as evidenced by meeting growth goals in the general education setting as set forth in the Goals section for Reading and Math.

Tags:

Core Instruction, Curriculum Design, Instruction

Area(s) of focus:

1

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
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Collaborate to create vertically aligned curriculum maps	classroom teachers	Apr 4, 2016 to Jun 16, 2016	completed curriculum maps	On-Track
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Instruction

Acquire multi-tiered texts that support inquiry based, vertically aligned units	classroom teachers and administration	Apr 4, 2016 to Sep 1, 2016	purchase of multi-leveled texts for the 2016-17 academic year	On-Track
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Curriculum Design, Curriculum

Implement lessons as designed in vertical curriculum maps	classroom teachers	Sep 1, 2016 to Jun 1, 2017	teacher lesson plans and REACH observations	On-Track
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Curriculum Design, Instruction, Curriculum maps

Review, modify, and implement vertical curriculum maps	classroom teachers	Jun 1, 2017 to Jun 1, 2018	teacher lesson plans and REACH observations	On-Track
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Curriculum Design, Instruction, Curriculum maps

Strategy 3

If we do...

training to support staff with design/implementation of NGSS aligned curriculum

...then we see...

teachers developing and implementing a science curriculum that is aligned school-wide and to NGSS to improve students' critical thinking skills with applications to real-life situations

...which leads to...

student growth as evidenced by achieving high standards on the ISBE Science Assessment for grades 5th & 8th

Tags:

Curriculum Design, Instruction

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
*Send third grade representatives to NGSS training through Northwestern University this summer *Investigate other training opportunities for science teachers	Science lead teachers	Jun 30, 2016 to Aug 31, 2016	Completion of NGSS training and implementation of NGSS	On-Track

Curriculum Design, Instruction, Cycles of professional learning

Pilot and support the teaching of NGSS curricular units while building school wide structures that support teacher peer observations	Science Lead Teachers, Special Education Teachers	May 2, 2016 to Jun 30, 2017	Student artifacts	On-Track
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Instruction, Curriculum

Align school science curriculum to NGSS	Science teachers	Jun 1, 2016 to Jun 1, 2018	Science curriculum for each grade level	On-Track
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Curriculum Design, Curriculum maps

Strategy 4

If we do...

intentional planning and coordination of MTSS tier groups, curriculum and resources

...then we see...

increased student engagement based on students receiving appropriate placement

...which leads to...

improved differentiation of learning and greater student growth for all tier groups (as evidenced by meeting growth goals set forth in the goals section) using targeted resources for focused student intervention within the general education classroom setting.

Tags:

MTSS, Curriculum Design, Intervention, Teacher Teams/Collaboration, Personalized Learning

Area(s) of focus:

1, 2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Establish the 2016-17 BOY Tier groups in spring of 2016

classroom teachers

Jun 3, 2016 to Jun 23, 2016

BOY MTSS rosters

Completed

MTSS, Diverse Learners, English Learners, Intervention, Instruction

Quarterly review of MTSS tier groupings based on a variety of data including the DesCartes Continuum, On Track data, TRC, and teacher observations

classroom teachers

Sep 1, 2016 to Jun 1, 2018

Quarterly MTSS rosters

On-Track

Strategy 5

If we do...

an implementation of SEL/behavior intervention initiative with shared language and consistency throughout the school including SEL supports for female students and more frequent SEL support for the students in need

...then we see...

student ownership of behavior, along with teachers being able to proactively address student concerns

...which leads to...

appropriate consequences that address the root cause and lead to positive changes in behavior as evidenced by a reduction of discipline/emotional safety issues, increased student confidence and an improved school climate as evidenced by a 25% reduction in OSS incidents.

Tags:

MTSS, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches

Area(s) of focus:

2, 3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Investigate existing SEL support programs for middle school female students by bringing in Women of Worth (WOW) program and continue Becoming a Man (BAM) program. Investigate an SEL program that can be effectively implemented school-wide

SEL committee comprised of counselor, case manager, social worker and teacher leaders

Apr 4, 2016 to Jun 30, 2016

Identification of female students needing SEL support SEL strategies that are in place when students begin the 2016-2017 school year

On-Track

MTSS, Climate and Culture

Investigate and acquire school-wide student behavior management systems	SEL committee comprised of counselor, case manager, and teacher leaders	Jun 30, 2016 to Sep 1, 2016	* Reduction in student discipline referrals and suspension rates as evidenced by a 25% reduction in OSS incidents. * Classroom management practices implemented school-wide	Not started
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MTSS, SEL, Restorative approaches

EOY review of discipline data to gauge effectiveness of SEL program	SEL committee	Jun 1, 2017 to Jun 30, 2017	Discipline data from Dashboard	On-Track
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Climate and Culture, SEL, Discipline

Implement, review, and modify SEL program	SEL committee	Sep 1, 2016 to Jun 30, 2018	Discipline data and 5 Essentials Survey	On-Track
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Climate and Culture, SEL, Discipline

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide training in Universal Design for Learning in conjunction with local university partner Tags: Curriculum Design, Professional Learning, Instruction, Curriculum Design, Professional Learning, Instruction</p>	Administration	Aug 1, 2016	Jun 30, 2017	Completed
<p>✚ Investigate curricula that support UDL Tags: Curriculum Design, Professional Learning, Instruction, Curriculum Design, Instruction</p>	Administration and ILT	Apr 1, 2017	Jun 30, 2017	On-Track
<p>✚ Conduct book study during grade level meetings with staff to implement UDL in the classroom Tags: Curriculum Design, Professional Learning, Instruction, Professional Learning, Instruction</p>	Administration and teachers	Sep 1, 2016	Jan 1, 2017	Not started
<p>✚ Conduct analysis of MOY and EOY NWEA data to progress monitor and check for percentage of students in LRE1 Tags: Curriculum Design, Professional Learning, Instruction, Diverse Learners, Data</p>	Administration and teachers	Jan 1, 2017	Jul 1, 2017	On-Track
<p>✚ Collaborate to create vertically aligned curriculum maps Tags: Core Instruction, Curriculum Design, Instruction, Instruction</p>	classroom teachers	Apr 4, 2016	Jun 16, 2016	On-Track
<p>✚ Acquire multi-tiered texts that support inquiry based, vertically aligned units Tags: Core Instruction, Curriculum Design, Instruction, Curriculum Design, Curriculum</p>	classroom teachers and administration	Apr 4, 2016	Sep 1, 2016	On-Track
<p>✚ Implement lessons as designed in vertical curriculum maps Tags: Core Instruction, Curriculum Design, Instruction, Curriculum Design, Instruction, Curriculum maps</p>	classroom teachers	Sep 1, 2016	Jun 1, 2017	On-Track
<p>✚ Review, modify, and implement vertical curriculum maps Tags: Core Instruction, Curriculum Design, Instruction, Curriculum Design, Instruction, Curriculum maps</p>	classroom teachers	Jun 1, 2017	Jun 1, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ *Send third grade representatives to NGSS training through Northwestern University this summer *Investigate other training opportunities for science teachers</p> <p>Tags: Curriculum Design, Instruction, Curriculum Design, Instruction, Cycles of professional learning</p>	Science lead teachers	Jun 30, 2016	Aug 31, 2016	On-Track
<p>✦ Pilot and support the teaching of NGSS curricular units while building school wide structures that support teacher peer observations</p> <p>Tags: Curriculum Design, Instruction, Instruction, Curriculum</p>	Science Lead Teachers, Special Education Teachers	May 2, 2016	Jun 30, 2017	On-Track
<p>✦ Align school science curriculum to NGSS</p> <p>Tags: Curriculum Design, Instruction, Curriculum Design, Curriculum maps</p>	Science teachers	Jun 1, 2016	Jun 1, 2018	On-Track
<p>✦ Establish the 2016-17 BOY Tier groups in spring of 2016</p> <p>Tags: MTSS, Curriculum Design, Intervention, Teacher Teams/Collaboration, Personalized Learning, MTSS, Diverse Learners, English Learners, Intervention, Instruction</p>	classroom teachers	Jun 3, 2016	Jun 23, 2016	Completed
<p>✦ Quarterly review of MTSS tier groupings based on a variety of data including the DesCartes Continuum, On Track data, TRC, and teacher observations</p> <p>Tags: MTSS, Curriculum Design, Intervention, Teacher Teams/Collaboration, Personalized Learning</p>	classroom teachers	Sep 1, 2016	Jun 1, 2018	On-Track
<p>✦ Investigate existing SEL support programs for middle school female students by bringing in Women of Worth (WOW) program and continue Becoming a Man (BAM) program. Investigate an SEL program that can be effectively implemented school-wide</p> <p>Tags: MTSS, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, MTSS, Climate and Culture</p>	SEL committee comprised of counselor, case manager, social worker and teacher leaders	Apr 4, 2016	Jun 30, 2016	On-Track
<p>✦ Investigate and acquire school-wide student behavior management systems</p> <p>Tags: MTSS, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, MTSS, SEL, Restorative approaches</p>	SEL committee comprised of counselor, case manager, and teacher leaders	Jun 30, 2016	Sep 1, 2016	Not started
<p>✦ EOY review of discipline data to gauge effectiveness of SEL program</p> <p>Tags: MTSS, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Climate and Culture, SEL, Discipline</p>	SEL committee	Jun 1, 2017	Jun 30, 2017	On-Track
<p>✦ Implement, review, and modify SEL program</p> <p>Tags: MTSS, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Climate and Culture, SEL, Discipline</p>	SEL committee	Sep 1, 2016	Jun 30, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The Title 1 Annual Meeting is scheduled for September 29, 2016 at 8:30am. The Title 1 PAC Organizational Meeting is scheduled for September 29, 2016 at 9:30am
The meeting is scheduled to discuss the Parent Involvement Compact and Policies. During BAC and PAC meetings (to be held every other month), parents will be involved in the development and periodic review and revisions of the plan and policy.

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 1 Annual Meeting is scheduled for September 29, 2016 at 8:30am. The Title 1 PAC Organizational Meeting is scheduled for September 29, 2016 at 9:30am
The meeting is scheduled to discuss the Parent Involvement Compact and Policies. Additionally, PAC and BAC meetings will be held every other month throughout the year.

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

During PAC, BAC, and LSC meetings, information regarding the curriculum, academic assessment tools, and academic progress will be disseminated to parents as the information becomes available to the school.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Suggestions of parents are welcomed and respectfully considered and will be implemented if and when appropriate.

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

Parents will receive a report on their child's performance on the state assessments (PARCC) for both reading and math as soon as they become available.

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.

Parents will be informed if their child has been assigned to a teacher who is not "highly qualified" as soon as the school receives notice from the Illinois State Board of Education.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic

achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

During parent-teacher conferences in November, teachers will share the results of the state academic assessments (PARCC) with parents. Teachers will also discuss ways parents can help their children at home including information on how to access Parent Portal. In addition, the school will host a variety of Family nights which will focus on ways that parents can help their children at home in language arts, science, technology, engineering, math and health.

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.

Workshops and classes will be scheduled based on parents' needs as determined during PAC and BAC initial meeting.

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.

School will offer a variety of strategies to parents to help their children achieve success academically, socially and emotionally via parent portal, BAC and PAC meetings, Family Nights and regular communication home.

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.

Parents will be informed and invited to attend workshops and classes as they become available. Parents will be encouraged to attend the four Headstart classes that are held annually to become actively involved in the Headstart program.

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.

Monthly calendars will be sent home in paper format the first school day of each month.
Monthly calendars will be posted on the school website. Parents may chose from a variety of languages available on the website to translate information.
The school marquee will display information related to parent programs, meetings, and other 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.)

At Goudy Technology Academy, we are committed to fostering a culture that focuses on respect, responsibility, collaboration and a sense of belonging in a safe and supportive environment for all students. We provide engaging, differentiated, data-driven instruction along with innovative enrichment programs that nurture and develop the unique strengths of our students. As a technology academy, we equip all students with technological capabilities that promote academic growth and development.
Goudy is committed to ensuring that ALL children are afforded the opportunities to reach their full potential in preparation to meet the challenges of the 21st century.

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 in accordance to the Chicago Public School's calendar on November 9, 2016 and April 19, 2017. These conferences will give parents the opportunity to meet with their child's teacher to discuss the following: academic progress, content curriculum, behavior concerns, upcoming school events, etc. Additionally, parents and teachers are encouraged to schedule conferences throughout the school year as needed.

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

Mid quarter progress reports will be sent home every five weeks. We will be using the progress report generated by IMPACT. Parents are encouraged to check the parent portal regularly to monitor their child's academic progress. In addition, home/email communication by teachers on both positive and negative progress is maintained.

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

Parents will have access to school staff in the following ways:
 * Visiting individual teacher web pages on the school website at: www.goudy.cps.edu
 * Via email or phone calls to the school
 * Scheduling appointments before and after school whereby parents can meet with teachers or administration

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

Parents are encouraged to volunteer in the school provided that they meet the requirements of the volunteer policy provided by the CPS Office of Safety and Security.

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

Parents will support their children's learning by regularly checking the following:
 *School/classroom website
 *Monthly school calendar
 *Parent portal
 * Ensuring that their child maintains good attendance

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

Parents will participate in decisions related to their child's education in the following ways:
 * Attend monthly Local School Council meetings
 * Complete the My Voice, My School Survey annually
 Through these avenues, parents have opportunities to express their opinions, voice concerns and ask questions.

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

Students will be regularly acknowledged for their accomplishments and successes via honor roll assemblies, End of Year Award Assembly, Daily recitation of the Goudy School Pledge, and student participation in the Goudy Student Council. Students are held responsible for maintaining student planners and regularly checking their own academic progress via Student Portal. Collaborative and inquiry based learning also promotes a culture that fosters life-long learning skills.

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.

Activities and training topics include the following:
 1. Teaching parents the fundamentals of American culture
 2. Providing ESL classes in conjunction with a not-for-profit local agency (Chicago Mutual Aid Association/City Colleges of Chicago)
 3. Facilitating parents with reading and math strategies they can employ at home to help their children succeed in school

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 700 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 600 .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)	\$	3068	.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.	\$	600	.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
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00