South Loop Elementary School (/school-plans/406) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
05/09/2016		

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

The ILT created a Theory of Action Plan for 2016-2018 based on the school's vision and mission.
Vision:
• We envision a school climate that embraces our diversity, where every child can succeed academically and artistically.
• Our graduates will continue to take ownership of their learning, be invested in their communities, and be well-prepared to compete in a global society.

Mission:
"To prepare every student at South Loop School to develop 21st Century Life Skills by providing a standards based curriculum that fosters student leadership, academic rigor, fine arts integration, social and emotional consciousness, an understanding and acceptance of diverse cultures in an inclusive environment"

During this time our focus is school wide math, differentiation, small group instruction and targeted interventions based on our achievement gap data. Our plan includes clear goals for increased student growth/exceeds category on NWEA and PARCC, TRC, and ELL access one year growth per student. This plan has specific growth goals for targeted K-8th students (e.g. red, yellow, proficient 1 & 2, growth target below 40th percentile, and students performing at a D or below average).

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1　2　**3**　4

The School's ILT is comprised of a variety of stake holders: Ancillary (Music teacher- NBCT), SPED teacher, administration, each grade level cluster representative (K-2, 3-5, 6-8, as well as representatives from our dual programs: Regional Gifted and Neighborhood programs. The ILT participates in quarterly school-wide internal walk-throughs with a specific focus (i.e. standards are posted, rigor in student work, level of questioning, teacher modeling, differentiation). Data collected will determine school-wide PDs and support needed from teacher mentoring. ILT reviews student work on an on-going basis with a focus on math, text complexity, culturally relevant text, small group instruction, Bloom's leveled questioning and classroom climate. The ILT analyzes data (PARCC, DIBELS, TRC, and NWEA Benchmark) to determine weaknesses in instruction/curriculum and resources to develop grade band programs (i.e. MTSS, integrated curriculum, and math curriculum planning), teacher mentoring, and intervention support.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   **3**   4

Each teacher is invested in the success of the school and most are assigned to lead at least one school wide team. A core group of teachers who represent all programs and grade bands perform leadership duties in the school and are represented on the ILT team. The MTSS team consists of special ed. and general education teachers who meet monthly to discuss all targeted tiered students. Teachers participate in mentoring first year teachers and staff new to South Loop. ELL teachers will provide quarterly workshops and meet with teachers who have ELL students on a monthly basis to provide teaching strategies and resources to support instruction. CIWP team consists of ILT members and LSC members. Union rep. attends required monthly meetings, coordinates school-wide meetings when concerns need to be addressed, and provide information from the Union on a regular basis. Grade level team leaders are responsible for the structure of their grade level meetings. Grade level chair is responsible for all content area focus directed by school-wide goals in targeted areas. Teachers are responsible for seeking and attending workshops to support our school wide goals and share the strategies with the staff in after-school workshops.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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**

The ILT continues to support a professional learning community by providing in-house bi-monthly PD's from 3:30-5:30 pm. The topics address targeted areas of concern to support classroom instruction and planning to enhance student academic growth. Classroom observations, NWEA data, TRC, teach backs, and school-wide targeted areas of growth determine the specific focus of the PD. Teachers lead differentiated sessions based on expertise e.g. vertical math alignment, MClass training, balanced literacy, progress monitoring, integrated curriculum, and differentiated instruction.

Principal establish a peer coaching protocol to provide struggling teachers with examples of best practices. Principal presents a State of the School address at two LSC meetings based on: school-wide data results, NWEA, PARCC, TRC, MClass, culture and climate, My Voice My School Survey, budgeting plan, school-wide targeted areas of growth and community partnerships.

The hiring process includes a teacher interview panel with questioning protocol (panel consists of targeted grade level peers). Candidates complete a writing assessment and demonstrate a lesson with students. Our candidate pool generally consists of student teachers who completed a year long internship at South Loop from UIC.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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

There is an established weekly after-school planning period for grade level bands to develop and enhance curriculum maps. Grade level teams developed quarterly, theme-based interdisciplinary units, integrated social studies and literacy units aligned to common core literacy standards with a focus on writing skills. Fifth through eighth grade social studies and language arts teachers implemented a project-based unit of study through a partnership with Facing History. The partnership supports cultural awareness and literacy skills in the content area of social studies and language arts. Kindergarten-3rd grade teams developed culturally relevant units integrating social studies and literacy standards. In conjunction with Erickson Institute, teams developed curriculum maps emphasizing text choices that specifically represent the diversity of our classrooms.

Primary and intermediate Math team collaborates with Erickson Institute to develop math curriculum that sets the foundation needed for common core math. This collaboration includes peer observations, walk-throughs, sharing of best practices, and co-planned instruction. Middle School math teachers share these practices and collaborate with DePaul University. An emphasis is made on more rigorous curriculum and vertical alignment to prepare college and career readiness.

The ELL teacher will co-plan with content area teachers to provide interventions and strategies for our ELL population. The special education teachers also co-plan with the classroom teachers to ensure leveled materials are available to support their academic goals.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Instructional Materials:

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

Score

1 2 3 **4**

> Teachers have access to a variety of resources to align to common core standards. Students are provided with Basal Readers and workbooks across the content area, Leveled genre based literacy libraries and native language based books to support our ELL and Diverse Learner population, classroom sets of novels in Literacy, Science and Social Studies, Words Their Way, Fountas & Pinnell, Zaner Bloser Handwriting, Lucy Calkins Units of Study, Heggerty, and common core reading and math workbooks. Reading Series leveled readers; Reading Series Spelling and Phonics workbooks, Envision Math, Pearson Course 1, 2 Mathematics, and Algebra Readiness, FOSS Kits, Common Core Coach practice workbooks: science, reading and math, Zaner Bloser G.U.M, Write Reflection. Technology Based: Easy CBM, FrontRowEd.com, IXL, Starfall, Kahn Academy, Study Island, Reading A-Z, Mastery Connect and IPAD apps. Literacy curriculum (Reading Street) contains an ELL resource (Success.net) and leveled instructional materials to support our ELL and Diverse Learner populations.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

The math department incorporates rigor within instruction in a variety of ways. In adapting to the new key shifts of common core, the source of information and learning is developed by the students' insights and previous understandings rather than being teacher focused. For example, tasks require students to develop algorithms on their own rather than being directly modeled by the teacher. Misunderstandings are clarified by teachers but students are encouraged to be agents of their own learning. Curriculum focuses are based on major grade level strands (e.g. 4th grade focuses on rational numbers, 7th grade focuses on proportional relationships, etc.) while still addressing every domain from our main assessment, NWEA.

The math team collaborates on lessons that increase rigor. Given that each grade level has its own teacher, they collaborate while having vertical alignment in mind. Math Talks and bell ringers are utilized to facilitate math discourse, peer coaching, and critiquing the work of others. Multiple methods of solving problems are shared but curriculum ultimately focuses on efficiency of each method. Math instruction also incorporates rigor through authentic assessments that charge students to apply their learned skills into the real-world. Problem-based learning, unit-based projects, and real-world problems that incorporate common core standards are used by all math teachers.

South Loop school believes that all students can learn. We set high expectations for all students and develop curriculum that ensures every child reaches their full potential. Primary teachers rely on reading workshop model to differentiate instruction. Middle school teachers use novel studies and thematic units that contain currently events that are culturally relevant where students are exposed to high school literature that prepares them for higher level thinking, and rigorous instruction and curriculum content and gain a better understanding of both their local and global community. Students are exposed to complex text and close readings to uncover layers of understand that lead to deeper thinking. Students are required to site evidence from the text and explain the rationale for their answers. Through class projects and performances students are provided a myriad of opportunities to display their authentic work (e.g. Science Fair, History Fair, Science Night, You Be The Chemist, Debate Team, Fine Arts Night, Spelling Bee, etc.)

Teachers create a learning environment where students are self motivated and held accountable for their learning and responsible for their academic success. All students K-8 have leadership binders where they set academic and personal goals, reflect on class work, track progress, grades, and attendance. They use these binders to inform parents about their quarterly progress.

Teachers create weekly objectives and specific skill-based activities based on student data that will help meet our targeted goals of every student in green and/or blue. MTSS teachers and/or teacher assistants push in or pull out to support any student not meeting grade level benchmark on TRC, Dibels, and NWEA. Teachers base instructional tasks on the Bloom's Taxonomy of Higher Order Thinking Skills to scaffold learning and students are able to use their higher order thinking skills to demonstrate their understanding of concepts learned.

Grade level and content area teams meet monthly to examine and discuss student work. We use data from NWEA, TRC, Dibels, and classroom assessments to group students based on their ability to ensure that each child is receiving instruction that is tailored to their learning needs. A baseline is created through student pre-assessments. This data allows us create rigorous classroom activities/instruction that is differentiated according to each students learning plan. Student learning plans are adjusted throughout the year based on their growth to continue to provide them with differentiated classroom work, instruction, assessments,

Classroom and SpEd teachers participate in weekly grade level and content area meetings with an agenda of common protocols (e.g. share student work samples, discuss weekly assessments, work on school wide focus, MTSS, culture and climate, professional reading. MTSS and ELL lead teachers host one weekly grade level meeting per month to discuss students identified by classroom teachers as needing intervention. MTSS and ELL teacher require teachers to bring examples of intervention strategies implemented and a data graph showing its success or non-success and student sample work to grade level meeting for teams to discuss strategies and next steps. Teachers plan quarterly in grade-level clusters with a focus on literacy and writing across the content areas (Science Social Studies and Math) with alignment to common core and preparation for PARCC. ILT participate in monthly meetings to discuss school-wide data and grade bands next steps.

Guide for Rigorous Student Tasks

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

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

-History Fair, Science Night, Fine Arts Night, data binder, Leader In Me, High School Fair, taught High school literature, BETA Club, Grade Level aligned curriculum

-South Loop School provides high school curriculum to all 7th & 8th grade students. Students are able to test into geometry and algebra

-Big Brother, Big Sister - 8th grade students mentor target 5th-7th grade students

Middle school students attend the annual High School Fair. They meet with prospective High Schools to determine which schools will best meet their educational goals.
The school also hosts an annual Middle School Transition meeting (students meet their next year teacher and hear about school year expectations) and annual High School Fair. Third grade teachers host an annual classroom workshop to prepare parents for NWEA testing. Counselor and Principal meet regularly with 8th graders to ensure high school placement, track quarterly grades and school-wide assessments. Principal contact parents when eighth graders fall below a C in any core content area.

Students are able to choose from a wide variety of extra-curricular and academic programs that allow them to learn and master skills from Fine Arts, Spanish, Talent After-school partnerships and clubs (i.e. Youth Guidance drama and dance, Girls on the Run, BETA Club, Girl Scouts, Chess Club, Knitting club, Debate team, origami, yearbook club, yoga, Tae Kwon Do, Science Club, Chicago Children's Choir, Chicago Jazz Philharmonic, Sherwood Music Conservatory, Art Institute, Common Threads)

The school hosts several programs to support transitioning students (Kindergarten Picnic, "Teacher Meet and Greet", Open House, Pre-school and Kindergarten transitions ceremony, and 8th grade Luncheon and graduation). The kindergarten meet and greet prior to the beginning of the school year for all new families and current kindergarten families for networking and transitioning information. In-coming new students are allowed to attend a "Meet your new teacher" night where they are introduced to their new teacher and are able to tour the school building. During September of each school year room parents host a classroom meet and greet/Open House for networking and relationship building. Prospective parents gain information about the school during monthly school tours and discussions.
Counselor provide school counseling and advising transition support during the 8th grade selective enrollment. ELL students continue to receive support once they have exited the ELL program.

Students are exposed to a variety of colleges and universities when the staff participates in our annual College Week. Classroom doors are decorated with the teachers college or university they attended. Staff also wear their alma mater gear during this day.On the final day of College Week students wear the alma mater of their parents college and university. Our community partner Northern Trust Bank provides Junior Achievement each school year. This is another introduction to careers and the workforce. Middle School students are currently participating in a program called Classroom Inc. (Reading in the Real World). Classroom Inc is a computer based program using virtual workplaces to improve student literacy. These initiatives are used to help bridge academic preparation with future aspirations.

Throughout the summer teachers provide tutoring services to students who are above on and below level to meet their learning needs and prepare them for the upcoming school year. At the end of the school year teachers provide current and incoming students with summer reading lists, work packets, projects and resources. Students are provided users names and pass-codes to access online educational programs (e.g. RAZ, Study Island, Success maker, IXL, Frontrow Math.) These tools are used throughout the summer to minimalism learning loss, reinforce learning and and introduce new skills for the upcoming year. prepare students for the next grade level.

Middle School teachers utilize a wide variety of texts that cover a multitude of genres and support the common core state standards. Through these readings students are exposed to high school literature that prepares them for higher level thinking and more rigorous content. Teachers prepare thematic units that are culturally relevant and utilize novel studies are based around craft, content, and relevance. Teachers use qualitative and quantitative assessments to measure students achievement. Teachers then determine which student are who are not making necessary academic gains need additional support through MTSS. Students attend intervention blocks where they receive additional support and prepared them for college and career readiness.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

ELL Teacher and Special Education teacher have access to regular ed teachers lesson plans on our school-wide goggle drive to provide strategies for implementing ELL and special ed. students accommodations and modifications. All teachers are required to have a LRE binder available with access to the accommodations and modifications pages of all students with special ed services. The ELL teacher provide instructional resources to regular ed teachers and academic support to ELL students.

Daily objectives and essential questions are displayed in the classroom weekly and discussed with students. All students are able to answer what they are learning and why. Student work is posted to align to objectives.

Primary students use share outs and turn and talk to explain their understanding of the content and to teach one another. Middle school students present new content to their peers thorough various modalities, (Power point, videos, songs and raps, displays, reports/essay, oral presentation, spoken word, and Socratic seminar).

Primary teachers provide differentiated literacy and math workstation that promotes small group student-to-student learning. Middle School teachers incorporate group discussion/debate where students have to defend and support their position by explaining citation from the text. evidence to support their

Teachers group and regroup students on an as need basis by conducting ongoing assessments. MTSS is used for K-8 students. Struggling students are pulled for intervention, MTSS instructors and classroom teachers use progress monitoring data to monitor student growth. Students who are not showing adequate growth after 10 weeks are moved to tier 3 support.

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

Multi-Tiered System of Support:

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

-BETA students tutor (peer-to-peer struggling students identified by teachers.

All students have exposure to the core curriculum. Teachers use classwork and assessments, as well as Universal Screeners (TRC and NWEA) to identify struggling students. Those students are moved to tier 2 and interventions are implemented for 6-8 weeks. During this time the MTSS coordinator, grade level team, and teacher meet weekly to discuss progress monitoring data. If a student is progressing, the teacher continues with the intervention. If the data shows no improvement after 6 weeks, the intervention is changed or additional interventions are added. The same process is repeated. Next steps are determined based on the progress monitoring results. Students who show little or no progress are moved to tier 3. One-on-one interventions are implemented and monitored. The team meets to discuss and review intervention plans and progress monitoring data. If a student still doesn't show gains after tier 2 and 3 interventions are implemented, the student is referred to the team for a Diverse Learner evaluation.

MTSS documentation is kept in a binder by all teachers. When a student is identified for MTSS, a Personal Learning Plan is created that explains what area of need the student is receiving interventions for. The plan also lists the intervention, TRC and/or NWEA scores, when, where, and how often the interventions are being implemented, and who is providing the interventions. A parent contact log is also kept for each student so that we can track teacher-parent contact. We have four teachers who provide interventions for K-4. All middle school students have an intervention period built into their daily schedule.

NWEA, TRC, Dibels, classwork, progress report, report card, teacher recommendations and formative assessments are used to identify struggling students. MTSS lead teachers meet with classroom teachers weekly to discuss Tier 1 interventions for teachers to try for a period of time (minimum of 6 weeks). MTSS teachers and teacher assistant provides push in and/or pull out instructional support in a small group setting for all identified strategic and intensive students . If students are identified as Tier 2 or 3, pull out instruction is implemented. Students can be assigned to walking reading groups based on abilities. Easy CBM and Accelerated Reader is used to monitor reading intervention instruction. Teachers meet in monthly MTSS meeting to discuss next steps for students not making expected gains and exit plan for students who meet their goals. Targeted tutoring or academic push -After School Counts is in place for additional small group instruction for identified students achieving below and above academic standards. Phonics based before school tutoring is provided to identified 1st-3rd grade students yearlong. All students in middle school will receive 60 minute blocks for all content areas and differentiated intervention block to support students academic needs. The intervention block will provide extra support ELL students and diverse learners.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic**

absenteeism. (On Track)
- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1   **2**   3   4

Assistant Principal provides data in multiple forms to all teachers. Principal and A.P lead ongoing professional development for NWEA data talk. Demonstrating how to access NWEA data, use the abundance of resources in the DeCartes,for more targeted skilled based support and next steps after data is viewed (what specific plan will be created for all students).
Teachers bring classroom assessments to grade level meetings for peer review using Blooms as a rubric to identify Rigor. Teachers bring student work samples to grade level meetings to review level of rigor/text complexity, as well as alignment to CCSS.

Teachers PD data talk days are provided at the end of every testing window to discuss next steps for instruction. Teachers utilize resources and pull specific data to form instruction and progress monitor. Teachers use this data to drive their instruction. They create guided reading and math groups based on TRC and NWEA data as well as classroom assessments. Student tasks and assessments are created to monitor student achievement of those goals. Learning is measured through groups that are monitored and rearranged based on the student's attainment of the skills.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1   2   3   **4**

The Principal provides a "State of School Address" at two LSC meetings per school year. The vision for the school year is presented (targeted goals based on current data), school wide data is presented i.e NWEA, MClass, TRC and next steps are presented based on the data. Each year a primary workshop is provided to parents of students in kdg- 2nd to explain the parent TRC report, critical skills that must be mastered by the end of the school year, and homework policy . Teachers create a monthly newsletter and website to provide updated information on common core standards and skills being covered (weekly/monthly). The school provides an annual High School Fair with pertinent information for high school selections and scholarship opportunities for private schools. The principal and the middle school team host a fall workshop every year for parents and students to discuss expectations, curriculum and data tools. This workshop is provided to sixth grade parents interested in Academic Centers, seventh grade parents to discuss how seventh grade determines high school selection and eighth grade parents to discuss promotion criteria, NWEA and high school selection. The Principal schedules individual meetings with eighth grade parents and students to discuss test scores, grades and how these tools correlate with high school selections.

Advisory and Morning meetings the first 15 minutes of the day that focus on school to classroom/community building, monitoring grades, current events, social emotional, cultural understanding

All class create their own classroom mission statement, establish classroom expectations, data binder where students set weekly goals. middle school team developed expectations, each home room has a designated day to check grades, current behavior monitoring system clip boards

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

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

-Big Brother, Big Sister Mentoring

-Check-in, Check-out Action Plan

School-wide social emotional supports and programs are established to promote proactive, positive, and behaviors, . Students participate in PBIS, South Loop Way, and Leader in Me. These programs promote and encourage positive behaviors and respectful relationships with their peers. Students are rewarded when they exhibit positive behaviors that are discussed and reinforced during advisory block, and morning meetings. Rewards include but are not limited to: Lion Pride Paws, Golden Table Lunch, Out of Uniform day's, Awards Assembly and Breakfast, and various other prizes. Students who consistently demonstrate positive behaviors and interactions with their peers and teachers can be chosen as Leader of the Month.

Engaging activities and 6th Grade Outdoor Ed., 8th Grade Washington D.C. Class trip, School Dances
Instruction and literature choice is driven by the diversity of each classroom. Teachers specifically plan activities and choose novels that are socially, and culturally relevant to our students.

Through a partnership with Facing History middle school teachers create thematic units. Students read texts, complete projects, have discussions with local business men and women of various personal and professional backgrounds. The units are designed to represent the diverse demographics of our school.

South Loop displays the school-wide cultural diversity through South Loop Around the World. This event is parent, community and teacher led. Representatives from various cultures and ethnicity's present food, dancing, music, singing, artwork, and clothing that represents gives visitors an glimpse of their culture.

Students learn about their community by taking field trips to local historical landmark (e,g Clark House, Henry Glessner house, Museum campus, are taken to Harold Washington Library, Lincoln Park Zoo, Nature Museum, Chicago Cultural Center, Chicago Symphony Orchestra). Students visit various city parks Dunbar Ping Tom, NTA park, and other local landmarks)

Students are taught to respect and care for their community through service projects (e.g. Annual "Clean and Green" event, BETA clothing drives, collection of donations to Early Childhood Centers plant a garden using compost that they collect throughout the year.

After school teacher PDs were constructed based on teacher response. Teachers are responsible for leading PDs in areas they have mastered or demonstrated best practices. Teacher feedback from PDs was positive and support of their colleagues

Teachers are assigned as mentors based on area of expertise (i.e classroom management, classroom routines, writing workshop, guided reading, classroom centers, classroom environment,and classroom instruction). First year and new teachers to South Loop School are assigned a mentor or a "go to person" to support teacher retention. The mentoring is provided to learn South Loop School's wide culture and high demand for success. Mentoring provided includes opportunities for teachers to shadow another teacher, for mentors to peer observe classroom instruction and provide feedback and/or opportunities for planning. New staff and first year teachers are provided with the opportunity to participate in an informal internal walk through with the Principal to identify and observe best practices. Principal and Assistant Principal conduct several informal observations to determine school-wide PD, instructional resources needed, and individual teacher growth opportunities. Resources from the New Teacher Center are provided on a regular basis. Videos of classroom instruction or any area of identified support needed are emailed to teachers on a weekly basis. Technology tools and internet based programs are given to teachers on a weekly basis to support classroom instruction.

Hiring process includes teacher interview panel with questioning protocol (panel consists of targeted grade level peers). Candidates complete a writing assessment and demonstrate a lesson with students. Our candidate pool generally consists of student teachers who completed a year long internship at South Loop from UIC.

Guide for Relational Trust
- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.

- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Students have opportunities for authentic student leadership and student voice through a variety of programs and initiatives i.e National Junior Beta Club, Magnet Cluster, Community Service hours, PBIS, Leader in Me, school -wide clubs and sport programs. Such as the debate team for grades 6-8, which fosters leadership and speaking skills; Beta Club for 6th-8th grade, which is our school wide honor society; Big Brother Big Sister program 1st and 2nd grade students getting mentored from 7/th8th grade students. Lighthouse team comprised of 2 students per grade level to help with making school wide decisions for discipline and reward protocols. This year, we used the "Check In, Check Out" program. Identified targeted students were assigned to an adult in the building to checking in with daily and check out with daily to support academic and social emotional support. Every year we ask a former student to speak to the current 8th graders of the importance of ACT. and preparation for high school.

Classroom teachers are planning projects for middle school students to plan and complete community passion projects. These quarterly civic projects are based on student interests. They provide opportunities for students to solve problems about real world issues, collaborate with peers, and student choice in choosing the medium they want to display their findings (e.g. display panels, commercial/advertisement, newspapers/newsletters, songs/raps, creative writing, visual representation, etc.). Students also have a choice of completing science or history fair projects. Students are able to display their understanding of the content learning.

Teachers and teacher assistants volunteer to lead school-wide programs and clubs (Common Thread, Yearbook club, Algebra club, Chemistry club, Loop around the Loop, Knitting Club, Robotic club, Battle of the Books. Lego Club, Sports Camps) to support teacher/student relationship building. It is our goal for students to feel there is always at least one adult they can seek for help. South Loop School is a PBIS school and we follow the "South Loop Way" Be Safe, Be Respectful and Be Responsible. PBIS is used to reinforce student behavior school-wide through positive interventions and support systems and provide teachers with a guideline for student/adult interaction. South Loop School is also a Leader in Me School. This is an extrinsic reward program to support our calm culture and climate. We also participate in providing morning meetings in the primary rooms (Kdg-3rd) to give students opportunity to develop a classroom community that is supportive and safe. Extended day staff take an active role in mentoring middle school students. All programs and initiatives are open and available to all students.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 **3** 4

During teacher institute says at the beginning of every school year our PBIS model is covered by the Principal as a introduction to new staff and a reminder for existing staff. The staff also receive a training for our Leader in Me Program. This year introduced the Check In Check Out program and student data binders. the Lighthouse team is responsible for providing quarterly after school PD focused on teacher/student relationship building. The second week of each school year during open house the Principal provides a PBIS workshop to new families to reinforce positive behavior at home and at school. The Assistant Principal provide a Leader in Me workshop at a LSC meeting to explain the importance of the program and how it will support our students with safe and nurturing environment. Every school year South Loop School host an annual PBIS kick off to remind students and staff of our calm culture and responsibility for following South Loop Way. Classrooms are rewarded "lion paws" for following school-wide rules that are posted in the classroom, lunchroom, bathrooms and hallways. School-wide rules are written in the positive format, "don't" is not written in the rules. Teachers chart daily lions paws received from all non-classroom teachers, teacher assistants, security guard, custodial staff and lunchroom staff. At the end of each month lion paws are counted and the top winning classrooms per grade cycle are announced over the intercom and rewarded a class token i.e extra recess, ice cream during lunch, pencils or movie in the classroom. Teachers monitor behavior by asking, "Are you following the South Loop Way, Are you being safe, Are you being responsible and Are you being respectful. Students are provided the opportunity to tell how they could have handled the situation differently. A Middle School Detention Program is also in place as an alternative to suspension for minor infractions in the student code of conduct. Lion Roars was implemented this year to reward middle school students on an individual basis. Monthly golden table luncheon and quarterly leadership breakfasts reward students for implementing the South Loop Way and Leader in Me program.

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 3 4

South Loop School has behavioral programs in place that support Kdg.-8th grade students intrinsic motivation (PBIS) and extrinsic motivation (Leader In Me). Students are rewarded when they display behaviors that are representative of our school-wide expectations "The South Loop Way" and "P.R.I.D.E".

Light House team meets regularly to monitor that systems in place support a restorative environment. They are responsible for mentoring and modeling the leadership principles and tools to implement our Leader in Me and PBIS programs to all new staff members. Teachers reinforce behaviors using common language will read Leader In Me. The 7 habits will be integrated and reinforced by using effecting leadership tools in lessons, using literature to support the principles, data notebooks for tracking progress, student led conferences for accountability.

Students attend daily advisory periods and morning meetings where student learn valuable leadership skills. These skills are designed to give students a positive start to their day, students learn to be forward thinkers, plan and provide community service projects, and collect money for charities.

Teachers maintain meaningful leadership roles and responsibilities for students using the "Leader in Me" Vocabulary" which allows students to develop skills vital for the 21st century. They collaborate to build a culture of leadership in classrooms and throughout the school. The school environment reinforces the leadership model of a Leader in Me School by establishing a common language for reinforcing appropriate behavior and demonstrating respect for the school environment.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 **3** 4

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

Most teachers create a classroom website that provide weekly homework, standards being covered for the week, class projects, upcoming events, field trips and instructional resources. Some teachers provide a monthly newsletter detailing the same information that can be found on classroom websites. Teachers keep updated Gradebook and remind parents to use the tool to track students progress. 5 week student progress reports are distributed 4 times a school year. School communicates important information through a daily school-wide email blasts, weekly "Week At A Glance," and school website. School wide computer programs are utilized at home (Accelerated Reader and Reading Eggs) for parents to monitor their child's progress in identified areas of concern. The programs are have triggers created by the classroom teacher or MTSS teacher for students to work on specific skills only. Parents are provided with a passcode and details on how to use the programs.

School staff works closely with families and community partners to develop and plan authentic and engaging activities in the school community (i.e. Secret Reader, Classroom projects, Book Fairs, Spelling Bee, Science Fair, Winter Dances, Annual Spring Benefit, Fall and Spring Clean and Green, Fundraising, Girl Scouts, Winter and Spring Fine Arts Performances, Quarterly Family Fun Nights provided by the Family Involvement Group, Cafe Moms, Kiss and Go, Safety Patrol, Dads Group, Chaperoning Field trips, Communication Committee, Volunteer Coordinators and Extended Day Program Fine Arts Performances). These opportunities are provided to parents to develop parent leadership and ownership for our school. 80 percent of South Loop parents lead these initiatives or programs. Committees and chairs for the committees are established by parents who schedule monthly meetings .

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in**

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 **3** 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘

2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	**2**	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	**1**	2	3	4	5	⊘
3	Expectations for 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: Safety & Order	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	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				
Based on current trends this seems feasible	97.00	95.00	96.00	97.00
National School Growth Percentile - Math				
Based on current trends this seems feasible	78.00	77.00	78.00	79.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Based on current trends this seems feasible	60.80	(Blank)	61.00	62.00
African-American Growth Percentile - Reading				
Based on current trends this seems feasible. Continue partnerships with Facing history	86.00	86.00	88.00	90.00
Hispanic Growth Percentile - Reading				
Base don current trends this seems feasible	92.00	91.00	93.00	94.00
English Learner Growth Percentile - Reading				
Continue providing intervention support and online resources	(Blank)	(Blank)	50.00	50.00
Diverse Learner Growth Percentile - Reading				

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Continue providing opportunites for professional development	(Blank)	(Blank)	50.00	50.00

African-American Growth Percentile - Math

Continue providing an intervention block for targeted math skiils support	47.00	45.00	50.00	60.00

Hispanic Growth Percentile - Math

Provide more opportunites for skill focused intervention blocks	85.00	53.00	75.00	80.00

English Learner Growth Percentile - Math

Continue to work with local universities for additonal resources and strategies,	(Blank)	(Blank)	50.00	50.00

Diverse Learner Growth Percentile - Math

Provide additonal support for instruction and curriculum planning	(Blank)	(Blank)	50.00	50.00

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

Based on current trends this seems feasible.	99.00	99.00	99.00	99.00

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

continue partnerships with local universities	96.00	98.00	99.00	99.00

National School Attainment Percentile - Reading (Grade 2)

continue implementing a balnced literacy approach	99.00	99.00	99.00	99.00

National School Attainment Percentile - Math (Grade 2)

Continue partnerships with Erikson Insitute	98.00	93.00	95.00	97.00

% of Students Making Sufficient Annual Progress on ACCESS

Continue to provide a primary interventionist for ESL support. Provide a online resource to support curriculum	66.70	83.30	85.00	90.00

Average Daily Attendance Rate

Continue to provide incentives for improving attendance: celebrations, classroom awards, student recognitions	96.10	96.40	96.50	96.50

My Voice, My School 5 Essentials Survey

Continue to focus on students areas: Leader in Me, MorningAdvisory/Mornign meeting, Leadership Clubs	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...   ...then we see...   ...which leads to...

Implement data driven MTSS for Middle School students, that utilizes a variety of instructional strategies to support student's identified instructional needs; and prepare and support teachers planning and implementation of a more effective Multi-Tiered System or supports.

We will see differentiation instruction and task, student work, tiered support, improvement in teacher practice, leveled grouping, more student choice, and effective progress monitoring

Evidence of MTSS, implementation of personal learning plans, flexible learning environment, on-track monitoring and support, integrated data system that informs instructional choice

Tags:
MTSS, Personalized Learning, Differentiatied instruction, Tier 2 & 3, Academic supports, Tier 1, Learner profile, Accommodation, Anaylze data, Academic support

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Professional Development that includes resources, teacher presentation/teach backs, teacher videos and RSP training/modeling of: best practices, leveled grouping, effective progress monitoring, interpreting data, creating a flexible learning environment, on-track monitoring and support, integrated data system that informs instructional choice, developing lesson plans and personalized learning plans, professional readings, and time management.	Related service providers (RSP), ILT, Teach Back	Aug 29, 2016 to Jun 15, 2018	Sign-in sheets, agenda, meeting notes, and teacher reflections	Not started

MTSS, Teacher Teams/Collaboration, Professional development, Lesson plans, Support, Best practice, Professional reading, Teacher support, Time management

Monthly grade-level meetings with a dual focus of progress monitoring to track effectiveness of interventions, students response to interventions, and determination of next steps; ensure implementation of personalized learning plans, determine the effectiveness of strategies and adjust plans as needed.	Related service providers (RSP), Grade-Level Team Leaders, Grade-level team members, ILT	Sep 12, 2016 to Jun 15, 2018	Sign-in sheets, agenda, meeting notes, and student profile, MTSS data binder,	Not started

MTSS, ILT, Personalized Learning, Progress moniorting, Grade level meetings, Grade level teams

Develop school-wide expectation rubric to be used for peer to peer observation.	ILT, Administrative Team	May 24, 2016 to Aug 19, 2016	Completion of rubric	Not started

Observations, Expectations, Rubrics

Quarterly peer:peer observations of MTSS implementation in classroom setting	Classroom Teachers, Grade-Level teams	Oct 1, 2016 to Jun 15, 2018	Observation rubric	Not started

MTSS, Observations, Grade level teams

Informal administrative classroom observations of MTSS implementation	Adminstrative Team, ILT	Sep 20, 2016 to Jun 15, 2018	observation rubric	Not started

ILT, Observations, Administration

Strategy 2

If we do...

Establish a school-wide culture of structure for continuous improvement through professional development, grade-level partnerships, and professional learning teams that support peer collaboration, coaching/mentoring, peer learning, and teach back opportunities.

...then we see...

Weekly professional development plans, PD agendas and feedback, teacher leadership development, shared resources, improvement of teacher practices, personal and professional growth, increased collaboration that leads to cohesive shared vision and goals for our practices and expectation for students.

...which leads to...

School-wide improvement in identified areas of need per grade-level team, with a continued focus on closing the learning gap, and strengthening school-wide math teaching and learning.

Tags:
Professional development, Coaching, Collaboration, Culture, Teach back

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop monthly grade-level meeting and weekly after-school PD calendars	ILT, Administrative Team, and Grade-Level Team Leaders,	Jun 21, 2016 to Sep 6, 2016	Completed grade-level and PD calendars	On-Track

ILT, Professional development, Grade level meetings, Administration, Grade level teams, Calendar

Monthly teacher led PD (during the 2nd and 3rd quarter) based on identified grade-level needs	Grade-level teams, ILT	Jan 9, 2017 to Jun 15, 2018	Sign-in sheets, agenda, meeting notes, and teacher feedback/reflection	Not started

ILT, Professional development, Grade level teams

Grade-level team leaders will determine and share video/professional reading based on determined team needs.	Grade-level team leaders, ILT	Sep 12, 2016 to Jun 15, 2018	Weekly grade-level Agendas	Not started

ILT, Grade level teams, Professional reading, Video

Weekly grade-level team meetings with a weekly focus on: MTSS, administrative led, grade-level instructional practice needs, and climate and culture.	Grade-level teams, Administrative team, ILT	Sep 12, 2016 to Jun 15, 2018	Sign-in sheets, agenda, meeting notes, and teacher reflections	Not started

MTSS, Climate and Culture, Grade level meetings, Administration, Grade level teams

Strategy 3

If we do...

Enhance the rigor of school-wide math curriculum where students take responsibility and are accountable for high-quality work by: providing opportunities for students to create authentic student work, and assign task that challenge students to provide evidence for their reasoning and think strategically using Bloom's Taxonomy.

...then we see...

Differentiated student task. Data informed decision makling. Strategic grouping. 5 week Unit plans. Weekly lesson plans. teacher collaboration.

...which leads to...

Project based units that incorporate student choice in presenting the work, real world application that is relevant to students, student-led small group instruction, differentiated instruction, increased student engagement, student to student learning and peer sharing of a variety of strategies, and peer analysis and math talk.

Tags:
Benchmark progress monitoring, Curriculum map, Asessment, Collaborative teachers

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Utilize CPS School Excellence Framework PD resource to enhance mathematics curriculum teaching and learning, cross-curriculuar alignment, and rigor in math that addresses the school-wide math goals.	Math Team, ILT	Sep 6, 2016 to Jun 15, 2018	PD agenda, meeting notes,	Not started

Aligned resources, Classroom rigor

Create quarterly project-based units that incorporate real world application and allows choice of demonstrating knowledge according to learning styles and levels of academic understanding.	Classroom teachers, Grade-level teams	Sep 12, 2016 to Jun 15, 2018	Quarterly lesson plan	Not started

Instructional planning

Weekly lesson plans include opportunities for students to lead small group instruction/discussion sessions, peer sharing of a variety of strategies, real world application, math vocabulary, and peer analysis and discussion.	Classroom Teachers, Administrative Team	Sep 6, 2016 to Jun 15, 2018	Weekly lesson plans	Not started

Collaborative teachers

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Professional Development that includes resources, teacher presentation/teach backs, teacher videos and RSP training/modeling of: best practices, leveled grouping, effective progress monitoring, interpreting data, creating a flexible learning environment, on-track monitoring and support, integrated data system that informs instructional choice, developing lesson plans and personalized learning plans, professional readings, and time management. Tags: MTSS, Personalized Learning, Differentiatied instruction, Tier 2 & 3, Academic supports, Tier 1, Learner profile, Accommodation, Anaylze data, Academic support, MTSS, Teacher Teams/Collaboration, Professional development, Lesson plans, Support, Best practice, Professional reading, Teacher support, Time management	Related service providers (RSP), ILT, Teach Back	Aug 29, 2016	Jun 15, 2018	Not started
✚ Monthly grade-level meetings with a dual focus of progress monitoring to track effectiveness of interventions, students response to interventions, and determination of next steps; ensure implementation of personalized learning plans, determine the effectiveness of strategies and adjust plans as needed. Tags: MTSS, Personalized Learning, Differentiatied instruction, Tier 2 & 3, Academic supports, Tier 1, Learner profile, Accommodation, Anaylze data, Academic support, MTSS, ILT, Personalized Learning, Progress moniorting, Grade level meetings, Grade level teams	Related service providers (RSP), Grade-Level Team Leaders, Grade-level team members, ILT	Sep 12, 2016	Jun 15, 2018	Not started
✚ Develop school-wide expectation rubric to be used for peer to peer observation. Tags: MTSS, Personalized Learning, Differentiatied instruction, Tier 2 & 3, Academic supports, Tier 1, Learner profile, Accommodation, Anaylze data, Academic support, Observations, Expectations, Rubrics	ILT, Administrative Team	May 24, 2016	Aug 19, 2016	Not started
✚ Quarterly peer:peer observations of MTSS implementation in classroom setting Tags: MTSS, Personalized Learning, Differentiatied instruction, Tier 2 & 3, Academic supports, Tier 1, Learner profile, Accommodation, Anaylze data, Academic support, MTSS, Observations, Grade level teams	Classroom Teachers, Grade-Level teams	Oct 1, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Informal administrative classroom observations of MTSS implementation Tags: MTSS, Personalized Learning, Differentiatied instruction, Tier 2 & 3, Academic supports, Tier 1, Learner profile, Accommodation, Anaylze data, Academic support, ILT, Observations, Administration	Adminstrative Team, ILT	Sep 20, 2016	Jun 15, 2018	Not started
✚ Develop monthly grade-level meeting and weekly after-school PD calendars Tags: Professional development, Coaching, Collaboration, Culture, Teach back, ILT, Professional development, Grade level meetings, Administration, Grade level teams, Calendar	ILT, Administrative Team, and Grade-Level Team Leaders,	Jun 21, 2016	Sep 6, 2016	On-Track
✚ Monthly teacher led PD (during the 2nd and 3rd quarter) based on identified grade-level needs Tags: Professional development, Coaching, Collaboration, Culture, Teach back, ILT, Professional development, Grade level teams	Grade-level teams, ILT	Jan 9, 2017	Jun 15, 2018	Not started
✚ Grade-level team leaders will determine and share video/professional reading based on determined team needs. Tags: Professional development, Coaching, Collaboration, Culture, Teach back, ILT, Grade level teams, Professional reading, Video	Grade-level team leaders, ILT	Sep 12, 2016	Jun 15, 2018	Not started
✚ Weekly grade-level team meetings with a weekly focus on: MTSS, administrative led, grade-level instructional practice needs, and climate and culture. Tags: Professional development, Coaching, Collaboration, Culture, Teach back, MTSS, Climate and Culture, Grade level meetings, Administration, Grade level teams	Grade-level teams, Administrative team, ILT	Sep 12, 2016	Jun 15, 2018	Not started
✚ Utilize CPS School Excellence Framework PD resource to enhance mathematics curriculum teaching and learning, cross-curriculuar alignment, and rigor in math that addresses the school-wide math goals. Tags: Benchmark progress monitoring, Curriculum map, Asessment, Collaborative teachers, Aligned resources, Classroom rigor	Math Team, ILT	Sep 6, 2016	Jun 15, 2018	Not started
✚ Create quarterly project-based units that incorporate real world application and allows choice of demonstrating knowledge according to learning styles and levels of academic understanding. Tags: Benchmark progress monitoring, Curriculum map, Asessment, Collaborative teachers, Instructional planning	Classroom teachers, Grade-level teams	Sep 12, 2016	Jun 15, 2018	Not started
✚ Weekly lesson plans include opportunities for students to lead small group instruction/discussion sessions, peer sharing of a variety of strategies, real world application, math vocabulary, and peer analysis and discussion. Tags: Benchmark progress monitoring, Curriculum map, Asessment, Collaborative teachers, Collaborative teachers	Classroom Teachers, Administrative Team	Sep 6, 2016	Jun 15, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◌ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> N/A

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

> N/A

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.

> N/A

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.

> N/A

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.

> This information is provided during Report Card pick up to allow the class teacher to set academic goals for the studnets with the parent.. The students receive this information in September. The students use the report set weekly/yearly goals and palce the information in their data binder.

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.

> Letters will be sent home for parents to make the request. Email blast will be sent to inform parents to make the request. If a teacher isn't high;y qualified, a letter will be sent home to parents.

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

> N/A

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.

Classroom teachers send home all access codes for our online resources. Technology teacher work with the students: access and sign on codes. School provides information for free online resources the school use on a daily basis.

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.

Each teacher is assigned a room parent to help with parent communication. Each teacher creates a classroom website updated weekly: hmwork, projects, monthly calendar, school news, fieldtrips, current skill focus for content areas, etcc

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.

N/A. Pre-school wont be offered for 2016-2017 due to space utlization

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.

Information is provided weekly as a blast, daily as a blast, by room parents, flyers, twitter, instagram and robocall.

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)

we are not a title 1 school

Parent Compact   Complete

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

The school will offer a curriculum that ensures success for every child. The curriculum will be engaging and allow for opportunites for student choice. The curriculum will be aligned to common core standards with opportunites to push beyond the expecations for on grade level standards.

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 conferences will be held as designated by CPS, parent request and teacher request.

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

Report Card pick up, Progress Reports, promote Parent portal (parents have a daily access to students progress), Primary grades creates quarterly common core reports: My child is in in 3rd grade as a Third grader I can. The teacher checks off the skills the student has mastered. The parent can focus on the skills the student is struggling with.

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

Parents can make a 24 hour request to meet with teachers before or after school. During school hours, at a time with miniumal disruption to classroom instruction .

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.

Parent led activites and programs: Parent volunteer coordinator (responsible for soliciting volunteers for all school wide activities and programs), parent handbook, room parent for each classroom (Solicit for field-trips and class projects). Parent committees: Friends and family of South Loop, Finance Committee, Family Involvement Group. Parents can observe with a 48 hour notice submitted to administration. Observations can occur 45 minutes or less.

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

> Send home pin numbers for parent portal. Be consistent in messgage: set atrendance, grade alerts. Check classroom websites for weekly homework. Primary grades: Weekly Homework packet in a red folder

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

> Lsc meetings. Open House. Report Card pick up. Scheduled parent conferences after progess reports. IEP meetings. Intervention Plan- Tier 2 and 3

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).

> School wide advisory and or mornign meeting; grade check, set weeky goals, create monthly caledar for projects due dates.

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 increast student academic achievement through parental involvement; specify your goals.

> N/A

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 0	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 0	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 0	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 0	.00
53510	**Postage** Must be used for parent involvement programs only.	$ 0	.00
53306	**Software** Must be educational and for parent use only.	$ 0	.00

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