



Charles Kozminski Elementary Community Academy (/school-plans/248) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/04/2016	Glover, Robinson, Beavers	CIWP Access, Roles,
02/11/2016	Glover, Robinson, Beavers, Colvin	On Boarding Colvin, Survey Data, Priority Identification
04/25/2016	Glover, Beavers	PD on CIWP
04/26/2016	Beavers, Colvin, Olson, Robinson	CIWP Strategies writing

03/03/2016	Beavers, Robinson, Glover, Colvin	Framework priorities
05/12/2016	Beavers, Robinson, Glover, Colvin,	Framework Priorities
05/17/2016	Crockett, Hoosier, Lajeune, Buckner, Huley, Robinson, Glover	CIWP Strategy Review
05/17/2016	Marquardt, Kohler-Hall, Beavers, Colvin, Walthour, Anderson, Robinson, Glover	CIWP Strategy Review
06/16/2016	Robinson, Beavers, Wilson, Glover, Colvin	CIWP Revision based on Network Feedback

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

The CIWP team conducted survey of school stakeholders, which sought to evaluate several aspects of the school mission and vision statements. By averaging the scaled scores we received and reflecting on anecdotal information and perceptions of school leadership, the CIWP team determined that a rating of "3" would be appropriate.

### Guide for Leadership & Collective Responsibility

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

### Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

1 2 3 4

The CIWP team conducted a survey of school stakeholders, which sought to evaluate the perceptions of the Instructional Leadership Team. By averaging the scaled scores we received and reviewing artifacts, i.e. Core Values, Instructional Core, Network 9 led PD, weekly Grade Level Meetings, Science PD, Math PD, Literacy PD, from the ILT. The CIWP team determined that a rating of "2" would be appropriate.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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

The CIWP team conducted a survey of school stakeholders, which sought to evaluate the effectiveness of professional learning at Kozminski. We have provided whole staff PD, common planning time by grade bands, and differentiated professional learning by grade band. By averaging the scaled scores we received and considering anecdotal experiences at school based PDs, internal support, and "safe practice", the CIWP team determined a rating of "3" would be appropriate for this priority area.

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### 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 CIWP team conducted a survey of school stakeholders, which sought to evaluate the utilization of school resources. Kozminski has partnered with the following organizations UIC, Golden Apple Stem, BlackHawks, UNCIEF, Common Threads, HPAC, Green Star Movement, Open Lands, Knock at Midnight, SMART Art Rotary Club, Columbia College Science Department, NSP/U of C, NFL Play 60, Urban Initiatives, Illinois College of Princeton Eye Vision, Topical Optical Optometry, Bright Star, AFHL, Second Step, 6 to 16 Success, Metro Squash, American Heart Association, Christie Webber, Hilton Hotel, DePaul, Chicago State, 21st Century, Art Should, and the Museum of Science and Industry.

Resources are distributed fairly, among all staff while the funding decisions are made based upon the needs of students and school that is aligned with the CIWP. Communication of school expectations are communicated via morning and afternoon announcements on the PA, Grade Level Meetings, staff emails, and newsletters.

By averaging the scaled scores we received and considering known scheduling, and budgetary concerns, the CIWP team determined a rating of "3" would be appropriate for this priority area.

#### 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

**Score**

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

1 2 **3** 4

The CIWP team surveyed an array of school stakeholders, which specifically sought to collect data on their impression of teachers usage of pacing guides, thematic units, and curriculum maps. Based on the response data, the CIWP team believes a "3" is the appropriate rating for this priority area. The Common Core and Next Generation Science Standards approach to instruction at Kozminski insures that every student receives rigorous, high quality instruction. Teacher teams engage in instructional planning, using the district wide content framework as a guide to sequence learning in each grade level.

Every teacher develops biweekly lesson plans, based on established curriculum maps, and pacing guides. Teachers regularly utilize performance assessments to monitor student's content mastery.

Teachers at Kozminski understand that differentiation is essential to student success, thus our curriculum selection reflects this approach to instruction.

- Engage New York
- Envision Math (Primary and Intermediate)
- Connected Mathematics (CMP3)
- Core Knowledge
- Novels
- Reading A-Z
- Think Through Math
- Stride Academy
- Study Island
- Foss Kits
- SEPUP
- STC
- Scholastic News
- National Geographic Science
- NewsELA
- Common Core Saturday Academy (resource books)
- Leveled Readers

This information combined with the data from a CIWP survey of school stakeholders, which sought to collect data on their impression of teacher's usage of pacing guides, thematic units and curriculum maps, leads our team to access this framework area a rating of 3.

**Guide for Curriculum**

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

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### 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

The CIWP team surveyed an array of school stakeholders, on their ability to access a variety of text and supplemental materials, and their impressions of the usage of differentiation and scaffolding in classrooms other than their own. The team also took account of the resources available to students and staff:

Integrated technology: Stride Academy, Study Island, Pearson Realize, Think Through Math  
 Classroom technology: Desktops, laptops, chromebooks, Ipads, projectors, document cameras  
 Primary: Core Knowledge, Envision, Haggerty  
 Intermediate: Engage New York, Envision, SEPUP, Foss, STC  
 Middle School: Connected Mathematics, Engage New York, SEPUP

Based on the data collected and information shared within the CIWP team, it was determined that a rating of a "3" was appropriate for this priority area.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

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



**Rigorous Student Tasks:**

Score

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)

1 **2** 3 4

The CIWP team surveyed an array of school stakeholders on the quality of student work and the occurrences of learning in the school. We found that:

- Students are leading work in math classrooms
- Differentiated instruction is occurring school wide
- Student work is being analyzed during ILT meetings

The CIWP team combined this data with a reflection on student work. With this understanding the team determined the rating of "2" was appropriate for this priority area.

**Guide for Rigorous Student Tasks**

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

**Evidence, Measures, and Standards**

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

**Transitions, College & Career Access & Persistence:**

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness

1 **2** 3 4

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)

The CIWP team surveyed an array of school stakeholders on the school's approach to high school readiness and the occurrence of:

- High school fairs
- High school shadow days
- 8th grade parent meetings
- 6 to 16 success program college field experiences
- 8th grade IEP transition meetings
- High school planning/on track meeting with every middle school student
- High school goal setting meetings
- Middle school On Track teacher team meetings

After averaging the scaled responses of the survey and considering the experiential evidence in this priority area the CIWP team determined that the appropriate rating in this category is "2".

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

## Evidence, Measures, and Standards

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

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

Score

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.

1 2 **3** 4

The CIWP team conducted a survey of school stakeholders, which sought to collect data on the usage of complex tasks. Based on the data collected the CIWP team determined that a rating of "3" was appropriate for this priority area.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### 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

The CIWP team conducted a survey of school stakeholders, which sought to bring clarity to how teachers are progress monitoring, applying interventions and using student data to inform instructional decisions. After reviewing this data, the CIWP team determined that a rating of "3" would be most appropriate in this priority area.

### Guide for Multi-Tiered System of Support

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

### Evidence, Measures, and Standards

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

The CIWP team conducted a survey of school stakeholders, to provide an understanding a grading policy compliance, and the presence of assessment in lesson plans. Based on the data received, the CIWP team determined that a rating of "3" would be most appropriate in this subject area.

**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 (CSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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.

The CIWP team reviewed the occurrence of the following:

Quarterly Awards Ceremony  
 Student of the Month  
 All Star Staff Monthly  
 School Bulletins  
 Monthly Attendance Incentives (trips, game truck, etc)  
 Second Step Implementation

at Kozminski and their value the school community. Additionally, data from the My Voice, My School Survey was also considered. After carefully evaluating this information, the CIWP team determined a rating of "3" would be most appropriate for this priority area.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**

- Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

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The CIWP team conducted a survey, which asked stakeholders about their peer to peer interactions in the school building. We combined this information with the presence of the following building norms:

All Star Cougar Ballot for Students, Teachers and Staff  
Mentor Teachers  
Peace Room  
Teacher/Staff led committees and teams.

This data was combined with the results of the My Voice My School Survey. After evaluating this information, the CIWP team determined a rating of "2" would be most appropriate for this priority area.

## Guide for Relational Trust

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

- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

## Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

The CIWP team reviewed Kozminski's offering of extracurricular activities, which include:

Garden Club  
Boys Basketball  
Girls Track  
Boys Track  
Cheerleading  
21st Century  
Metrosquash  
Common Threads World Cuisine  
Beta Club  
Boys and Girls Soccer  
Math Club

and their value the school community. Additionally, data from the My Voice, My School Survey was also considered. After carefully evaluating this information, the CIWP team determined a rating of "2" would be most appropriate for this priority area.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**



- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

## Evidence, Measures, and Standards

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

Safe Passage signs are posted on school grounds before and after school  
 School bells rings before and after school.  
 We have designated doors for entry and exits.  
 All visitors are required to sign- in with security prior to approaching the Main Office.  
 Students are required to walk in the halls with a hall pass.  
 Fire Drill protocol and exit plans are posted in rooms.  
 Lockdown protocols are posted in rooms.  
 Tornado Drill protocols are posted in rooms.

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

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

1 2 3 4

Restorative Approaches to Discipline:  
Kozminski utilizes the following programs:

1. Champs
2. Second Step
3. Peace Circles
4. Behavior Plans
5. Class Dojo
6. Detention
7. In-School Suspension
8. Student/student, Student/Parent Admin Conference,

### Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 **3** 4

#### Parent Partnerships:

Kozminski has a parent friendly environment with the following established parent/community activities :

1. An Open door policy for all students to meet with the principal or assistant principal regarding any and all issues or concerns.
2. Open House
3. Hosting Family Reading Day
4. Hosting Family Science Night
5. Parent Meetings for 8th grade activities
6. Communication with parents &/or community via email, monthly calendars, robo call with school activities
7. We collect parent surveys to assess the events effectiveness.
8. We offer parent volunteer opportunities and are always asking for more assistance in volunteer capacities.

### 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	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
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: Safety & Order	1 2 3 4 5 <input type="checkbox"/>
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input checked="" type="checkbox"/> 2 3 4 5 <input type="checkbox"/>
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 <input type="checkbox"/>
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 <input type="checkbox"/>
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 <input checked="" type="checkbox"/> 3 4 5 <input type="checkbox"/>
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 <input checked="" type="checkbox"/> 4 5 <input type="checkbox"/>
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 <input type="checkbox"/>
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <input type="checkbox"/>
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 <input type="checkbox"/>
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/>
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 <input type="checkbox"/>
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 <input type="checkbox"/>
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 <input type="checkbox"/>
3	Expectations for depth & breadth of Student Learning: Curriculum	<input checked="" type="checkbox"/> 1 2 3 4 5 <input type="checkbox"/>
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 <input type="checkbox"/>

3 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Parent Partnership

1 2 3 4 5

Goals

Required metrics (Elementary)

12 of 18 complete

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

National School Growth Percentile - Reading

The data regression in reading percentile growth from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of each grade levels (K-2, 3-5 and 6-8) NWEA student growth norms.

85.00

31.00

41.00

51.00

National School Growth Percentile - Math

The data regression in math percentile growth from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of each grade levels (K-2, 3-5 and 6-8) NWEA student growth norms.

45.00

39.00

49.00

59.00

% of Students Meeting/Exceeding National Ave Growth Norms

(Blank)

62.10

(Blank)

(Blank)

(Blank)

African-American Growth Percentile - Reading

The data regression in reading for African American percentile growth from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of each grade levels (K-2, 3-5 and 6-8) NWEA student growth norms.

85.00

31.00

41.00

51.00

Hispanic Growth Percentile - Reading

N/A

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Reading

N/A

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Reading

The teachers of our diverse learners remained in their positions and grade level bands from the previous year. They were able to leverage prior knowledge of students and relationships to increase academic gains. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of each grade levels (K-2, 3-5 and 6-8) NWEA student growth norms.

1.00

29.00

39.00

49.00

African-American Growth Percentile - Math

The data regression in math for African American percentile growth from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of each grade levels (K-2, 3-5 and 6-8) NWEA student growth norms.

45.00

40.00

50.00

60.00

Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**English Learner Growth Percentile - Math**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Math**

The teachers of our diverse learners remained in their positions and grade level bands from the previous year. They were able to leverage prior knowledge of students and relationships to increase academic gains. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of each grade levels (K-2, 3-5 and 6-8) NWEA student growth norms.	8.00	53.00	63.00	73.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

The data regression in school attainment percentile in reading from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of this cohort's NWEA student norms.	39.00	33.00	43.00	53.00
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**National School Attainment Percentile - Math (Grades 3-8)**

The data regression in school attainment percentile in math from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of this cohort's NWEA student norms.	16.00	25.00	35.00	45.00
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**National School Attainment Percentile - Reading (Grade 2)**

The data regression in school attainment percentile in reading from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of grade 2's NWEA student norms.	29.00	19.00	29.00	39.00
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**National School Attainment Percentile - Math (Grade 2)**

The data regression in school attainment percentile in math from SY 2014-2015 to SY 2015-2016 was preceded by an administrative transition, changes to the school schedule and curriculum as well as teacher and staff grade level assignments. The CIWP team based our data projection for SY 2016-2017 and SY 2017-2018 on the average of grade 2's NWEA student norms.	20.00	9.00	19.00	29.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**Average Daily Attendance Rate**

The rationale behind the stated growth in student attendance is the development and implementation of the attendance team that utilizes check and balances of student attendance on a daily basis. The CIWP team will use this average for the upcoming years.	93.60	95.50	96.00	96.50
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**My Voice, My School 5 Essentials Survey**

The goal of the CIWP team is to move Kozminski to the "well organized" status of this area. We will continue to encourage and establish an environment of relational trust among staff, parents, students and the community. We will continue to engage in professional learning, collaboration, family and community engagement, and strategies to promote student learning and success.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

7 of 7 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Behavioral Infractions, Verify				
The schools has implemented restorative practices and a school-wide behavioral policy to set clear expectations for behavior and to reduce the number of incidents of student misbehavior.	(Blank)	1.00	(Blank)	(Blank)
OSS per 100 (all students)				
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.	2.49	9.69	9.01	8.38
OSS per 100 (Diverse Learners only)				
The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.	1.93	9.32	8.67	8.06
Number of Group 4, 5, 6 Infractions				
This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.	13.00	26.00	25.00	22.00
Use of Codes 3-6 and 4-9				
This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary an no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.	10.00	2.00	1.00	0.00
% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken				
This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 70% over a 3-year period.	37.00	23.10	50.00	60.00
Student Retention				

The school has implemented a new curriculum that is aligned to the CCSS for grades K-8 in reading and math and new supplemental materials for MTSS to reduce the gaps in student knowledge

(Blank)

(Blank)

(Blank)

(Blank)

## Strategies

### Strategy 1

If we do...

Implement a full restorative justice model, that encompasses peace circles, restorative conversations, and peer juries supported by continuous professional development on strategies for building positive peer to peer and peer to adult relationships and communications, and the uses Second Step instruction, monitored by the Culture and Climate team composed of an interdisciplinary team of teachers, administrators and parents, and additionally provide a mock economy based incentive system and incentivize on and off campus field experiences

...then we see...

increased positive academic performance and healthy personal connections among students and adults, patterns of classroom interactions both between teachers and students and among students that are highly respectful. Students with a personal investment in maintaining civility among all members of their classroom and in the school building. Student will develop coping strategies to support the self regulation of emotions. Student who develop an appreciation for the differences of others

...which leads to...


A 20% reduction in Student Logger infractions that are considered misconducts as well as a reduction in repetitive disciplinary referrals by 20%. Positive self esteem and increased academic risk taking. Elevated community profile for the school.


Tags:

Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step


Area(s) of focus:

3, 4, 5

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Teachers will receive ongoing professional development around restorative approaches to discipline that include team building activities.

Administration, PBIS Team

Aug 31, 2016 to Jun 20, 2017

Misconduct Data, MVMS

Not started

### Restorative approaches, Restorative justice

Establish an individual to champion Kozminski's work around restorative approaches to justice. This includes establishing and monitoring peer jury, peace circles, and restorative conversations. As well as leading professional development around restorative justice.

Administration, PBIS Team

Jun 20, 2016 to Jun 24, 2016

Misconduct Data, MVMS, Classroom Implementation

Not started

### Restorative approaches, Restorative justice

Teachers will receive professional development to support the implementation of the Second Step curriculum.

Administration, PBIS Team

Aug 29, 2016 to Sep 2, 2016

Misconduct Data, MVMS, Classroom Implementation

Not started

### Second step

Teachers will receive professional development on the use of positive framing in student interactions

Administration, PBIS Team

Aug 29, 2016 to Sep 2, 2016

Misconduct Data, MVMS, Classroom Implementation

Not started

### Relationships



Large scale implementation of Girls on the Run	Administration, PBIS, counselor	Aug 29, 2016 to Nov 3, 2016	Misconduct Data, MVMS, Classroom Implementation	Not started
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**Restorative approaches**

Teacher will receive training on the use of Student Logger to monitor student behavior data	Administration, PBIS	Aug 29, 2016 to Sep 2, 2016	Misconduct Data, MVMS, Classroom Implementation	Not started
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**Progress monitoring**

Establish a mock economy based incentive system known as the Cougar Store	Administration, PBIS	Aug 29, 2016 to Nov 3, 2016	Misconduct Data, MVMS, Classroom Implementation	Behind
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**Incentive**

Schedule monthly field experience incentives	Administration, PBIS	Aug 29, 2016 to Jun 20, 2017	Misconduct Data, MVMS, Classroom Implementation	Not started
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**Incentive**

Team building activities for the staff: Real Stress, Real Team	(Blank)	select	(Blank)	Not started
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**SEL**

Hire an outside source Restorative Coach to train teachers on how to implement and retain restorative justice practices within the classroom.	Administration	Jul 25, 2016 to Jun 20, 2017	(Blank)	Behind
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**Strategy 2**

If we do...

Implement a committed high-functioning ILT that's a representative of various faculty and staff that meets a minimum of 3 times per month, create and utilize a data cycle with fidelity, set the school's instructional priorities, provide professional development that supports researched based instructional practices that focus on the school's established TIA.

...then we see...

Meaningful and timely student data, targeted instruction aligned to the TIA and student needs, reciprocal communication among staff members and the ILT on reaching the TIA goals, meaningful professional development and establish ILT protocols.

...which leads to...

Organized, effective ILT meetings as measured against proficient status performance indicators of the ILT and Teacher Team Development Rubric, increased relational trust in teacher to teacher relationships and teacher to Principal relationships as evidenced by the 5 Essentials Survey, peer to peer observations, scheduled school wide assessments, an increase in school performance by a 10% growth in reading and math on NWEA the first year of implementation and a 15% growth in reading and math the second year of implementation.

Tags:

Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading

Area(s) of focus:

2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
ILT members will have defined roles and responsibilities	ILT, Administration	Jul 15, 2016 to Sep 6, 2016	5E, Posted notice	Not started

**ILT, Roles**

ILT members will communicate with their Grade Level counterparts on a weekly basis	ILT, Grade Level Teams	Jul 15, 2016 to Jun 22, 2017	5E, Meeting Minutes	Not started
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**ILT, Grade level teams**

Establish ILT meetings at an appropriate time respective to Grade Level Team meetings	ILT, Grade Level Teams, Administration	Jul 15, 2016 to Sep 6, 2016	5E, Meeting Minutes	Not started
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**ILT, Meetings**

ILT will hold summer planning meetings	ILT, Administration	Jul 15, 2016 to Aug 29, 2016	5E, Meeting Meeting, Posted notice	Not started
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**ILT, Meeting, Summer**

Establish the following ILT protocols: Meeting agenda, data discussions, recording meeting minutes, evaluation rubric and self reflect on team progress.	ILT	Jul 15, 2016 to Sep 6, 2016	5E, Meeting Minutes, Posted Notice	Not started
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**ILT, Data, Meeting**

Establish the following practices within the data cycle: learning walks, peer observations, assessments, analysis, action and data driven culture.	ILT	Nov 3, 2016 to Jun 22, 2017	5E	Not started
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**ILT, Learning walk, Peer observation, Data cyc**

Identify, engage, and lead staff in opportunities for continuous professional development	ILT	Jul 15, 2016 to Jun 22, 2017	5E	Not started
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**Professional development, School wide staff**

Collaborate with faculty and administration to identify instructional target/set SMARTe goals and monitor the TIA and establish and align instructional priorities	ILT	Jun 13, 2016 to Aug 29, 2016	5E, Posted Notice	Not started
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**ILT, Tia, Instruction priorities**

ILT will implement the professional learning cycle (monitor-measure-modify, Input-learn effective practice, Safe practice in classroom, professional reading, observation and feedback, looking at student work and data, learning walks	ILT	Sep 5, 2016 to Jun 16, 2017	ILT Meeting Agenda and Minutes	Behind
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If we do...

...then we see...

...which leads to...

Implement a UBD based curriculum in ELA, Math, and Science that's vertically aligned to standards, differentiated with an emphasis on vocabulary, informational text, and small group instruction that incorporates MTSS supported by ongoing quarterly professional development focused around the emphasized topics.

An improvement of comprehension in all areas of content. Students being engaged in all academic areas, increased collaboration among students, the development of common assessment by content area teachers, and the implementation of rigorous performance task with student reflection

Increased evidence of growth by 10% the year 1 and 15% year 2 in reading and math on the NWEA scores. Increase student ability to problem solve and achieve academic perseverance

Tags:

MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration

Area(s) of focus:

1, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Staff will attend professional development in ELA, math and science.

Administration

Jun 13, 2016 to Aug 29, 2016

Lesson plans, UBD materials

Not started

**Staff, Ubd**

Content area teachers will meet regularly

Administration

Jun 6, 2016 to Jun 22, 2017

Meeting minutes

Not started

**Meeting**

Staff will receive professional development on: differentiation, MTSS, and small group instruction

Administration, ILT

Jun 6, 2016 to Sep 2, 2016

Meeting minutes, lesson plans

Not started

**MTSS, Differentiated instruction, Small group instruction**

Content area teachers will develop common assessments

Administration, ILT

Sep 6, 2016 to Oct 7, 2016

Assessment, data

Not started

**Content, Assessment**

Integrate a variety of information text into both ELA and science classes

Grade Level Team

Sep 6, 2016 to Oct 7, 2016

Lesson plans

Not started

**Science, Ela, Information**

Select or develop an appropriate ELA and science curriculum

Administration, ILT

Jun 6, 2016 to Aug 29, 2016

Lesson plans

Not started

**Curriculum, Ela**

Continue to monitor the vertical alignment of the Envision math curriculum

(Blank)

Jun 6, 2016 to Jun 22, 2017

Data

Not started

**Curriculum, Progress monitoring**

Action Plan

District priority and action step

Responsible Start End Status

<p>✦ Teachers will receive ongoing professional development around restorative approaches to discipline that include team building activities. Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Restorative approaches, Restorative justice</p>	Administration, PBIS Team	Aug 31, 2016	Jun 20, 2017	Not started
<p>✦ Establish an individual to champion Kozminski's work around restorative approaches to justice. This includes establishing and monitoring peer jury, peace circles, and restorative conversations. As well as leading professional development around restorative justice. Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Restorative approaches, Restorative justice</p>	Administration, PBIS Team	Jun 20, 2016	Jun 24, 2016	Not started
<p>✦ Teachers will receive professional development to support the implementation of the Second Step curriculum. Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Second step</p>	Administration, PBIS Team	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Teachers will receive professional development on the use of positive framing in student interactions Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Relationships</p>	Administration, PBIS Team	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Large scale implementation of Girls on the Run Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Restorative approaches</p>	Administration, PBIS, counselor	Aug 29, 2016	Nov 3, 2016	Not started
<p>✦ Teacher will receive training on the use of Student Logger to monitor student behavior data Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Progress monitoring</p>	Administration, PBIS	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Establish a mock economy based incentive system known as the Cougar Store Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Incentive</p>	Administration, PBIS	Aug 29, 2016	Nov 3, 2016	Behind
<p>✦ Schedule monthly field experience incentives Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, Incentive</p>	Administration, PBIS	Aug 29, 2016	Jun 20, 2017	Not started
<p>✦ Team building activities for the staff: Real Stress, Real Team Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step, SEL</p>				Not started
<p>✦ Hire an outside source Restorative Coach to train teachers on how to implement and retain restorative justice practices within the classroom. Tags: Professional Learning, Climate and Culture, Restorative approaches, Restorative justice, School climate, Relationships, Behavior, Self-regulation, Discipline, Second step</p>	Administration	Jul 25, 2016	Jun 20, 2017	Behind
<p>✦ ILT members will have defined roles and responsibilities Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, ILT, Roles</p>	ILT, Administration	Jul 15, 2016	Sep 6, 2016	Not started
<p>✦ ILT members will communicate with their Grade Level counterparts on a weekly basis Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, ILT, Grade level teams</p>	ILT, Grade Level Teams	Jul 15, 2016	Jun 22, 2017	Not started
<p>✦ Establish ILT meetings at an appropriate time respective to Grade Level Team meetings Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, ILT, Meetings</p>	ILT, Grade Level Teams, Administration	Jul 15, 2016	Sep 6, 2016	Not started
<p>✦ ILT will hold summer planning meetings Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, ILT, Meeting, Summer</p>	ILT, Administration	Jul 15, 2016	Aug 29, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Establish the following ILT protocols: Meeting agenda, data discussions, recording meeting minutes, evaluation rubric and self reflect on team progress.</p> <p>Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, ILT, Data, Meeting</p>	ILT	Jul 15, 2016	Sep 6, 2016	Not started
<p>✚ Establish the following practices within the data cycle: learning walks, peer observations, assessments, analysis, action and data driven culture.</p> <p>Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, ILT, Learning walk, Peer observation, Data cyc</p>	ILT	Nov 3, 2016	Jun 22, 2017	Not started
<p>✚ Identify, engage, and lead staff in opportunities for continuous professional development</p> <p>Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, Professional development, School wide staff</p>	ILT	Jul 15, 2016	Jun 22, 2017	Not started
<p>✚ Collaborate with faculty and administration to identify instructional target/set SMARTe goals and monitor the TIA and establish and align instructional priorities</p> <p>Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading, ILT, Tia, Instruction priorities</p>	ILT	Jun 13, 2016	Aug 29, 2016	Not started
<p>✚ ILT will implement the professional learning cycle (monitor-measure-modify, Input -learn effective practice, Safe practice in classroom, professional reading, observation and feedback, looking at student work and data, learning walks</p> <p>Tags: Math, ILT, Tia, Data, Professional development, Relationships, Growth, Data driven instruction, Protocols, Data analysis, Reading</p>	ILT	Sep 5, 2016	Jun 16, 2017	Behind
<p>✚ Staff will attend professional development in ELA, math and science.</p> <p>Tags: MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration, Staff, Ubd</p>	Administration	Jun 13, 2016	Aug 29, 2016	Not started
<p>✚ Content area teachers will meet regularly</p> <p>Tags: MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration, Meeting</p>	Administration	Jun 6, 2016	Jun 22, 2017	Not started
<p>✚ Staff will receive professional development on: differentiation, MTSS, and small group instruction</p> <p>Tags: MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration, MTSS, Differentiated instruction, Small group instruction</p>	Administration, ILT	Jun 6, 2016	Sep 2, 2016	Not started
<p>✚ Content area teachers will develop common assessments</p> <p>Tags: MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration, Content, Assessment</p>	Administration, ILT	Sep 6, 2016	Oct 7, 2016	Not started
<p>✚ Integrate a variety of information text into both ELA and science classes</p> <p>Tags: MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration, Science, Ela, Information</p>	Grade Level Team	Sep 6, 2016	Oct 7, 2016	Not started
<p>✚ Select or develop an appropriate ELA and science curriculum</p> <p>Tags: MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration, Curriculum, Ela</p>	Administration, ILT	Jun 6, 2016	Aug 29, 2016	Not started
<p>✚ Continue to monitor the vertical alignment of the Envision math curriculum</p> <p>Tags: MTSS, Professional development, Content, Vertical aligned, Ubd, Collaboration, Curriculum, Progress monitoring</p>		Jun 6, 2016	Jun 22, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of

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 supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

### NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

The Kozminski PAC holds monthly meeting which are announced to the school community through our monthly newsletter. The PAC will sponsor various workshops to address the needs and development of parents. PAC works in collaboration with other parent groups including PTA and LSC.

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

The school holds an annual meeting to discuss Title 1 requirements and the parents' right to be involved in the Title 1 programs. The annual PAC meeting will be held on September 29, 2016. The Organization meeting will be held on October 25, 2016. The purpose of these monthly meetings is to discuss the school and develop strategies to increase parental involvement.

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.

Kozminski school holds monthly parent meetings that cover various topics. We will also host a back to school gathering, parent information night that highest the state of the school and other family nights throughout the year.

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

Kozminski will host regular parent monthly meeting and as needed to address student academic performance and behaviors. Parents will also be surveyed to offer suggestions about the education of their students.

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.

Kozminski school will provide reports of student academic performance to parents and guardians from reports prepared PARCC, NWEA, and MClass which list the most recent scores and Fall benchmark scores and winter benchmark scores with a prediction of probable performance on assessment.

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

All teachers staffed at Kozminski school meet the "highly qualified" requirement of Title 1 Regulation. If a situation arises that a not highly qualified has to temporarily cover a class, the parents of affected students will be notified.

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.

Kozminski school will schedule parent information meetings and workshops to deepen parent understanding of the Common Core Standards, PARCC, CPS benchmark assessments, NWEA and TRC.

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.

Kozminski will provide parent literacy workshops and technology training. The technology training will teach parents how to access parent portal in Gradebook. Parents will be invited to our Literacy and Math day to learn about our school wide strategies used to improve student achievement.

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.

A whole staff professional development will provide information and training on how to involve parents in assisting in their child's education. All staff will be made aware that each and every parent or guardian is an important partner in pursuing the Kozminski mission. Kozminski staff will communicate with parents through class dojo, the Remind Me app, and written communication.

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.

Kozminski involves parents and guardians in our Pre-K for all program on a regular basis. Parents are encouraged to participate in Family Reading Night, Health and Wellness Week, Family Literacy Week, Family Science Night, Mother's Day/ Father's Day Social Events, Parent Social Events, Reading Fair, Scholastic Book Fair, Field Trips, School Assemblies and Field Day

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 regarding school and parent activities are shared at the beginning of each month via the school newsletter followed by weekly reminders of times and locations. The information will also be posted on the school's website and marquee.

#### Policy Implementation Activities

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

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

n/a

#### Parent Compact

Complete

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

Our Mission is to challenge our students with a highly structured, standards-based curriculum that incorporates the common core state standards through use of literacy and writing, technology integration, parental involvement, ongoing professional development, and collaboration of stakeholders.

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.

Kozminski school will schedule parent conferences regarding student academic progress and level of performance as indicated on data walls and other available assessment data. conferences will take place in November and April.

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

Kozminski provides regular reports to parents regarding student progress. Parents receive, mid quarter progress reports, quarterly grades, and students may be provided a progress report upon request. Parents are also able to track student grades and attendance through parent portal and student behavior via Class Dojo.

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

Parents are encouraged to meet with teachers during their preparation periods and/or by special appointments arranged by the teacher.

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.

Kozminski encourages parents to volunteer in a variety of ways. Volunteer packets are available online via the Chicago Public School's Family and Community Engagement website. Parent may volunteer to assist in the preparation of special projects such as assemblies or student productions. Additionally, parents serve as field trip chaperones throughout the school year.

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

Parents are asked to expect and then inspect for homework assignments and to insure that they are completed and turned in. Parents are asked to ensure that students attend school regularly and on time. Parents are also asked to make sure that their child maintains good decorum and follows school rules and does not participate or initiate conflict of any kind. Parents can communicate with teachers through the ClassDojo App, remind me app, and track progress through the parental portal.

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

Kozminski parents are asked to participate in the CPS My Voice My School survey each year. This provides feedback about the school characteristics and performance. The survey for Spring 2016 was provide online. Parents also provide ideas and have discussion at the school during PTA, PAC and LSC meetings. Parents are also asked to participate in school generated surveys.

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).

Kozminski students will be informed about their own level of performance on an ongoing basis through use of data walls across grades and content area. Students will meet with their teachers to develop goals and monitor progress through-out the school.

Parent Budget

Not complete

**Goals:** Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

(Blank)

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00



54125	<b>Consultants</b> 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)	\$	Amount	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> 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.	\$	Amount	.00