



Henry D Lloyd Elementary School (/school-plans/270) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Laurel Salgado	Assistant Principal	LSalgado@cps.edu	Has access
Josefina Delgado	Instructional Coach	jadelgado1@cps.edu	Has access
Karen Horvath	Bilingual Coordinator	kahorvath@cps.edu	Has access
Taina Encarnacion	Counselor/Case Manager	rodriguez-encar@cps.edu	Has access
Frances Torres	LSC Teacher Rep/5th Grade Monolingual/PPLC	ftorres@cps.edu	Has access
Rosa Asqui	LSC Teacher Rep/ 2nd Grade Bilingual/PPLC	Rlasqui@cps.edu	Has access
Richard Brickman	Bilingual 4th Grade Teacher	rgbrickman@cps.edu	No Access
Justina Rewilak	Monolingual 2nd Grade Teacher	jerewilak@cps.edu	No Access
Martha Carbal	PAC Parent Representative/LSC Parent Representative	carbajal.martha@yahoo.com	No Access
Sonia Cordero	PAC Parent Representative	Soniac815@gmail.com	No Access
Esmeralda Hernandez	PAC Parent Representative	Esme3612@hotmail.com	No Access

Team meetings

Date	Participants	Topic
03/28/2016	Jay Thompson, Laurel Salgado, Lauren Szwajkowski, Nicole Rehayem, Justyna Rewilak, Rosa Asqui, Frances Torres, Richard Brickman, Erin Gawlick, Josefa Velez, Josefina Delgado	CIWP SEF Category: Expectations for Depth and Breadth of Student Learning
04/06/2016	Jay Thompson, Laruel Salgado, Sonia Turcios, Josefina Delgado, Taina Rodriguez Encarnacion, Justyna Rewilak, Richard Brickman	CIWP SEF Category: Expectations for Depth and Breadth of Quality Teaching

04/11/2016	Jay Thompson, Laurel Salgado, Taina Rodriguez Encarnacion, Sonia Turcios, Justyna Rewilak, Josefina Delgado, Josefa Velez, Richard Brickman	CIWP SEF Category: Expectations for Quality and Character of School Life
04/04/2016	Jay Thompson, Laurel Salgado, Karen Horvath, Martha Carbajal, Esmeralda Hernandez, Norma Garcia, Sonia Cordero, Estela Guzman	CIWP Parent Compact
05/02/2016	Jay Thompson, Laurel Salgado, Sonia Turcios, Elizabeth Stasiowski, Josefa Velez, Richard Brickman	CIWP SEF Category: Depth and Breadth of Student Learning
05/03/2016	Jay Thompson, Laurel Salgado, Josefina Delgado, Frances Torres, Richard Brickman, Rosa Asqui, Nicole Rehayem	CIWP SEF Category: Culture and Structure for Continuous Improvement
05/10/2016	Jay Thompson, Laurel Salgado, Josefina Delgado, Erin Gawlick, Frances Torres, Sonia Turcios, Rosa Asqui,	CIWP SEF Category: Framework Priorities
05/18/2016	Jay Thomson, Laurel Salgado, Josefina Delgado, Karen Horvath, Taina Rodriguez Encarnacion, Richard Brickman, Justyna Rewilak, Rosa Asqui	CIWP Draft Completion
06/06/2016	Jay Thompson, Laurel Salgado, Karen Horvath, Taina Rodriguez Encarnacion, Josefina Delgado	CIWP Completion update

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

Each grade level has current data wall with F&P reading levels, Mclass, NWEA, attendance and/or ANET information that sets a clear focus that teacher can use to drive their instruction.
 Leadership facilitates meeting that allows teachers to feel ownership over their instruction.
 School Culture Committee provides an atmosphere where teachers feel responsible for ALL students in the building by providing classroom and individual positive reinforcement.
 Daily instructional objectives are posted on every classroom to keep focus on the instruction that is going on in the classroom.
 There is a strong community of teacher learners fostered by the leadership and staff through the Lloyd Teacher Academy.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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Each grade level has a representative in the ILT including specials who collaborate and reflect on best practices including curriculum and what is best for the team and the students.
 ILT designs protocols to facilitate data driven conversations.
 ILT has created cycles on looking at student work and creating assessments for Reading and Math.
 ILT has to be more systematically implemented.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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During the Math Engage NY implementation year, teachers receive a year of safe practice and were given professional development opportunities. In addition, teachers were able to share out and collaborate best practices. Teachers have safe practice time when a new initiative is being implemented. Teachers academy allows teacher to visit different classrooms to provide collegial support and feedback. The biliteracy committee meet regularly and learn from each other. Teachers videotape themselves to demonstrate new practices; these videos are then watched by the committee to learn from it.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Every grade level receives \$2000 per quarter for literacy materials to support/enrich our balanced literacy program.
 Every classroom has Math materials to support the new Math program.
 Science materials are provided for each grade level.
 A bookroom leveled library supports guided reading instruction.
 More partnerships with universities and/or other organizations that provides and facilitates professional development.
 Electronic resources are part of daily instruction such as Capstone, RAZ-Kids, IXL, Scholastic News and other IPAD application.
 Grants through different organizations.
 Technology in every classroom including ELMOs, LCD projectors, IPADs, 3 SMART Boards, IPAD Carts, etc.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Engage NY Math curriculum across grade levels. PD has been extended to every teacher in each grade level. Planning for literacy during grade level meetings. Grade levels collaborate once a week to align standards. Teachers regularly reflect on their long term planning and coverage of the CCSS. Biliteracy committee increased the rigor of ESL instruction. Teacher meet regularly to collaborate and share new ideas related to biliteracy. Teachers are part of a book study "Teaching for Biliteracy"

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**

- Incorporate web capabilities for interactivity and information sharing.
- Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

We have access to online materials/programs such as FOSS, IXL, RAZ-Kids, Capstone, Scholastics for Kids, different applications for IPADS.
 Quarterly novel/books for each grade level.
 Computer and portable computer labs. Some classrooms have iPad carts. Most classrooms have at least 4 IPADS, an ELMO, LCD projector and at least 2 desktops in each classroom. Two classrooms have smart boards.
 Science and Math materials are available for each classroom.

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

Based on REACH performance most teachers are "proficient" in domains 3b-3c. As school, teachers are doing well adapting to the shifts of CCSS. Teachers are becoming more proficient in choosing a more complex text during grade levels. Assessments are becoming more aligned to the CCSS been taught. Engage NY curriculum is making our Math block more authentic.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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Last year and this year attendance rate was over 95%.
 Grade levels currently teach PATH that support our students in the social development necessary for college and career success. Teachers follow the vision of the school. Our goal is for each student - ELL, diverse learner, above and below grade level-- to leave Lloyd ready for the academic and social expectations of middle school, high school and college/career to compete in a global economy.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to

- narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Teachers implement high quality, standards based, CCSS based reading and math instruction. Teachers use data such as F and P data to create small groups leveled groups for guided reading. Teachers also implement the Lloyd Daily Five which includes read to self, read to someone, listen to reading, vocabulary development, skill focus, and writing about reading. All teachers have a common planning time with their grade level. Administrative team performs informal observations and give feedback to teachers about instruction. Teachers get support from instructional coaches. Teachers also get to do peer observations which allow teachers to observe and learn from each other to improve instruction. Teachers use F and P, NWEA, mClass data, and ANET data to inform instruction. This year, teachers are in their first year of implementation of a new math curriculum (Engage New York). They have received support for this new curriculum via math materials and math professional development. Percentage of teachers rated proficient or distinguished on REACH is 63% in the instruction domain.

Guide for Instruction

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.
- Effectively communicate with students.
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- Use questioning and discussion as techniques to deepen student understanding and challenge.
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- Engage students in learning.
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.

- Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

This is Lloyd's second year of full implementation of MTSS. We have systems for both MTSS academic and SEL that include, documentation, support, and accountability. Teachers meet with a coach every 6 weeks discuss MTSS students. Teacher receive support from an MTSS coach. Teacher and coach collaborate to come up with evidence based interventions to meet the needs of struggling students. Teacher and coach use universal screening data to identify struggling students and to identify proper interventions for them. Students are tracked on an MTSS tracker that identifies their tier and teacher. MTSS documentation follows students for their duration of their time on MTSS.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.

- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Grade levels have common meeting time to not only plan lessons, but also plan the assessments that will be used. Teachers use common core and universal screening data to create assessments.

Teachers have common weights on all grading assignments and use rubrics to grade student work. Teachers use formal assessment data to drive/plan instruction. Teachers use ANET to do item analysis on assessments to inform instruction and assessment. Teachers have common assignments in their grade books. Teachers also use a common grading scale. Teachers have discussion about classroom assessments and assessment data to inform instruction.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

High expectations for our school community is reflected in our school-wide school culture expectation of our 3 B's (Be Respectful, Be Responsible and Be Safe). Posters are displayed throughout the school with these expectations both in English and Spanish and reinforced by all faculty and staff providing "Paws" or positive reinforcement when students display following the 3 Bs. Students then place the paw (a sheet of paper with an explanation of how why they received the paw) in their corresponding grade level box for a weekly drawing where one student in each grade level to come and receive a prize by the principal. There is also a sense of urgency for learning in our community with curriculum that encourages dialogue and self assessments, medals and certificates awarded for students demonstrating progress and achievement on district assessments, NWEA trackers per room and student rubrics encourages student ownership of their academic progress with students encouraged and praised in school.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Relational trust is evident in our school community through restorative conversations with students including at times other teachers to assist with behaviors of concern prior to escalating to the disciplinarian, pairings of 5th grade "buddy readers" with kindergarten students, collaboration among faculty and staff as a "team", teacher lead professional development opportunities for growth.

Guide for Relational Trust

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

- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Extracurricular activities for our students include Urban Initiatives (soccer program), Girls on the Run, Garden Club, Tropical Optical provides

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

Score

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.

1 2 **3** 4

The implementation of the 3 Bs, drills for natural disasters along with fire drills and drills in place in case of an intruder, FOBs for faculty and staff to enter the building, strong classroom management strategy implementation and organized arrival and dismissal procedures held students feel safe from harm in our school.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

Our PATHS (Positive Alternative Thinking Strategies) social emotional curriculum, orderly transitions in the hallway, routines and procedures and the 3 Bs impact the approach to discipline in our school and minimize the number of discipline cases.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 3 4

Activities such as the Healthy Kids Market where families are welcome to take home produce and non perishable items weekly for their families, Math and Literacy Nights, holiday performances, Dia del Nino, Art Fair, Opening Day picnic, parents who serve as chaperones on field trips, ESL classes for parents to participate in, parent workshops to explain the CCSS and NWEA, accessibility to parents and their concerns among other things are how our school community involves and encourages parent partnerships.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1	2	3	4	5	0
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2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

15 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Reading and Social Studies. Learning cycles and professional development around Guided Reading instruction school wide. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for reading.	97.00	60.00	70.00	80.00
National School Growth Percentile - Math				
We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Math and Science. Professional development utilizing Engage New York and a math support. In support of the CCSS we will utilize the Achievement Network as an interim assessment and provide resources and materials that would support the implementation of CCSS.	74.00	85.00	90.00	95.00

% of Students Meeting/Exceeding National Ave Growth Norms

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Reading and Social Studies and Math and Science. Professional development utilizing Engage New York and a math support.

66.50

(Blank)

60.00

(Blank)

African-American Growth Percentile - Reading

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Reading

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Reading and Social Studies. Learning cycles and professional development around Guided Reading instruction school wide. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for reading. Implementing Biliteracy instruction to support 2nd language acquisition. Providing supplemental materials in the native language to promote first language instruction.

97.00

66.00

70.00

80.00

English Learner Growth Percentile - Reading

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Reading and Social Studies. Learning cycles and professional development around Guided Reading instruction school wide. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for reading. Implementing Biliteracy instruction to support 2nd language acquisition. Providing supplemental materials in the native language to promote first language instruction.

(Blank)

80.00

85.00

90.00

Diverse Learner Growth Percentile - Reading

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Reading and Social Studies. Learning cycles and professional development around Guided Reading instruction school wide. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for reading. Implementing Biliteracy instruction to support 2nd language acquisition. Providing supplemental materials in the native language to promote first language instruction. Supporting the least restrictive environment, implementing co-teaching models of instruction.

2.00

1.00

10.00

15.00

African-American Growth Percentile - Math

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Math

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Math and Science. Professional development utilizing Engage New York and a math support. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for math. Provide resources and materials that would support the implementation of CCSS in the native language.

76.00

89.00

91.00

93.00

English Learner Growth Percentile - Math

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Math and Science. Professional development utilizing Engage New York and a math support. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for math. Provide resources and materials that would support the implementation of CCSS in the native language.

(Blank)

92.00

90.00

92.00

Diverse Learner Growth Percentile - Math

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Math and Science. Professional development utilizing Engage New York and a math support. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for math. Provide resources and materials that would support the implementation of CCSS in the native language.

47.00

1.00

10.00

15.00

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

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Reading and Social Studies. Learning cycles and professional development around Guided Reading instruction school wide. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for reading. Implementing Biliteracy instruction to support 2nd language acquisition. Providing supplemental materials in the native language to promote first language instruction.

29.00 31.00 35.00 40.00

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

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Math and Science. Professional development utilizing Engage New York and a math support. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for math. Provide resources and materials that would support the implementation of CCSS.

57.00 70.00 80.00 85.00

National School Attainment Percentile - Reading (Grade 2)

Learning cycles and professional development around Guided Reading instruction school wide. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for reading. Implementing Biliteracy instruction to support 2nd language acquisition. Providing supplemental materials in the native language to promote first language instruction.

33.00 55.00 60.00 70.00

National School Attainment Percentile - Math (Grade 2)

Professional development utilizing Engage New York and a math support. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for math. Provide resources and materials that would support the implementation of CCSS.

40.00 68.00 72.00 78.00

% of Students Making Sufficient Annual Progress on ACCESS

We will engage in the Summer Design Program and restructure our 3rd 4th and 5th using focused instruction and sharing students for Reading and Social Studies. Learning cycles and professional development around Guided Reading instruction school wide. In support of the CCSS we will utilize the Achievement Network as an interim assessment and resource for reading. Implementing Biliteracy instruction to support 2nd language acquisition. Providing supplemental materials in the native language to promote first language instruction.

58.30 51.00 55.00 65.00

Average Daily Attendance Rate

- Monitor student attendance on a monthly basis by generating attendance reports.
- Promote daily attendance by celebrating weekly and quarterly.
- Administrative and parent conferences required after 5-day failure to attend.

95.70 95.50 95.75 96.00

My Voice, My School 5 Essentials Survey

- Promote an open door policy to ensure teachers, parents, and community members voices and opinion are heard.
- Promote a positive school culture and equity of voice
- Encourage teacher participation in PPLC
- Celebrate and recognize teachers effort

(Blank) (Blank) (Blank) (Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Improve our daily Guided Reading practice

differentiated instruction at students'

student growth and student attainment in

instructional reading level

literacy

Tags:

Diverse Learners, Bilingual, Culture of learning, Accountability, Best practice, Achievement, Accommodation, Analyze data, Adaptive learning, Common core alignment, Effective instruction, Data cycles

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
In August before SY2016-2017 review and revise literacy time-blocks to see if the expectations are realistic	-Administrative Team -ILT	Aug 30, 2016 to Sep 2, 2016	Instructional Schedule Literacy Block	Not started

Best practice, Actions

Provide Guided Reading, Daily 5 and Skill Focus professional development	-ILT -Administrative Team -Teachers	Aug 30, 2016 to Sep 2, 2016	Agenda, exit slips	Not started
ILT will design a learning cycle to improve the structures of Guided Reading/D5 as well as instructional delivery via learning walks, peer observations, professional readings and looking at student work. This will take place during the first quarter of SY2016-2017	-ILT -Administrative Team -Teachers	Sep 6, 2016 to Nov 11, 2016	Cycle of learning plan	Not started

Strategy 2

If we do...

Content area Focused instruction in grade levels 3-5

...then we see...

Teachers specialize and differentiate their instruction in either Language Arts and Social Studies or Math and Science

...which leads to...

--Student growth and attainment
--Build teacher capacity in instruction and planning

Tags:

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Attend Summer Design Program professional development	Summer Design Team	Apr 16, 2016 to Jun 10, 2016	Agendas	On-Track
Data collection on teacher feedback: tentative schedules, teacher interest and preference	Summer Design Team	May 16, 2016 to Jun 21, 2016	-Grade level meeting agendas -Monkey Survey	On-Track
Teacher teams design daily schedules for focused instructions: define roles, finalize content schedules	Grade level teams	Jun 27, 2016 to Sep 2, 2016	Agendas/Minutes Schedules	Not started

Strategy 3

If we do...

Improve the quality of math instruction school-wide K-5 by using Engage New York as a resource

...then we see...

Well-planned and paced math curriculum which leads to all Common Core Standards being addressed

...which leads to...

Increased student growth and attainment in Math

Tags:

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will collaborate during grade level meeting to analyze student data from exit slips (ENY) for reteaching purposes, student grouping, and pacing

Teachers

Jun 30, 2016 to Jun 20, 2017

Agendas
Reteaching plan

Not started

Provide professional development to understand curriculum pacing and instructional delivery

-Eureka
-ILT
-Teachers

Jul 27, 2016 to Jul 29, 2016

Agendas

Not started

Teachers will collaborate during grade level meetings for item analysis using ANET data for reteaching purposes

Teachers

Jun 16, 2016 to Jun 20, 2017

Agendas
Reteaching plan

Not started

Strategy 4

If we do...

Align instructional curriculums to the Common Core Standards for Language Art and Social Studies

...then we see...

Rigorous, balanced, and cohesive daily instruction

...which leads to...

Student growth and attainment in Language Arts and Social Studies

Tags:

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will collaborate during grade level meetings to engage in Backwards Planning providing a systematic way to address CCSS in daily instruction

Grade Levels

Aug 30, 2016 to Jun 16, 2017

Curriculum plans

On-Track

Utilize ANET in grades 2-5 to assess students quarterly, engage in item analysis, and identify standards which have not yet been mastered for reteaching purposes

-Grade levels
-Administrative team
-ANET coach

Aug 26, 2016 to Jun 15, 2018

-ANET assessments and data results
-Reteaching plans

On-Track

Classrooms in grades K-5 will continue to receive Tier 1 instructional materials to support instruction on a quarterly basis

-Administrative team
-Grade level teams
-Mrs. Amin

Aug 30, 2016 to Jun 15, 2018

Material list

On-Track

Strategy 5

If we do...

Address CCSS through Engage New York as the core math resource

...then we see...

Rigorous, balanced, and cohesive daily instruction in math

...which leads to...

Student growth and attainment in Math

Tags:

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will collaborate during grade level meetings to engage in Backwards Planning providing a systematic way to address CCSS in daily instruction	Grade Levels	Aug 30, 2016 to Jun 15, 2018	Curriculum plans	Not started
Utilize Engage New York in grades K-5 to assess students every progress report period (5 wks), engage in item analysis, and identify standards which have not yet been mastered for reteaching purposes	Grade levels	Aug 30, 2016 to Jun 15, 2018	-Exit Slip -Reteaching plans	Not started
Classrooms in grades K-5 will continue to receive math materials and workbooks to support instruction on a yearly basis	-Administrative team -Grade level teams -Mrs. Amin	Aug 30, 2016 to Jun 15, 2018	Material list	On-Track

Strategy 6

If we do...

Address NGSS through Foss and STC

...then we see...

Rigorous, balanced, and cohesive daily instruction in Science

...which leads to...

Mastery of fundamental Science concepts

Tags:

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers will collaborate during grade level meetings to implement an inquiry approach to Science instruction using NGSS	-Science teachers in grade 3-5 -Grade level teams in K-2	Aug 30, 2016 to Jun 15, 2018	Curriculum plans	On-Track

Strategy 7

If we do...

Use NWEA as an assessment tool for grades K-5th Language Arts and Math

...then we see...

A balanced approach for assessing students, data collection, and analysis

...which leads to...

Adjustment of instruction to be responsive and flexible to meet the academic, social emotional,

and diverse needs of all students

Tags:

Area(s) of focus:

4

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
All teachers are aware of RIT bands in NWEA. Using NWEA data results to provide tiered supports and creating differentiated instructional groups	Mr. Salgado	Sep 2, 2016 to Jun 15, 2018	Agenda	On-Track
Provide support for teachers grade levels K-1 to understand MPG as an assessment tool at least 3 x year	Mr. Salgado	Sep 2, 2016 to Jun 15, 2018	Agenda	Not started
Grade levels 3-5 will group students NWEA RIT bands in ELA and Math once a week	Teachers	Sep 2, 2016 to Jun 15, 2018	Lesson plans RIT band groupings chart	On-Track

Strategy 8

If we do...

...then we see...

...which leads to...

Utilizing an ILT represented by teachers from all grade levels including LBS1s, specials and coaches.	Teachers working collectively analyzing school wide data	Increase teacher capacity as well as address instructional areas of needs
---	--	---

Tags:

Area(s) of focus:

5

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Identify teacher leaders in grades PreK-5	Administrative Team	Jun 21, 2016 to Jun 22, 2018	-Minutes -Agendas	On-Track
Identify areas of improvement in Language Arts specifically to Guided Reading to create SMARTe goals to drive instructional cycles	ILT	Jun 27, 2016 to Jun 15, 2018	Cycles of learning plans	Not started
Create a cycles of learning to address Guided Reading/D5 structures as well as instructional delivery via learning walks, peer observations, professional readings and looking at student work.	ILT	Aug 30, 2016 to Nov 30, 2016	Cycles of learning plans	Not started

Strategy 9

If we do...

...then we see...

...which leads to...

Create cycles of learning

Improved teaching and learning

Targeted and differentiate instruction as well as independent learning

Tags:

Area(s) of focus:

5

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Engaged in professional reading related to cycle focus

-ILT
-Grade level teams

Aug 30, 2016 to Jun 15, 2018

Professional reading articles

Not started

Engage in safe practice and analysis of LASW as well peer observations

-ILT
-Grade level teams

Aug 30, 2016 to Jun 15, 2018

Cycle of learning Plan

Not started

Use learning walks and teacher feedback as a tool for assessing efficacy of cycle

-ILT
-Grade level teams

Aug 30, 2016 to Jun 15, 2018

Learning walk protocol and survey

Not started

Strategy 10

If we do...

...then we see...

...which leads to...

Multi-Tiered Systems of Support for students Prek-5

Targeted instruction to address areas of concerns

Students reaching benchmark goals

Tags:

Area(s) of focus:

3

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Continue the 6-week intervention process: defining the problem, analysing data, intervention plan, evaluation

-Ms. Delgado
-Mrs. Troup
-Teachers

Aug 30, 2016 to Jun 15, 2018

-MTSS contract
-Intervention plan

On-Track

Use the Leveled Literacy Intervention kits to provide support for teachers and students

-Ms. Delgado
-Mrs. Troup
-Teachers

Aug 30, 2016 to Jun 15, 2018

-MTSS contract
-Intervention plan

On-Track

Address language considerations as part of the MTSS plan to include ESL strategies for students who are T1 or T2 or parental refusal

-Ms. Delgado
-Mrs. Horvath
-Teachers

Aug 30, 2016 to Jun 15, 2018

-MTSS contract
-Intervention plan

Not started

Strategy 11

If we do...

...then we see...

...which leads to...

Continue to support teachers in selecting and implementing data-driven interventions.

Targeted instruction to address areas of concerns

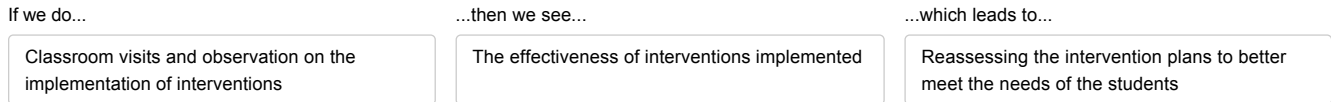
Students reaching benchmark goals

Tags:

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Provide additional professional development to understand the MTSS process and component of the evaluation process	-Ms. Delgado -Mrs. Troup	Aug 30, 2016 to Sep 2, 2016	Agenda	Not started
MTSS coaches will monitor implementation of interventions with fidelity by conducting classroom visits and providing feedback to teachers	-Ms. Delgado -Mrs. Troup	Sep 2, 2016 to Jun 15, 2018	-Anecdotal notes -Observational checklist	Not started
Provide coaching and support identifying data-based interventions and implementation of the intervention plan	-Ms. Delgado -Mrs. Troup	Aug 2, 2016 to Jun 15, 2018	-MTSS contract -Intervention plan	On-Track

Strategy 12

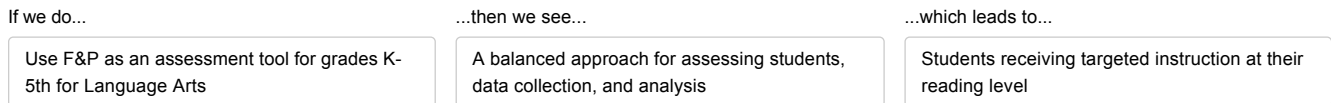


Tags:

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Classroom visit to evaluate classroom environment, student engagement, and student motivation and social emotional adjustment.	-Ms. Delgado -Mrs. Troup	Aug 2, 2016 to Jun 15, 2018	-Observation checklist and anecdotal	Not started
Periodically (once every 6 week) assessing the effectiveness of the MTSS plan by providing support in the implementation of the intervention and/or engaging in peer observation	-Ms. Delgado -Mrs. Troup	Sep 2, 2016 to Jun 15, 2018	-Observation checklist and anecdotal	Not started

Strategy 13



Tags:

Area(s) of focus:
4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
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Assess students 2-3 x year to adjust flexible groupings	Teachers	Sep 6, 2016 to Jun 15, 2018	F&P spreadsheets	On-Track
Engage in regrouping students based on progress monitoring	Teachers	Sep 6, 2016 to Jun 15, 2018	Grouping chart F&P spreadsheet	On-Track
Identify and providing targeted strategies to use with students at the level using the Continuum of Learning	Teacher	Sep 6, 2016 to Jun 15, 2018	Guided reading lesson plans	On-Track

Strategy 14

If we do...

...then we see...

...which leads to...

Use ANET as an assessment tool for grades K-5th for Language Arts	A balanced approach for assessing students, data collection, and analysis	Students receiving targeted instruction
---	---	---

Tags:

Area(s) of focus:
4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Assess students quarterly	Teachers	Sep 6, 2016 to Jun 15, 2018	ANET assessment Item analysis	On-Track
Teachers will collaborate during grade level meeting to analyze student data from assessment for reteaching purposes	Teachers	Sep 6, 2016 to Jun 15, 2018	ANET assessment Item analysis	On-Track
Provide professional development to understand alignment of CCSS and ANET	-ANET coach -Mr. Salgado	Sep 5, 2016 to Jun 15, 2017	Agenda	Not started

Strategy 15

If we do...

...then we see...

...which leads to...

Use ENY unit exit slips as an assessment tool for grades K-5th for Math	A balanced approach for assessing students, data collection, and analysis	Students receiving targeted instruction
---	---	---

Tags:

Area(s) of focus:
4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Assess students every 5 weeks	Teachers	Sep 5, 2016 to Jun 15, 2018	Exit slip	Not started

Teachers will collaborate during grade level meetings for item analysis exit slips for reteaching purposes	Teachers	Sep 6, 2016 to Jun 16, 2018	Exit slip Reteaching plans	Not started
Provide professional development to understand the components and implementation practices for guided math	Teachers	Sep 5, 2016 to Jun 15, 2018	-Groupings -Reteaching plans	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ In August before SY2016-2017 review and revise literacy time-blocks to see if the expectations are realistic</p> <p>Tags: Diverse Learners, Bilingual, Culture of learning, Accountability, Best practice, Achievement, Accommodation, Analyze data, Adaptive learning, Common core alignment, Effective instruction, Data cycles, Best practice, Actions</p>	-Administrative Team - ILT	Aug 30, 2016	Sep 2, 2016	Not started
<p>✚ Provide Guided Reading, Daily 5 and Skill Focus professional development</p> <p>Tags: Diverse Learners, Bilingual, Culture of learning, Accountability, Best practice, Achievement, Accommodation, Analyze data, Adaptive learning, Common core alignment, Effective instruction, Data cycles</p>	-ILT -Administrative Team -Teachers	Aug 30, 2016	Sep 2, 2016	Not started
<p>✚ ILT will design a learning cycle to improve the structures of Guided Reading/D5 as well as instructional delivery via learning walks, peer observations, professional readings and looking at student work. This will take place during the first quarter of SY2016-2017</p> <p>Tags: Diverse Learners, Bilingual, Culture of learning, Accountability, Best practice, Achievement, Accommodation, Analyze data, Adaptive learning, Common core alignment, Effective instruction, Data cycles</p>	-ILT -Administrative Team -Teachers	Sep 6, 2016	Nov 11, 2016	Not started
✚ Attend Summer Design Program professional development	Summer Design Team	Apr 16, 2016	Jun 10, 2016	On-Track
✚ Data collection on teacher feedback: tentative schedules, teacher interest and preference	Summer Design Team	May 16, 2016	Jun 21, 2016	On-Track
✚ Teacher teams design daily schedules for focused instructions: define roles, finalize content schedules	Grade level teams	Jun 27, 2016	Sep 2, 2016	Not started
✚ Teachers will collaborate during grade level meeting to analyze student data from exit slips (ENY) for reteaching purposes, student grouping, and pacing	Teachers	Jun 30, 2016	Jun 20, 2017	Not started
✚ Provide professional development to understand curriculum pacing and instructional delivery	-Eureka -ILT -Teachers	Jul 27, 2016	Jul 29, 2016	Not started
✚ Teachers will collaborate during grade level meetings for item analysis using ANET data for reteaching purposes	Teachers	Jun 16, 2016	Jun 20, 2017	Not started
✚ Teachers will collaborate during grade level meetings to engage in Backwards Planning providing a systematic way to address CCSS in daily instruction	Grade Levels	Aug 30, 2016	Jun 16, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
+ Utilize ANET in grades 2-5 to assess students quarterly, engage in item analysis, and identify standards which have not yet been mastered for reteaching purposes	-Grade levels - Administrative team - ANET coach	Aug 26, 2016	Jun 15, 2018	On- Track
+ Classrooms in grades K-5 will continue to receive Tier 1 instructional materials to support instruction on a quarterly basis	-Administrative team - Grade level teams - Mrs. Amin	Aug 30, 2016	Jun 15, 2018	On- Track
+ Teachers will collaborate during grade level meetings to engage in Backwards Planning providing a systematic way to address CCSS in daily instruction	Grade Levels	Aug 30, 2016	Jun 15, 2018	Not started
+ Utilize Engage New York in grades K-5 to assess students every progress report period (5 wks), engage in item analysis, and identify standards which have not yet been mastered for reteaching purposes	Grade levels	Aug 30, 2016	Jun 15, 2018	Not started
+ Classrooms in grades K-5 will continue to receive math materials and workbooks to support instruction on a yearly basis	-Administrative team - Grade level teams - Mrs. Amin	Aug 30, 2016	Jun 15, 2018	On- Track
+ Teachers will collaborate during grade level meetings to implement an inquiry approach to Science instruction using NGSS	-Science teachers in grade 3-5 -Grade level teams in K-2	Aug 30, 2016	Jun 15, 2018	On- Track
+ All teachers are aware of RIT bands in NWEA. Using NWEA data results to provide tiered supports and creating differentiated instructional groups	Mr. Salgado	Sep 2, 2016	Jun 15, 2018	On- Track
+ Provide support for teachers grade levels K-1 to understand MPG as an assessment tool at least 3 x year	Mr. Salgado	Sep 2, 2016	Jun 15, 2018	Not started
+ Grade levels 3-5 will group students NWEA RIT bands in ELA and Math once a week	Teachers	Sep 2, 2016	Jun 15, 2018	On- Track
+ Identify teacher leaders in grades PreK-5	Administrative Team	Jun 21, 2016	Jun 22, 2018	On- Track
+ Identify areas of improvement in Language Arts specifically to Guided Reading to create SMARTe goals to drive instructional cycles	ILT	Jun 27, 2016	Jun 15, 2018	Not started
+ Create a cycles of learning to address Guided Reading/D5 structures as well as instructional delivery via learning walks, peer observations, professional readings and looking at student work.	ILT	Aug 30, 2016	Nov 30, 2016	Not started
+ Engaged in professional reading related to cycle focus	-ILT -Grade level teams	Aug 30, 2016	Jun 15, 2018	Not started
+ Engage in safe practice and analysis of LASW as well peer observations	-ILT -Grade level teams	Aug 30, 2016	Jun 15, 2018	Not started
+ Use learning walks and teacher feedback as a tool for assessing efficacy of cycle	-ILT -Grade level teams	Aug 30, 2016	Jun 15, 2018	Not started
+ Continue the 6-week intervention process: defining the problem, analysing data, intervention plan, evaluation	-Ms. Delgado -Mrs. Troup -Teachers	Aug 30, 2016	Jun 15, 2018	On- Track
+ Use the Leveled Literacy Intervention kits to provide support for teachers and students	-Ms. Delgado -Mrs. Troup -Teachers	Aug 30, 2016	Jun 15, 2018	On- Track

District priority and action step	Responsible	Start	End	Status
+ Address language considerations as part of the MTSS plan to include ESL strategies for students who are T1 or T2 or parental refusal	-Ms. Delgado -Mrs. Horvath -Teachers	Aug 30, 2016	Jun 15, 2018	Not started
+ Provide additional professional development to understand the MTSS process and component of the evaluation process	-Ms. Delgado -Mrs. Troup	Aug 30, 2016	Sep 2, 2016	Not started
+ MTSS coaches will monitor implementation of interventions with fidelity by conducting classroom visits and providing feedback to teachers	-Ms. Delgado -Mrs. Troup	Sep 2, 2016	Jun 15, 2018	Not started
+ Provide coaching and support identifying data-based interventions and implementation of the intervention plan	-Ms. Delgado -Mrs. Troup	Aug 2, 2016	Jun 15, 2018	On-Track
+ Classroom visit to evaluate classroom environment, student engagement, and student motivation and social emotional adjustment.	-Ms. Delgado -Mrs. Troup	Aug 2, 2016	Jun 15, 2018	Not started
+ Periodically (once every 6 week) assessing the effectiveness of the MTSS plan by providing support in the implementation of the intervention and/or engaging in peer observation	-Ms. Delgado -Mrs. Troup	Sep 2, 2016	Jun 15, 2018	Not started
+ Assess students 2-3 x year to adjust flexible groupings	Teachers	Sep 6, 2016	Jun 15, 2018	On-Track
+ Engage in regrouping students based on progress monitoring	Teachers	Sep 6, 2016	Jun 15, 2018	On-Track
+ Identify and providing targeted strategies to use with students at the level using the Continuum of Learning	Teacher	Sep 6, 2016	Jun 15, 2018	On-Track
+ Assess students quarterly	Teachers	Sep 6, 2016	Jun 15, 2018	On-Track
+ Teachers will collaborate during grade level meeting to analyze student data from assessment for reteaching purposes	Teachers	Sep 6, 2016	Jun 15, 2018	On-Track
+ Provide professional development to understand alignment of CCSS and ANET	-ANET coach -Mr. Salgado	Sep 5, 2016	Jun 15, 2017	Not started
+ Assess students every 5 weeks	Teachers	Sep 5, 2016	Jun 15, 2018	Not started
+ Teachers will collaborate during grade level meetings for item analysis exit slips for reteaching purposes	Teachers	Sep 6, 2016	Jun 16, 2018	Not started
+ Provide professional development to understand the components and implementation practices for guided math	Teachers	Sep 5, 2016	Jun 15, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

A meeting will be held on 4/4/16 for all PAC parents to evaluate & rate the current CIWP plan. Parents will also be invited to provide suggestions and ideas on the new CIWP plan for implementation in SY 2016-2018. Additional meetings will be held throughout SY 2016-2018 for continuous review and revisions.

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

A PAC Annual Title I Informational meeting will be held on September 20, 2016 in the school's auditorium to present the 2016-2018 CIWP plans, Title I requirements, and parents' right for involvement in Title I programs.

In addition, the Title I PAC organizational meeting will be held on September 27, 2016. At this meeting, NCLB committee members will be elected, budget allocation will be presented, and dates/times for school community meetings as well as planning meetings will be approved by the community.

Both meetings will be promoted via school website, school calendar, marquee, letters sent home, and flyers distributed at the Healthy Kids Market.

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.

On October 18, 2016, the administrative team will present to the community student data as well as the SQR (School Quality Rating Progress) report for SY 2015-2016. In this meeting, student assessments scheduled for the 2016-2017 school year will be discussed.

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

respond to any such suggestions.

The PAC, NCLB, and BAC committees as well as the community, will meet monthly and be provided the opportunity to express any concerns, provide suggestions and/or ask questions.

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.

State assessments will be sent home with students as soon as the reports arrive to school. A copy of these reports will be in the students cum folder.

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.

A letter will be sent home informing parents of their rights to know if their child's teacher is highly qualified. Parents are invited to exercise their right to request such information at anytime.

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

During report card conferences and open house, teachers will have the opportunity to explain to parents standards, assessments and how to monitor students' progress using various tools. Parents are also invited to attend the administrative data and assessment meeting scheduled for October 18, 2016 as well as presentations from the principal scheduled during Parent and teacher conference days.

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.

During the month of November 2016, a survey will be sent home for parents and the community to provide input and ideas on topics for the 12-week NCLB Friday workshops series starting January 2017. A workshop calendar will be finalized and be sent home no later than January 12, 2017. Such workshops will be advertised through the school's website, monthly calendar, letter sent home, and school's posters on doors #1 and #10. In addition, parents are invited to register and take advantage of the ESL and Latino Literacy classes offered in school. Parents are welcome to participate in school events such as book fairs, health and fitness classes, and activities planned by the community such as the Chicago Run.

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.

Different events throughout the year will promote opportunities to encourage teachers/parents to come together and work together to encourage students' learning. Some of these events are welcome back picnic, reading/math night, Pajama night, open house, and parent-teacher conferences. Most of these events will take place after school.

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.

Head Start teachers will coordinate with the school administration of any events that take place during school hours. The administrative team will make sure to advertise and promote any events taking place in the Head Start program via letters, school website and monthly calendar.

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.

Any flyer, calendar and newsletter sent home will be sent home in English and Spanish. Information on the school marquee will be available in both languages. In addition, posters will be created and will be posted in selected school entrances. The school's marquee will be used as a communication of any events that will take place in school.

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.)

As a neighborhood/community school Lloyd is dedicated to creating students that are safe, respectful and responsible. Through technology integration, data informed instruction and teacher leadership, Lloyd provides quality education for all students. i

Our goal is for each student - ELL, Diverse Learners, and above and below grade level to leave Lloyd ready for the academic and social expectations of middle school, high school and college/career to compete in a global economy.

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.

On both report card pick-up dates the school and teachers will be available for parent teacher conferences. Additionally the school will host and open house and at least 3 additional school wide, community events: Doughnuts with Dad, Muffins with Mom, Family Math and Literacy Night, Pijama night, Welcome Back Picnic.

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

Progress report distribution will happen school wide mid-quarter throughout the year.

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

All staff can meet with parents before or after school or during preps if the meeting is scheduled in advance. School website also has specific teacher emails and school contact information available.

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.

Lloyd has an average of 15 parent volunteers who assist and volunteer in different capacities. Our parent volunteers organize and coordinate our school's Healthy Kids Market, daily parent patrol, and assist with office help. They are also an important part of daily classroom activities as part of our Head Start Parent Volunteer program. In addition, our parent volunteers organize and/or assist in special events including NCLB/BAC/LSC monthly meetings and workshops, Holiday fundraisers, Welcome Back Picnic, Open House, Christmas assembly, math/literacy nights, Movie nights, Pajama night, Dia del Nino, Mother's Day celebration, 5th Grade celebration, Kindergarten celebration, and Field days. They are also involved in the coordination of picture day, dental and vision screenings, and KIDS ID program by helping move students to and from their classrooms to the assigned location.

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

Parents are encouraged to read with their children every night. Grade levels send home a monthly newsletter that give parents a focus to discuss and learn with their children at home. They are also encouraged to attend trainings and workshops offered by school committees, ESL classes, Latino Literacy classes, math/literacy nights, Pajama nights, and literacy event planned by the school.

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

This will be accomplished through LSC meetings, IEP meetings, NCLB meetings and workshops, and case by case meetings with administrative team and teachers. Parent-Principal informal meetings, revision and creating of school CIWP.

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

Students monitor their classroom daily attendance on common, posted charts in the hallway. Lloyd follows the 3B's and a common language and celebration system has been established as follow: Students and classrooms are recognized weekly for their good behavior through the weekly paw prizes, weekly classroom paws. In addition to medals and certificate awarded at the end of each quarter and every semester for attendance as well as academics.

Parent Budget

Complete

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

September 2016--Annual Title 1 Principal's Informational Meeting
 October 2016--Title 1 Organizational Meeting
 November 2016--Student Data and Assessments
 December 2016--Social Media Awareness
 January 2017--Let's Talk
 February 2017--Communication with our Tween/Teens
 March 2017--Effective Discipline
 April 2017--Organize your time and meet your goals
 May 2017--Self-Esteem
 June 2017--Bullying

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 500	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1779	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1393	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 2500	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1200	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0	.00
53510	Postage Must be used for parent involvement programs only.	\$ 0	.00
53306	Software Must be educational and for parent use only.	\$ 0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 200	.00