



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/08/2016	Valentin, Kraft, Rodriguez, Komperda, Obrien, Cuculich, Solano, Lazarevic, Irvin, Foote, Shere, McCarthy,	School Effectiveness Framework
02/22/2016	Valentin, Alday, Cuculich, Ogara, Baut, Shere, Foote, Mccarthy, Obrien, Rodriguez, Komperda,	Analzing School-wide Data and possible priorities
04/04/2016	Valentin, Obrien, Rodriguez, Komperda, Shere, Kraft, Foote, Cuculich, Mccarthy, Alday, Solano, Turner, Mcleod	Complete SEF and select our areas of focus
05/02/2016	VAntin, Obrien, Rodriguez, Komperda, foote, cuculich, Kraft, Mcleod, Martinez, Mccarthy, Alday, Shere, Turner	Begin Action Plans for each strategy
05/06/2016	Valentin, Obrien, Rodriguez, Komperda, alday, Solano, Kraft, Shere, Mccarthy, Mcleod, Foote, Martinez	Compete Action steps and strategies
05/09/2016	Valentin, Obrien, Rodriguez, Komperda, Shere, Foote, Mccarthy, Martinez, Alday, Solano, Kraft, Ogara,	Complete CIWP
05/19/2016	Valentin, Obrien, Rodriguez, Komperda, Foote Baut, Mccarthy, Kraft, Alday, Solano, Shere, Martinez, Mcleod, Foote, Irvin	Finalize the CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

Locke's vision and mission statement were created by the ILT and input from parents and teacher. Each grade-level has an ILT member that is responsible for informing their grade-level what was discussed and accomplished in the ILT meetings. A PQS system is in place for teachers to be able to observe lead teachers or teachers who are strong in a particular component. All students are informed of their NWEA score in the beginning of the year and what their expected gain is for the end of the school year. All teachers create goals for their student's based on the incoming class NWEA scores in spring.

Guide for Leadership & Collective Responsibility

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

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

The ILT meets bi-weekly and always has an agenda, protocol, and time distribution. The ILT meetings and decisions are data-based and revolve around the MTSS problem-solving protocol. Everyone has a voice during the meetings. Each grade-level is represented, along with a SPED teacher, bilingual teacher, administrator, a parent, and every department is represented.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

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Professional developments during the beginning of the school year are planned around the goals for the school year. Any PD given throughout the school year is created by analyzing data and teacher feedback for areas of improvement. Each new teacher was assigned a mentor for the 2-15-2016 school year.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

All literacy products/programs purchased at Locke are research based and respond to our SEF needs. Programs that were not effective have been eliminated. After school programs are focused on achievement gaps by specific priority groups. The a hiring team composed of mainly teachers is responsible for reviewing resumes and performing initial interviews for potential candidates. Several organizations/companies have partnered with Locke: Old Town School of Folk Music; Climate Cycle; CPD.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Teachers align their lesson plans and unit plans to the CPS content framework. Scope and sequence maps are completed by most teachers, but will become mandatory for the 2016-2017 school year. All students teach the CCSS of their grade level and must track the skills they have taught in grade book. All learners have access to the curriculum with differentiation taking place in every classroom. SEL has been fully implemented in grades k-5, with 6-8 grades practicing SEL strategies as part of their IBMYP.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.

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

Evidence, Measures, and Standards

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

All teachers have instructional materials to support all of their students. The school purchases materials and programs that directly correlate with materials to improve student growth. Each grade-level has access to chrome books and iPads. Guided reading and scholastic books have been purchased to supplement the curriculum of k-5th grade. Each classroom has a classroom library that has a range of lexile scores and books in Spanish or Polish.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

All teachers teach using the CCSS and modifying their lessons so that all students could master the CCSS.

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

1 2 3 4

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)

Students in k-8th grade are exposed to post secondary awareness with "college t-shirt day" and flags of colleges posted around the school. Students in seventh and eighth grade shadow high school students in order to become acquainted with the change and daily schedule of high school. Students in 5-8th grade create college and career goals in the beginning of the school year and determine what their lexile score needs to be in order to be competent in their career. Students work all year improving their lexile score in order to get closer to their career goal. All eligible 8th grade students receive algebra. The counselors meet with all 8th grade students and discuss their options for high school and what they need to do in order to make the transition easier.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

All teachers use the CCSS to drive instruction. Most teachers use a variety of low and high-level, open-ended questions. Teachers scaffold instruction, but many do not use MTSS appropriately in order to make sure that all students are receiving instruction at their level. Most teachers provide an adequate amount of formative assessments so that all students are prepared for the summative assessment.

Guide for Instruction

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

- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

SEL has been fully implemented in grades k-5, but MTSS is misunderstood. Most teachers use MTSS as a tool to diagnose a students a SPED. Teachers do not use MTSS to provide interventions, SEL and academic instruction, or additional help for all students.

The school monitors on track data every five weeks in order to know which students to target for interventions.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Most teachers write their CCSS in grade book and provide an adequate amount of formative assessments throughout a unit. MTSS is used as a screening and progress monitoring for intense interventions. Teachers provide accommodations for instruction and work. Grade level teams could do a better job of working together to create interdisciplinary units.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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:

Score

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

1 2 3 4

The school has high expectations for all students. There are bulletin boards in the hallways that promote student achievement. The school has incentives for students who display one of the ten I.B. characteristics of the learner profile. Students work is posted in every classroom and bulletin boards within the building. Teachers encourage students to work hard and allow students to re-do assignments and assessments in order for students to learn from their mistakes. Teachers continuously provide informative feedback to promote positive self-esteem.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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

According to the My School My Voice survey, most students feel safe and welcomed in this school. Positive behavior is awarded at Locke with the golden tickets incentive. Off-track students are assigned a mentor teacher and they meet once a week to discuss any issues the student might have. All staff members of the building support and respect one another. The principal has an open door policy and staff members are free to express their frustrations and praises with administration without being reprimanded.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

The school has been affected by budget cuts, which has consequently led to less after-school programs. Locke still has several vital after-school programs: Bilingual program; reading intervention program; homework help; intramural sports, etc. Locke just became a NJHS school and is in the process of creating a student body leadership. Students have started food drives, book drives, band-aid drives, and many more drives to help their community.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

The school is part of the PBS program and follows the SEL curriculum. Restorative approaches to discipline work at Locke elementary. As a result, most students feel safe in the school and all adults correct misbehavior and help students find solutions for conflicts that they have in and out of 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	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring

Score

1 2 3 4

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.

The PBS team and SEL team have focus on restorative approaches to discipline and the school has a detailed plan for how to deal with disruptive students.

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

Parents are actively involved at Locke. Each grade-level sends home a monthly newsletter to keep parents informed about what is happening in the classroom. The principal sends out a monthly newsletter about the school. Most parents attend report card pick-up and meet with the teachers. Flyers are always passed out for parents in Spanish and English to have coffee with the principal, fundraising activities, specific committee meetings, homework help, sports programs, etc. The school hosts a quarterly event for parents to attend and socialize with teachers, administrators, other parents, etc.

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 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support

1	2	3	4	5	0
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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: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Our growth percentile for reading will remain at 70% or higher.	96.00	69.00	70.00	78.00
National School Growth Percentile - Math				
Our growth percentile for math will remain at 60% or higher pushing towards the 70% after teachers become more comfortable with the new materials which were implemented this year	53.00	45.00	58.00	66.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Our growth percentile for 3-8 grade will remain above 60% which includes all students.	62.80	(Blank)	65.00	70.00

African-American Growth Percentile - Reading

n/a	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Reading

Our population is 92% hispanic and will mirror our growth for school growth	97.00	66.00	68.00	75.00
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English Learner Growth Percentile - Reading

As our instruction for bilingual education increases our scores will continue to grow. One of our focuses in the 2015-2016 school year was our growth for EL students. By hiring an Assitant Principal responsible for all ELs education we will see immediate growth due to the increase instruction based on needs	(Blank)	18.00	50.00	60.00
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Diverse Learner Growth Percentile - Reading

As our instruction for diverse learners increases our scores will continue to grow. One of our focuses in the 2015-2016 school year was our growth for Diverse Learners students and instructional support for diverse learner teachers and inclusion. By hiring an Assitant Principal responsible for all diverse learner's education we will see immediate growth due to the increase instruction based on needs	38.00	9.00	50.00	60.00
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African-American Growth Percentile - Math

n/a	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Math

Our population is 92% hispanic and will mirror our growth for school growth	53.00	42.00	58.00	65.00
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English Learner Growth Percentile - Math

As our instruction for bilingual education increases our scores will continue to grow. one of our focuses in the 2015-2016 school year was our growth for EL students and instructional support for EL teachers	(Blank)	33.00	50.00	60.00
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Diverse Learner Growth Percentile - Math

As our instruction for diverse learners increases our scores will continue to grow. One of our focuses in the 2015-2016 school year was our growth for Diverse Learners students and instructional support for diverse learner teachers and inclusion	20.00	7.00	50.00	60.00
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National School Attainment Percentile - Reading (Grades 3-8)

Our attainment numbers continue to grow each year as our growth goes beyond 100% and will continue each year. By staying focused on Growth Plus, our expectations are to get each student to get their avg growth plus close the gap.	55.00	56.00	60.00	66.00
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National School Attainment Percentile - Math (Grades 3-8)

Our attainment numbers continue to grow each year as our growth goes beyond 100% and will continue each year. By staying focused on Growth Plus, our expectations are to get each student to get their avg growth plus close the gap.	48.00	55.00	58.00	66.00
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National School Attainment Percentile - Reading (Grade 2)

Base on historic data our students attainment in grade 2 will continue to rise a slower pace then 3-8. We will continue to provide supports in k-2 and involve parental assistance at home	46.00	47.00	50.00	58.00
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National School Attainment Percentile - Math (Grade 2)

Base on historic data our students attainment in grade 2 will continue to rise a slower pace then 3-8. We will continue to provide supports in k-2 and involve parental assistance at home	61.00	37.00	50.00	55.00
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% of Students Making Sufficient Annual Progress on ACCESS

Historically we continue to stay around 50% according to the new standards each year	44.20	50.00	55.00	60.00
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Average Daily Attendance Rate

Our attendance will continue to stay at 95.5%	95.70	95.80	96.00	96.00
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My Voice, My School 5 Essentials Survey

Stay Well Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

School-wide units aligned to CCSS	horizontally aligned instruction and measurable common assessments	an increase in students meeting their targeted expected growth and attainment on the NWEA K-8
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Tags:

Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc

Area(s) of focus:

4, 1, 2

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Leadership team designs unit planner structure for Locke School grades k-5	Math Coach ELA Coach IB Coordinator AP 2	Jun 1, 2016 to Jun 24, 2016	1. Pd Completed 2. Planning documents loaded in google drive	Completed

Assessment, Instruction, Academic, Aligned resources, Ccss

Provide four unit planning workshops to all k-5 grade-levels	Math Coach ELA Coach IB Coordinator AP 2	Jun 2, 2016 to Jun 16, 2017	1. Planning documents completed 2. Agendas 3. Unit planning resources in google drive 4. Completed Units	Completed
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Common core state standards, Backwards design, Assessment

Assessing of unit plan structure and implementation four times a year after each unit	Math Coach ELA Coach IB Coordinator AP 1 AP 2 AP 3	Sep 6, 2016 to Jun 15, 2018	1. Assessing four times a year after each unit 2. Observations 3. Learning Walks 4. Data Binder 5. Grade level meeting (agenda and artifacts)	Completed
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Assessment, Ccss, Common assessment

Analysis of formative assessments and common summative assessments per unit	AP 1 AP 2 AP 3	Aug 29, 2016 to Jun 15, 2018	1. Monthly Grade level meeting (agenda and artifacts) 2. Leadership team meeting (agenda and artifacts) 3. Next Step documentation in goggle drive	On-Track
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Ccss, Assessments, Collaboration, Unit planning

Tracking of mastery of skills via grade book and mastery connect (K-5)	AP 2 ELA Coach Math Coach	Aug 29, 2016 to Jun 15, 2018	1. Monthly checklist 2. Evidence of standards covered and assessed in mastery connect 3. Evidence of standards covered and assessed in grade book 4. Learning Walks 5. Obserations	Postponed
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Ccss, Collaboration, Assesement

Tracking of mastery of skills via grade book and manage bac (6-8)	AP 2 IB Coordinator	Aug 29, 2016 to Jun 15, 2018	1. Monthly checklist 2. Evidence of standards covered and assessed in manage bac 3. Evidence of standards covered and assessed in grade book 4. Learning Walks 5. Obserations	On-Track
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Assessment, Aligned resources, Ccss, Collaboration

2016-2017 Grade K-5 will have 4 of 8 units complete	AP 2 ELA Coach Math Coach	Aug 29, 2016 to Jun 16, 2017	1. Completed Units	Completed
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Aligned resources, Ccss, Assessments, Collaboration

2016-2017 Grades 6-8 will have 6 of 6 units complete	AP 2 IB Coordinator	Aug 29, 2016 to Jun 16, 2017	1. Completed Units	On-Track
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Assessment, Aligned resources, Ccss, Collaboration

2017-2018 grades K-5 will have 8 of 8 units complete	AP 2 AP 3 ELA Coach Math Coach	Aug 28, 2017 to Jun 22, 2018	1. Completed Units	Not started
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Assessment, Aligned resources, Ccss, Collaboration

Create grade level meeting calendar to support unit planning development, implementation and assessment	AP 1	Aug 29, 2016 to Jun 15, 2018	Grade-level calendar developed	Completed
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Aligned resources, Instructional planning

Follow scope and sequence developed in math program to insure all CCSS are taught	AP 1 Math Coach	Aug 29, 2016 to Jun 15, 2018	1. Planning documents in google drive 2. Learning Walks 3. Grade level meeting (agenda and artifacts)	On-Track
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Ccss, Instructional planning

Strategy 2

If we do...

Common pre and post tests, ongoing formative and summative assessments for K-8

...then we see...

common understandings, misconceptions and potential missing content pieces in instruction

...which leads to...

data driven instruction in planning for remediation to increase our attainment and expected growth on NWEA k-8.

Tags:

Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning

Area(s) of focus:

2

Action step

Choose common assessments (i.e. pre, mid, and post)

Responsible

Teachers
Math Coach
Reading Coach
IB Coordinator
AP 1

Timeframe

Sep 6, 2016 to
Jun 15, 2018

Evidence for status

Assessments (pre, mid, and post)

Teachers, instructional coach, and administration will review assessments and all teachers will have an assessment folder/data binder which includes: NWEA (K-8), BAS K-4), Achieve 3000 (3-8), TTM (3-8), Smarty Ants (K-2) and formative and summative assessments in their classrooms for monitoring. We will also discuss and analyze data during the grade level meetings and during meeting with instructional coaches

Status

On-Track

Assessment, Planning

Teachers will complete item analysis for pre-assessment to inform instruction

Teachers
Math Coach
Reading Coach
IB Coordinator
AP 1
AP 2
AP 3

Sep 5, 2016 to
Jun 15, 2018

1. Grade level meeting (agenda and artifacts)

On-Track

Assessment, Formative, Planning, Summative assessment

Teachers engage in discussion, critique, and analysis prior to formative assessments

Teachers
Math Coach
Reading Coach
IB Coordinator
AP 1

Sep 5, 2016 to
Jun 15, 2018

1. Grade level meeting (agenda and artifacts)
2. formative assessments
3. data binders

On-Track

Assessment, Formative, Planning

Ongoing formative assessments created/selected by classroom teacher and/or grade level

Teachers
Math Coach
Reading Coach
IB Coordinator
AP 1

Sep 6, 2016 to
Jun 15, 2018

1. Grade level meeting (agenda and artifacts)
2. Data Binders
3. Mastery Connect
4. Magae Bac
5. Gradebook

On-Track

Curriculum Design, Differentiated instruction, Planning

Summative assessment will be created/selected based on scope and sequence using CCSS	Teachers Math Coach Reading Coach IB Coordinator AP 1 AP 2 AP 3	Sep 6, 2016 to Jun 15, 2018	1. Grade level meeting (agenda and artifacts) 2. Data Binders 3. Mastery Connect 4. Magae Bac 5. Gradebook	On-Track
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Curriculum Design, Planning, Summative assessment

Bring completed item analysis for pre, mid, and post assessments, along with ongoing student work to grade level meetings for team instructional planning, reflection, and action steps	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016 to Jun 15, 2018	1. Grade level meeting (agenda and artifacts) 2. Data Binders	On-Track
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Assessment, Curriculum Design

Discuss commonalities in assessment data to plan for instruction at grade-level meetings.	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016 to Jun 15, 2018	1. Grade level meeting (agenda and artifacts) 2. Data Binders 3. Mastery Connect 4. Magae Bac 5. Gradebook	On-Track
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Assessment, Data analysis, Planning for instruction

Use pre and post test data to create instructional groupings for differentiated instruction (including but not limited to tiered tasks and centers)	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016 to Jun 15, 2018	Flexible grouping 1. Grade level meeting (agenda and artifacts) 2. Data Binders 3. Mastery Connect 4. Magae Bac 5. Gradebook	On-Track
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Differentiated instruction, Planning, Data analysis

Teachers will analyze NWEA mid year data to inform instruction from Jan-June	Principal AP1	Jan 9, 2017 to Jun 16, 2017	1. MOY NWEA data analysis (K-8) 2. EOY NWEA data analysis (K-8)	Not started
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Assessments, Attainment, Expectations and goals, Curriculum planning

Strategy 3

If we do...

Data-informed implementation of MTSS

...then we see...

all teachers include MTSS strategies in their unit plans/ instruction

...which leads to...

increased improvement in student on-track report and decline in behavioral infractions.

Tags:

MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea

Area(s) of focus:

3

Action step

AP and Dean will design MTSS to facilitate PD

Responsible

AP 3
Dean

Timeframe

Aug 29, 2016 to
Sep 2, 2016

Evidence for status

1. Pd Completed
2. Planning documents loaded in google drive

Status

Completed

MTSS, Climate and Culture, Cycles of professional learning, Professional development, Reflection

AP and Dean will present MTSS PD to entire staff during opening teacher institute day	AP 3 Dean	Aug 29, 2016 to Sep 5, 2016	1. Planning documents completed 2. Agendas 3. MTSS resources in google drive	Completed
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MTSS, Interventions, Tier 2 & 3, Data analysis, Tier 1, Language arts

Select and implement school-wide research based Tier II interventions	AP 3 Dean	Sep 5, 2016 to Jun 15, 2018	1. Achieve 3000 2. TTM 3. Moby Max 4. Smarty Ants	Completed
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MTSS, Interventions, Tier 2 & 3, Data analysis, Tier 1

Continue PATHS Program k-5	AP 3 Dean	Sep 5, 2016 to Jun 22, 2017	1. Incident Management 2. Student Logger 3. PATHS student of the day 4. Observations 5. Learning walks	On-Track
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MTSS, Interventions, Tier 2 & 3, Data analysis, Tier 1

Develop and implement school-wide "Teaching Tolerance" initiative	AP 3 Dean	Sep 6, 2016 to Jun 15, 2018	1. Grade Level (agenda and artifacts) 2. Learning Walks	Not started
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MTSS, SEL, Paths

Continue IB Learner Profile Method 6-8 grade	IB Coordinator	Sep 5, 2016 to Jun 15, 2018	1. Incident Management 2. Student Logger 3. IB Profile 4. Observations 5. Learning walks	On-Track
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MTSS, Interventions and supports

Identify and build teacher leader capacity within each grade level. (Math, Science, ELA, and MTSS)	Principal	Aug 29, 2016 to Jun 15, 2018	1. Teams Assigned 2. Agenda and sign-in sheets 3. Action Items 4. Information disseminated	Not started
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MTSS, Interventions and supports

Continue Tier III supports before, during and after school	AP 1 AP 2 AP 3	Sep 5, 2016 to Jun 15, 2018	1. Steinmetz Tutors 2. Loyola Partnership 3. PATHS 4. Jr Achievement 5. 6. Chicago Public Library 7. Bernie's Book Bank 8.	On-Track
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MTSS, Interventions and supports

Continue and grow partnerships with community and outside organizations	AP 1 AP 2 AP 3	Sep 5, 2016 to Jun 15, 2018	1. Openlands 2. Old Town School of Music 3. UNICEF 4. Robert Morris University 5. NW Housing Authority 6. Bell Park 7. Sayre Park	On-Track
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MTSS, Interventions and supports

Track PLP monitoring to decrease the number of students off track	Counselor	Sep 5, 2016 to Jun 15, 2018	1. PLP Plans 2. 5 week on track data	On-Track
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MTSS, Interventions and supports

Collect and analyze data to develop and implement tier 2 interventions to inform instruction. Analyzed data will be used to meet the needs of all learners (with a focus on Language Arts skills)	AP 3 Dean Counselor	Sep 5, 2016 to Jun 15, 2018	1) student work 2) assessments 3) observations 4) Manage Bac/Mastery Connect 5) NWEA MOY 6) BAS	On-Track
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MTSS, Interventions and supports

Collect and analyze data to develop and implement tier 2 interventions to inform instruction. Analyzed data will be used to meet the needs of all learners (with a focus on math skills)	AP 3 Dean Counselor	Sep 5, 2016 to Jun 15, 2018	1) student work 2) assessments 3) observations 4) Manage Bac/Mastery Connect 5) NWEA MOY	On-Track
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MTSS, Interventions and supports

Collect and analyze data to develop and implement tier 2 interventions to inform instruction. Analyzed data will be used to meet the needs of all learners (with a focus on Behavior skills)	AP 3 Dean Counselor	Sep 5, 2016 to Jun 15, 2018	1) student work 2) assessments 3) observations 4) Manage Bac/Mastery Connect 5) NWEA MOY 6) Student Logger	On-Track
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MTSS, Interventions and supports

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➤ Leadership team designs unit planner structure for Locke School grades k-5</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Assessment, Instruction, Academic, Aligned resources, Ccss</p>	Math Coach ELA Coach IB Coordinator AP 2	Jun 1, 2016	Jun 24, 2016	Completed
<p>➤ Provide four unit planning workshops to all k-5 grade-levels</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Common core state standards, Backwards design, Assessment</p>	Math Coach ELA Coach IB Coordinator AP 2	Jun 2, 2016	Jun 16, 2017	Completed
<p>➤ Assessing of unit plan structure and implementation four times a year after each unit</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Assessment, Ccss, Common assessment</p>	Math Coach ELA Coach IB Coordinator AP 1 AP 2 AP 3	Sep 6, 2016	Jun 15, 2018	Completed
<p>➤ Analysis of formative assessments and common summative assessments per unit</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Ccss, Assessments, Collaboration, Unit planning</p>	AP 1 AP 2 AP 3	Aug 29, 2016	Jun 15, 2018	On-Track
<p>➤ Tracking of mastery of skills via grade book and mastery connect (K-5)</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Ccss, Collaboration, Assessment</p>	AP 2 ELA Coach Math Coach	Aug 29, 2016	Jun 15, 2018	Postponed

District priority and action step	Responsible	Start	End	Status
<p>✦ Tracking of mastery of skills via grade book and manage bac (6-8)</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Assessment, Aligned resources, Ccss, Collaboration</p>	AP 2 IB Coordinator	Aug 29, 2016	Jun 15, 2018	On-Track
<p>✦ 2016-2017 Grade K-5 will have 4 of 8 units complete</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Aligned resources, Ccss, Assessments, Collaboration</p>	AP 2 ELA Coach Math Coach	Aug 29, 2016	Jun 16, 2017	Completed
<p>✦ 2016-2017 Grades 6-8 will have 6 of 6 units complete</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Assessment, Aligned resources, Ccss, Collaboration</p>	AP 2 IB Coordinator	Aug 29, 2016	Jun 16, 2017	On-Track
<p>✦ 2017-2018 grades K-5 will have 8 of 8 units complete</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Assessment, Aligned resources, Ccss, Collaboration</p>	AP 2 AP 3 ELA Coach Math Coach	Aug 28, 2017	Jun 22, 2018	Not started
<p>✦ Create grade level meeting calendar to support unit planning development, implementation and assessment</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Aligned resources, Instructional planning</p>	AP 1	Aug 29, 2016	Jun 15, 2018	Completed
<p>✦ Follow scope and sequence developed in math program to insure all CCSS are taught</p> <p>Tags: Data Use, Instruction, Curriculum, Common core, Formative, Summative, Nwea, Parcc, Ccss, Instructional planning</p>	AP 1 Math Coach	Aug 29, 2016	Jun 15, 2018	On-Track
<p>✦ Choose common assessments (i.e. pre, mid, and post)</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Assessment, Planning</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers will complete item analysis for pre-assessment to inform instruction</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Assessment, Formative, Planning, Summative assessment</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1 AP 2 AP 3	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ Teachers engage in discussion, critique, and analysis prior to formative assessments</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Assessment, Formative, Planning</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ Ongoing formative assessments created/selected by classroom teacher and/or grade level</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Curriculum Design, Differentiated instruction, Planning</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016	Jun 15, 2018	On-Track
<p>✦ Summative assessment will be created/selected based on scope and sequence using CCSS</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Curriculum Design, Planning, Summative assessment</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1 AP 2 AP 3	Sep 6, 2016	Jun 15, 2018	On-Track
<p>✦ Bring completed item analysis for pre, mid, and post assessments, along with ongoing student work to grade level meetings for team instructional planning, reflection, and action steps</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Assessment, Curriculum Design</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016	Jun 15, 2018	On-Track
<p>✦ Discuss commonalities in assessment data to plan for instruction at grade-level meetings.</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Assessment, Data analysis, Planning for instruction</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016	Jun 15, 2018	On-Track
<p>✦ Use pre and post test data to create instructional groupings for differentiated instruction (including but not limited to tiered tasks and centers)</p> <p>Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Differentiated instruction, Planning, Data analysis</p>	Teachers Math Coach Reading Coach IB Coordinator AP 1	Sep 6, 2016	Jun 15, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will analyze NWEA mid year data to inform instruction from Jan-June Tags: Assessment, Curriculum Design, Differentiated instruction, Grading, Formative, Planning, Assessments, Attainment, Expectations and goals, Curriculum planning</p>	Principal AP1	Jan 9, 2017	Jun 16, 2017	Not started
<p>✦ AP and Dean will design MTSS to facilitate PD Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Climate and Culture, Cycles of professional learning, Professional development, Reflection</p>	AP 3 Dean	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ AP and Dean will present MTSS PD to entire staff during opening teacher institute day Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions, Tier 2 & 3, Data analysis, Tier 1, Language arts</p>	AP 3 Dean	Aug 29, 2016	Sep 5, 2016	Completed
<p>✦ Select and implement school-wide research based Tier II interventions Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions, Tier 2 & 3, Data analysis, Tier 1</p>	AP 3 Dean	Sep 5, 2016	Jun 15, 2018	Completed
<p>✦ Continue PATHs Program k-5 Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions, Tier 2 & 3, Data analysis, Tier 1</p>	AP 3 Dean	Sep 5, 2016	Jun 22, 2017	On-Track
<p>✦ Develop and implement school-wide "Teaching Tolerance" initiative Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, SEL, Paths</p>	AP 3 Dean	Sep 6, 2016	Jun 15, 2018	Not started
<p>✦ Continue IB Learner Profile Method 6-8 grade Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	IB Coordinator	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ Identify and build teacher leader capacity within each grade level. (Math, Science, ELA, and MTSS) Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	Principal	Aug 29, 2016	Jun 15, 2018	Not started
<p>✦ Continue Tier III supports before, during and after school Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	AP 1 AP 2 AP 3	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ Continue and grow partnerships with community and outside organizations Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	AP 1 AP 2 AP 3	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ Track PLP monitoring to decrease the number of students off track Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	Counselor	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ Collect and analyze data to develop and implement tier 2 interventions to inform instruction. Analyzed data will be used to meet the needs of all learners (with a focus on Language Arts skills) Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	AP 3 Dean Counselor	Sep 5, 2016	Jun 15, 2018	On-Track
<p>✦ Collect and analyze data to develop and implement tier 2 interventions to inform instruction. Analyzed data will be used to meet the needs of all learners (with a focus on math skills) Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	AP 3 Dean Counselor	Sep 5, 2016	Jun 15, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Collect and analyze data to develop and implement tier 2 interventions to inform instruction. Analyzed data will be used to meet the needs of all learners (with a focus on Behavior skills) Tags: MTSS, Diverse Learners, Assessment, Professional development, Differentiated instruction, Aligned resources, Tier 2 & 3, Enrichment, Nwea, MTSS, Interventions and supports</p>	AP 3 Dean Counselor	Sep 5, 2016	Jun 15, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Through maintaining the BAC and PAC we will see parental involvement through meetings, social gatherings, and events that will lead to increased student success.

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

Annual Meeting held September 22, 2016 at 8 a.m.
Annual organizational meeting held Sept 22, 2016 at 9am
Monthly meetings: Third Friday of every month.

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.

This will be accomplished by hosting an Open House within the first month of school. Individual teachers will relay all necessary information regarding curriculum, assessment tools and proficiency level goals during their presentations to parents.

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.

Parent Advisory Council meetings are held monthly. All suggestions and concerns brought forth at these meetings will be forwarded to the Leadership Team to be addressed accordingly.

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.

As soon as PARCC student summary reports are received, the school will distribute copies to students to be sent home to parents. Copies will be maintained by the school and stored in student Cumulative Folders.

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

Letters are sent home for the parents to request teacher credentials.

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.

Presentations are made at BAC and PAC meetings. The school website provides links to the common core state standards as well as parent portal where parents can access their child's grades.

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.

The school invites parents to come in for support during report card pick-up night, open house, and during additional parent meetings as needed.

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.

Information will be reviewed and relayed to all-staff during mandatory professional development provided before the beginning of the school year.

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.

Preschool teachers offer workshops to parents during report card pickup days and school community nights to model various early literacy and math strategies. This will assist parents in supporting their children at home.

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.

Locke School will make it a priority to ensure all school communications are translated and sent home in both English and Spanish. The Locke School website currently contains a translate button which translates content into various languages.

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.)

We will foster meaningful learning for all by increasing rigor and student engagement. Through inquiry, action, and reflection, our students will develop global understanding and attitudes that will lead to productive and successful lives. Our curriculum is vertically aligned to provide a consistent, comprehensive and rigorous education for all learners.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences are currently scheduled for November 9, 2016 and April 19, 2017. Additional conferences will be held by individual teachers at the request of parents and/or teachers on an as-needed basis.

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

Either progress reports or report cards are sent home every 5 weeks to keep parents informed of their child's academic progress. In addition, the school sends home MAP/NWEA Student Progress Reports with 3rd quarter report cards to provide parents with student MOY scores and their projected goals for end of year testing.

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

Teachers will be made available for parent conferences via appointments which can be arranged by e-mail, written communication, phone call, or through the parent portal.

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

Parents are given volunteer packets by request. After completion of the CPS requirements, parents are then invited to volunteer in different classrooms throughout the school as agreed upon with the teachers. Parents have opportunities to volunteer at field trips throughout the school year. Parents are invited to attend special events such as science fair, humanities fair, and awards ceremonies. Parents can request to visit classrooms as an observer.

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

Parents can visit parent portal to check the grade book for homework completion and attendance. Parents should frequent the school website to check on their child's homework, which is updated by teachers. Parents should check student folders and agendas to make sure they are being utilized.

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

Parents are invited to attend LSC meetings, PAC and BAC meetings and workshops. There is a suggestion box located near the main office. The principal has coffee with the parents once per month. There are special meetings to explain the Bilingual Program in the beginning of the school year. Parents complete the My School My Voice Survey each year in order to communicate their overall opinions of the school.

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).

There are attendance incentives for classrooms which makes kids want to come to school. We use Paths curriculum for K-5 which encourages students to use Social and Emotional learning to maintain a positive attitude. We have Golden Tickets for students in grades 5-8 who are caught doing the right thing and are ready to learn. Students in grades K-6 participate in the Six Flags Read to Succeed program which encourages reading.

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.

Locke's goals are to continue to educate our parents on the academic progress of our school and insure they understand our expectations. By keeping them well informed via weekly newsletters from our k-2 teachers, utilizing parent portal, our agendas, twitter, website, teacher websites and monthly newsletters we are able to keep them in the loop of what we are doing. The majority of our PD topics are on: How to help you child in specific subjects. How to insure your child is doing their homework. How to read the data we send home.

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	2000 .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.	\$	2500 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	500 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
53510	Postage Must be used for parent involvement programs only.	\$	Amount .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount .00