2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/14/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, McManus, Prabhakar, Koonce, Casey, Peterson, Knibbs, Henderson, Kiken	Mission, Vision, and Strategic Priorities
01/28/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, McManus, Prabhakar, Koonce, Casey, Peterson, Knibbs, Henderson	SEF

02/04/2016	Whole Staff	SEF Dimension 1
02/05/2016	Whole Staff	SEF Dimension 2-3
02/11/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, McManus, Prabhakar, Koonce, Casey, Peterson, Knibbs, Henderson	SEF Analysis of Dimension 1 and 2
02/18/2016	Whole Staff	SEF Dimensions 3 &4
02/25/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, McManus, Prabhakar, Koonce, Casey, Peterson, Knibbs, Henderson	SEF Analysis of Dimensions 3 & 4
03/10/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, McManus, Prabhakar, Koonce, Casey, Peterson, Knibbs, Henderson	Framework, Goals and Strategies
03/10/2016	CIWP Community Committee Meeting- Rebolledo, Basile, Gigliotti	Framework, Goals and Strategies
03/24/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, McManus, Prabhakar, Koonce, Casey, Peterson, Knibbs, Henderson	Goals and Strategies
04/06/2016	Network and Adminstration	CIWP Review
05/05/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, Prabhakar, Koonce, Casey, Peterson, Knibbs, Henderson	Goals and Strategies
05/16/2016	Grade Level Teams	CIWP Updates
05/19/2016	ILT-Rebolledo, Basile, Patel, Muhammad, Lynch, McManus, , Koonce, Casey, Peterson, Knibbs, Henderson	Strategies
05/05/2016	CIWP Parent/Community Meeting- Rebolledo, Basile, Gigliotti- parents	SEF, Goals and Strategies
05/24/2016	Network and Administration	CIWP Review

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

5 Essentials:
Effective Leaders: Low Response/ n/a
Collaborative Teachers: Low Response/ n/a

Teaching Framework: Domain 4: 100% proficient and higher

• Offers students leadership roles within our school community (Leader in Me)
• Merit
• Peer Jury
• Ambassadors-tutor, mentors other new students

• W.L. tutoring (H.S. students helping our elementary students)
• Welcome/provide student teaching opportunities
• Begin implementation of peer to peer observation
• Panel discussions
• Technology Committee
• BAC Committee
• Parent W.L. Committee

• Shared mission and vision
• Parent involvements (such as coffee talks, bi-lingual advisory committee, grade level meetings, NWEA help sessions)
• AJLA website
• Bulletins to teachers and weekly parental updates
• All-Calls
• Leader in Me (Fish catch of the day, pep rallies)
PD sessions for school-wide and grade-level initiatives: diversity training, tutoring clubs

Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.
LSC, community meetings, parent council

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.
math and reading club, after-school-all-stars, LLI

Employ the skills to effectively manage change.
PPLC, teacher leaders in content areas

Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.
reading/language arts, primary science?, vertically aligned math curriculum?

Use the CPS Framework for Teaching to ground instructional guidance and coaching.
informal observations and post observations

Enable staff to focus and prioritize what matters most.
grade level meeting priorities/agendas

• Relational trust- teachers & admin checking in with students consistently
• Instructional materials- teachers supported with materials that need to be ordered ex: books & supplies
• Leader in Me (teacher leadership)
• Parent groups offered regularly
• Supportive of after school and extracurricular activities- many opportunities for all students

Our school consistently considers the specific demographic of the students in our school through recognizing the achievements of other cultures at Pep Rally's, through displays in the atrium and through assemblies (Taiko drummers). Our school does act in ways that consistently reflect our core values. We do this by honoring students who act as leaders through assemblies and through our Catch of the Day. There are also obvious collegial interactions between faculty members to support our vision through cross-curricular collaboration and instruction. We also make time to meet with parents with our office hours.
We have an LSC that is committed to the growth and development of the school. Teachers have input on this LSC and through the PPLC. Through the committees we see that our work is decision driven. Even when we hire new people, we try to find committed teachers through the interview process. As teachers, we do pay attention to each other's kids. Regardless of our classroom, we will help students who are in the hallway or in after school programs. This school does build shared leadership structures through professional development and by using people in expertise. For example, there are opportunities for math teachers through the Math Teacher Leader committees, by joining the lighthouse committee, the PPLC and LSC. Teachers can join these opportunities as first year teachers based on their expertise. We have also opened the door for students to be leaders through public addressing at assemblies, through Tech Crew and Sound Crew opportunities. P.E. also has leaders who are responsible for different members. The staff listens to each other during the share out of staff meetings. This happens often during cycle meetings. We do feel we can improve on following through on the great ideas shared at our meetings. We use the CPS Framework within our grade levels and in evaluations. Our administration does buffer teachers from external distractions such as in behavior management. Our principal asks for what she needs without using the Board of Education as leverage. Our school is involved in too many activities to do any of them exceptionally well. We prioritize teaching challenging content. This can be seen in the way we utilize NWEA scores, the way we use individualized improvement programs such as Compass Learning and Lexia and they way our Special Ed. Team supports our staff exceptionally well.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**

- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

5 Essentials:
Effective Leaders: Low Response/ n/a
Collaborative Teachers: Low Response/ n/a

Teaching Framework: Domain 4: 100% proficient and higher

• Technology committee –feeds into LSC meeting
• ILT (twice monthly meeting
• Leader in Me –Lighthouse team
• PPLC
• CIWP
• PLC
• Weekly bulletins announcing faculty celebrations
• Math observations-math talks
• Share outs at grade level meetings to report ILT agenda and findings
• Principal directed agenda

• Implementation of the following based on needs identifies during ILT (previous year) (after examining NWEA scores) Dreambox, Compass, Lexia, Science Fusion
• Beginning stages of peer observations math)
• Reviewing data –meet regularly (2x's a month at least)
• Use of agendas, use of protocols, meet/exceed time expectations

• Teacher to teacher observations to get ideas and give feedback, improve, etc. include set goals. Currently on math.
• Subcommittees within ILT- ex math, reading, literacy- through the Network
• Every cycle, specialty (language, sped), etc. is represented.
• Meet every other week
• Always an agenda typed up & shared ahead of time
• Constantly looking at data & CIWP from the last time
• Celebrate small wins & improvements
• Shared ILT Google Drive which includes agendas
• ILT not run by one person, but everyone participates
• The rest of the school staff are not made aware of ILT- maybe they can share out. Connection/communication difficulties.

Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.
classroom visits and discussions, MAP/NWEA scores

Share leadership for improving teaching and learning with representative school members.
great presentations
Use protocols and ask probing questions.
We don't get a lot done.
Use timely and relevant data/evidence sources.
Not all groups are analyzed.
Schedule and structure frequent meetings.
YES
Collaborate effectively, value transparency, and inform and engage stakeholders.
YES
Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.
Sometimes, Thursday after school meetings

We often ask ourselves the question of whether or not something is working. As an example, we asked this regarding our science program in our 3-5 cycle and were able to analyze why this wasn't working and what we could do to better prepare students for the upper grades by working with a new curriculum and preparing students for Science Fair in earlier grades.
In Math, we have priorities for observing fellow teachers in order to open our practice and learn from each other. We are evaluating which practices we are doing well on as a school and which we are not. Our school does organize around a common understanding of our school's purpose. For example, in Science we have worked 4th-8th grade to make Science Fair a priority. We often use timely and relevant data sources. Every time we take new NWEA tests we always evaluate the results, determine what support students need, and provide enrichment or support as students need it. We work with our ELL and Special Ed. Teachers to help us assist with our students through frequent meetings and check ins.The ILT meets two times per month with a clear agenda at every meeting prepared by our administration. At these meetings, all ILT members talk and share their thoughts regardless of their cycle or role in the school. All of these ideas are taken under consideration by the ILT.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"

- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 **2** 3 4

Teaching Framework: Domain 4: 100% proficient and higher

SQRP
NWEA MAP GROWTH Indicators-All Students
National School Growth Percentile-Reading 93rd percentile
National School Growth Percentile-Math 78th percentile
% of Students Meeting/Exceeding National Average Growth Norms- 55.2%
NWEA MAP GROWTH Indicators- Priority Groups
African American Growth Percentile- Reading 77th percentile
Hispanic Growth Percentile-Reading- Reading 90th percentile
African American Growth Percentile- Math 42nd percentile
Hispanic Growth Percentile-Math 76th percentile
NWEA MAP Attainment Indicators
NSAP- Reading (3-8)- 99th percentile
NSAP- Math (3-8)- 99th percentile
NSAP- Reading (2)-94th percentile
NSAP- Math (2)-96th percentile

We started the PLC around Writing and Math. The leaders are experts in those content areas and are supportive of the goals the teachers set. These PLC also solicit feedback from the staff in terms of what would be most effective for these meetings and used this feedback to provide more opportunities for the staff to meet in cycles. The PL is specific to teacher's areas of need. For

example, we send teachers to specific literacy and math professional learning meetings and then they bring back what they learned and their resources. Team members provide support for new teachers. We do try to develop relationships so that every teacher feels like they can ask people for support or help. We could build in more supports for teachers so they know the right questions to ask.

Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.
Data dive days
Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)
Not meaningful time spent together
Structure time for teachers to collaborate and learn together.
Not meaningful time spent together
Make 'safe practice' an integral part of professional learning.
Not everyone feels safe to share and collaborate. Judgment occurs in some areas
Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.
BOY, MOY, quarterly meetings, grade level
Provide induction and support for new teachers.meetings
Some new teachers don't feel that they know the "Jackson" way

• Would like to be encouraged to go into and observe in each other's classroom to get ideas & see how teachers interact with different students. This goes along with a want to share out what is happening within different small groups of professionals
• Regular Flex Time PD meetings every other week
• World Language small group has been very helpful
• Other small group members feel the time has not been used as effectively as they could have been.
• More direction or a specific focus would be helpful. Focus should be on collaboration & hearing from all teachers.
• Team building does not seem to be a priority.
• Teachers are allowed to go to off-site PDs.
• Grade level meetings- would be great if there was more collaboration between teachers during that time. Or another common planning time. Also there is no common planning time with library, media, special teachers, etc.

• Weekly grade-level meetings/cycle meetings
• Every other Thurs. PDs
• Encourage offsite PDs
• ACTFL members (WL membership) various professional memberships
• Beginning peer observations
• Counselor provides weekly newsletter

*Use of post PD surveys
*Differentiated PD
*Accept suggestion box for PDs from teachers

• Peer Sharing PD experiences with the staff
• In house technology PD google classroom, caring for devices
• Collaboration during grade-level/whole school meetings
• All cycles have special education teachers-diversified opinions
Analysis and use of nwea data to provide tiered support in and outside of the classroom

*support for new teachers
*provide/assign a mentor to new teachers from this school
*instructional coach
*follow up on new practices & professional development
*set time for grade level & cycle professional collaborations

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.

- **Make ‘safe practice’ an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

5 Essentials:
Effective Leaders: Low Response/ n/a
Collaborative Teachers: Low Response/ n/a

Teaching Framework
Domain 1: Planning & Prep
1a: 31% proficient 69% distinguished
1b: 41% proficient 59% distinguished
1c: 31% proficient 69% distinguished
1d:47% proficient 53% distinguished

• Increase in staffing (teaching assistants & sped)
• Parent volunteers for interventions
• Increased access to technology (Chrome books, I pad carts_
• High-rate teacher retention
• High rate of teachers obtaining grants/educational funding (donors choose, CFE, Oppenheimer)
• Parent Council Fundraising
After-School sessions based on reading and math NWEA scores

Design a school day that is responsive to student needs.
YES
Align the budget to the CIWP priorities and the mission of the school.
YES
Streamline purchase procedures to minimize lapses between ordering and receiving materials.
We ran out of printing paper. Science materials missing, no colored paper in the office. Teachers have to purchase materials with their own money without being reimbursed.
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.
The use of LLI, Junior Great Books, Fountas and Pinnell kits, new science programs
Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
Hiring Committee
Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
Why can't teachers move within the school when requested?
Effectively utilize Related Service Providers at the classroom level.
Support doesn't come at good times.
Use data including teacher evaluations and exit interviews to inform a retention strategy.
We've never seen this exit interview information.
Make outreach efforts to engage community members as partners and resources.
Parent Council has high involvement
Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
We are not aware of any partner organizations.

• Outreach to include people in hiring process at times.
•Should be recess more than once per day and/or unstructured down time. Study in Texas has great results

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

5 Essentials:
Ambitious Instruction: Neutral
Effective Leaders: Low Response/ n/a
Collaborative Teachers: Low Response/ n/a

SQRP
NWEA MAP GROWTH Indicators-All Students
National School Growth Percentile-Reading 93rd percentile
National School Growth Percentile-Math 78th percentile
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NWEA MAP Attainment Indicators
NSAP- Reading (3-8)- 99th percentile
NSAP- Math (3-8)- 99th percentile
NSAP- Reading (2)-94th percentile
NSAP- Math (2)-96th percentile

Teaching Famework

3a: 76% proficient 24% distinguished
3e: 57% proficient 43% distinguished
1a: 31% proficient 69% distinguished
1d: 47% proficient 53% distinguished

Our Junior Great books curriculum in our lower grades are language and content rich. Our school is committed to written communication by way of essays, narrative, expository, poetry, persuasive, response to literature, and argumentative pieces. For 5th grade and up, we have dedicated writing blocks. We are very strong at aligning horizontally. In writing, we have an aligned document which shows what we do each quarter. In Math, we have aligned our fluency priorities by grade level. We often formatively assess students. Our curriculum such as Everyday Math and enVISION Math have pacing guides our staff utilizes as a resource.
At the beginning and end of year we perform the REACH performance task to evaluate if students did understand big ideas. At grade level we do not have available resources for students who are not performing at grade level. More thought can also be given to providing enrichment activities. Biweekly PD sessions could be devoted to consulting each other and looking for these resources. We are trying to recruit outside resources in the form of parent volunteers to help in Math. We also have access to more online programs to help students improve their work in math. We need more online programs to help foster skill development in Reading in the upper grades, such as Compass Learning: Reading and any others that might be available. Pull-out support on a yearly basis should be consistent. If staff is being used to support the classroom, their support roles should be consistent in that subject areas from year to year. For advanced learners, we offer Algebra One classes in 8th grade. Counselor provides support and programs to incorporate academic and social emotional learning. We also use the Leader in Me framework to integrate these subjects. There are multiple opportunities for social emotional learning in social studies. We emphasize Recess and physical education class, with students now having two periods of physical education class a week. We use Google Classroom and Khan Academy learner storm to integrate web capabilities. 6th grade uses Careers to College to visit the University of Chicago campus.

• Upload scope & sequence & unit plans to shared grade level Google Drive folders
• Unit plans are correlated to CCSS
• School elected to take winter MAPS
• Set goals with students
• Tutoring groups to help with learning continuum
• All classes have leadership binders- students track own progress
• Teachers are encouraged conduct student-led conferences
• All students are held to the same standards & rigor is held by using choice. Focus is on inclusion so sped students are provided tools to meet grade level standards.
• ELL students are all in one class in Kinder & 1st grade due to teachers having ELL certification. An area of need at this time. This
creates a less diverse classroom. Also, if sped students are also ELL, then all those students are in one classroom and none in the
other classroom.
• Upper grades do not have enough common planning time to collaborate with other teachers esp. cross curricular.
• SEL- Leader in Me is implemented school-wide

• Leader In Me Social Emotional Learning
• Uploading curriculum maps and units of study to google shared drive
• Pacing guides
• Ongoing collaboration b/w special education teachers and general education teachers
• PLC aligned writing across grades
• Collaboration b/w ESL and gen ed teachers
• Cross content integration and collaboration (ex media, world languages)
• Differentiated math courses for middle school
• Spanish 101 for new 7th grades for WL
• SEL workshops in classrooms
• Within grade levels and cycles, horizontal and vertical curriculum alignment

• In search of more vertically aligned curriculum in math K-8
• WL has spiraled curriculum
• Unit Plans
• Data analysis to drive instruction- MAP, curriculum based
• Provide accom/mod for diverse learners to access all components of gen ed curriculum
• Integrated social/emotional quarterly guidance lessons per cycle (via counselor) and leader in me
• EL services and embedded in content area instruction
• Real World applications: cultural celebrations, summer trips abroad, SAME-Rush, Science Olympiad, BOTB, Lego-Robotics, Lyric • • Opera, Target Giving, field trips
• V-ball and B-ball park district leagues
*Unaligned Science Curriculum
*Address Advanced Learners

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

5 Essentials
Ambitious Instruction- Neutral
Supportive Environment-Neutral

SQRP
NWEA MAP GROWTH Indicators-All Students
National School Growth Percentile-Reading 93rd percentile
National School Growth Percentile-Math 78th percentile
% of Students Meeting/Exceeding National Average Growth Norms- 55.2%
NWEA MAP GROWTH Indicators- Priority Groups
African American Growth Percentile- Reading 77th percentile
Hispanic Growth Percentile-Reading- Reading 90th percentile
African American Growth Percentile- Math 42nd percentile
Hispanic Growth Percentile-Math 76th percentile
NWEA MAP Attainment Indicators
NSAP- Reading (3-8)- 99th percentile
NSAP- Math (3-8)- 99th percentile
NSAP- Reading (2)-94th percentile
NSAP- Math (2)-96th percentile

Teaching Framework:
1d: 47% proficient 53% distinguished
2b 61% proficient 39% distinguished
3b: 94% proficient 6% distinguished
3c: 64% proficient 36% distinguished

• Options for textbooks over the years has become smaller & smaller. Less variety.
• Online personalized/differentiated learning subscriptions- Dreambox, Lexia, Compass & devices (iPads & Chromebooks) for students to use throughout the day
• Leveled Literacy Interventions- each grade level has 1 kit. Shared between teachers & paras.
• Curriculum & textbooks are outdated & not aligned to CCSS.
• Expectations of students are high
• Paras are utilized to implement interventions.
• Students are given a lot of choices in terms of learning and demonstrating their knowledge.
• Teacher model effective use of materials.

We are aligned to curricular plans and the expectations of the standards. We are working on aligning Math vertically. We are varied and flexible, adapting plans based on learning objectives and learner needs and incorporating enrichment, support and manipulatives when needed. We send home letters in Spanish and Chinese and print report cards in requested languages. Every grade level has a technology cart, desktop computers, and an Elmo. Every teacher has an iPad and a laptop. Students make their own choices about projects regarding their choice of Science Fair projects, the subjects of essays, in History Fair and in class research projects. In addition to a 15,000 book school library, classrooms have their own libraries students can utilize. We have well stocked Science Labs and hands-on science curriculum.

• Collaboration between sped and gen ed
• Small group and individual in classroom
• MTSS
• Online programs
• Foss and Science Fusion digital and hands on
• Classzone 7/8
• Management with google classroom
• Utilizing videos
• School website teacher web page content

• Increased accessibility to tech
• Tech allows for differentiated instruction
• Curriculum based materials –science/math
• Online access to lit book 6-8
• Online access to 5th grade math

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

5 Essentials:
Ambitious Instruction: Neutral

SQRP
NWEA MAP GROWTH Indicators-All Students
National School Growth Percentile-Reading 93rd percentile
National School Growth Percentile-Math 78th percentile
% of Students Meeting/Exceeding National Average Growth Norms- 55.2%
NWEA MAP GROWTH Indicators- Priority Groups
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Hispanic Growth Percentile-Math 76th percentile
NWEA MAP Attainment Indicators
NSAP- Reading (3-8)- 99th percentile
NSAP- Math (3-8)- 99th percentile
NSAP- Reading (2)-94th percentile
NSAP- Math (2)-96th percentile

• Science Fair/History Fair/long term projects
• AR expectations
• Data books- setting goals, charting progress, reflecting
• Nightly reading and math logs in some grades

• Displaying end of quarter writing pieces
• PLC on writing
• 6, 7 8 synthesizing writing academic language across curric and grades
• Problem of the month
• Writing rubric and models in various grades
• Classroom bulletin boards displaying student work on units of study
• Math fluency alignment across grades
• Cross-curric writing and research for history fair
• 6th grade college and career fair

• Every student that comes back to visit from high school says they were completely prepared for high school in all content areas!
• Students are given lots of responsibility and take ownership of their learning
• Tasks are aligned to CCSS & DOK.
• Teachers reflect constantly on how they can improve
• In upper grades, students are allowed to do improvement work until they meet mastery.
• Students create authentic work- world language classes travel to other countries for authentic learning and practice.

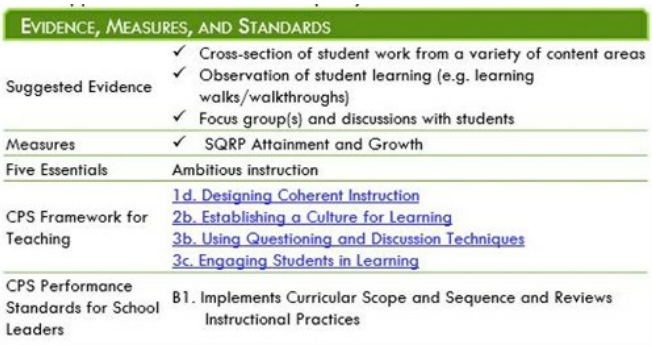
Students write parents letters about how they are doing. They set their own goals and use leadership binders to track their progress. Our vocabulary words are related to the stories we read or the subject they are generated in. We help students learn these through Word Wizard, which finds vocabulary words in context. We engage students in Mathematics by using Math Talks and having students share their thinking as they solve a problem. Writing assignments require students to critique and revise their work.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.

- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards



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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

5 Essentials
Ambitious Instruction: Neutral
Supportive Environment: Neutral

Teaching Framework:
2b: 61% proficient 39% distinguished

• Career Fair
• ESL monitoring from transitioning students
• Reading and math clubs after-school
• Student ambassadors
• HS fair, meeting w parents to discuss hs choices, student meeting

• # of students in SE and other types of HS
• MS Bulletin Board to promote HS/College
• HS Fair
• Career Fair
• 8th grade IEPS transition plans
• WL pushes students to HS level 2 proficiency
• WL tutors
• Ambassadors help new students
• Access to 8th grade algebra
• Leader in Me binders
• 1:1 HS conferences
• Talent Show, Choir, Sports, Cheer, ASAS
• Intro to HS process 6-8

• Transition plans are made relevant to that specific student.
• Career Day
• Transitions between grade levels could be improved- teacher to teacher communication about students so teachers are prepared.
Proactive as opposed to reactive. Data also is not shared before the school year starts.
• High school fair every year.
• Currently the upper grades math classes are split as a track for math & science. Every 8th grader should take algebra.
• Parent education could be improved- parents do not seem to understand what AP classes are or if they are right for their student.
• School counselor has 1:1 meetings with each parent to discuss high school and the transition.
• World language implemented a separate class for new 7th grade students who are new to the school this year & it is working very
well, so these students are not thrown into a high level of language they are not familiar with.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.

- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

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

5 Essentials
Ambitious Instruction: Neutral
Effective Leaders: Low Response/ N/A
Supportive Environment: Neutral

SQRP
NWEA MAP GROWTH Indicators-All Students
National School Growth Percentile-Reading 93rd percentile
National School Growth Percentile-Math 78th percentile
% of Students Meeting/Exceeding National Average Growth Norms- 55.2%
NWEA MAP GROWTH Indicators- Priority Groups
African American Growth Percentile- Reading 77th percentile
Hispanic Growth Percentile-Reading- Reading 90th percentile
African American Growth Percentile- Math 42nd percentile
Hispanic Growth Percentile-Math 76th percentile
NWEA MAP Attainment Indicators
NSAP- Reading (3-8)- 99th percentile
NSAP- Math (3-8)- 99th percentile
NSAP- Reading (2)-94th percentile
NSAP- Math (2)-96th percentile

Teaching Framework:
3a: 76% proficient 24% distinguished
3b: 94% proficient 6% distinguished
3c: 64% proficient 36% distinguished
3d: 71%proficient 29% distinguished
3e: 57% proficient 43% disitinguished

Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.
Unit plans
Backwards design map
Scope and sequence school wide

Effectively communicate with students.
Listening and speaking grades
Facilitating classroom discussions
Greek and Latin roots across grade levels
Practicing best mathematical practice
explaining their reasoning

Use questioning and discussion as techniques to deepen student understanding and challenge.
Student led discussions, questioning, and writing
Citing textual evidence
Small-group instruction
Accountable Talk

Engage students in learning.
Guided Reading groups
In science, each students is assigned a role to encourage leadership and support learning
Small-groups based on NWEA score and RIT band and areas of needs

Monitor the effect of teaching on student learning and integrate formative assessment into instruction.
Goal setting sheets at the beginning of every quarter
Conferences with teacher
Check-in for A.R., Math Facts, Math Logs

Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.
Small-Group centers
Parent communications to talk about strategies of success to be implemented at home.

• flexible grouping based on proficiency levels, data, teacher observation
• differentiated instruction based on data analysis
• Junior Great Books involves inquiry learning and open-ended questioning
• Science Fair
• History Fair
• Battle of the Books
• Accelerated Reader
• After-school tutoring WL, reading and math
• Check-ins for individual students based on academic and social-emotional needs
• Students provided EL services that are embedded in content area instruction
• project based learning at various grade levels
• WL travel abroad opportunities
• Accommodations & modifications provided for diverse learners
• Regularly require students to cite evidence to support/develop claim across content areas (writing, social studies, science)

• Objectives posted and or orally stated at the beginning of class.
• Flexible grouping during guided reading and math instruction
• Implementation of Junior Great books which includes authentic discussions and respectfully challenging one another using arguments based on evidence.

Areas for improvement:
• More instructional coaching
• Direct support from administration or protocol for peer observation so that it can be ongoing
• Protocol for giving and receiving feedback (focusing on noticing and suggestion rather than evaluation)

• Italian students write the objective on the board.
• 8th grade DOL students ask questions, answer, evaluate answers
• Most teachers do exit slips, check ins, frequent checks for understanding
• Most teachers review at least briefly via student responses
• 7th & 8th grade teachers offer opportunities for students to improve assessments if they've been participating, done the practice… opportunities to succeed. More formative
• Peer to peer observations are in progress but not communicated with everyone or done more formally. Room for growth
• Kids could do more leading of the classroom- introducing and instructing. Many classrooms already encourage student independence and ownership
• Looked at data charts for MAP & NWEA scores
• LLI kits are being implemented with students without IEPs who need more support.
• Special education teachers and general education teachers work together Paras are implementing interventions.
• Presenter from NWEA gave more resources for teachers to use

We address possible student misconceptions when designing lessons based on what we know about our students both statistically and observationally. We make sure to review the objectives in class to anticipate possible student misunderstandings. We make connections to their interests, knowledge and experience to help them develop understanding of content. We encourage their interaction in explaining concepts to their classrooms, through peer share, turn-and-talks and partner work. We build on students language development and understanding of content by focusing on vocabulary and comprehension in all subject areas.We use questioning and discussion as techniques to deepen student understanding and challenge. We also encourage students to develop their own inquiry across subjects. The type of questioning we use challenges students cognitively, advancing high level thinking and discourse and promotes metacognition. We encourage authentic discussions about content, through conversations about current events, racial issues, and social justice. We also talk about students respectfully challenging each other using evidence through curriculums such as Junior Great Books.
As teachers, we encourage respect for teachers and for the work. We scaffold instruction to ensure students, including diverse learners and ELL engage in complex texts and complex tasks. An example is our reading series McDougal and Little where students are exposed to diverse authors and different genres of writing such as memoirs, stories, poetry and science fiction. We use our NWEA Reading and Math scores in conjunction with observations and formative assessments to help identify student needs. We target students who show a need for support with work on Compass Learning, Khan Academy, Compass Reading, and LEXIA through the use of our chrome book carts. There is a need for universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objectives. We use MTSS to intervene in a timely way to help students who are struggling. Two quarters a year we have 40 min. blocks to address tiered support need. When formative assessments show a need for intervention or enrichment, we use
Compass Learning, Lexia, Mathletics, DreamBox and a variety of other programs to provide enrichment. Progress monitoring data from NWEA and MTSS is used to trace the effectiveness of interventions.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

Score

1 2 **3** 4

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.

5 Essentials
Ambitious Instruction: Neutral
Collaborative Teachers: Low Response
Supportive Environment: Neutral

Teacher Framework

1a: 31% proficent 70% distinguished
1b: 41% proficient 59% distinguished
1d: 47% proficient 53% distinguished
2d: 98% proficient or higher
3d:71% proficient 29% distinguished
3e: 57% proficient 43% distinguished

TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)
TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').
- Small group on weekly bases
- Low, Medium, and High Math packet
- Math Centers
- Utilizing computer programs that are based on the child's RIT scores.

ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)
- Improvement work for students
- Workbooks posted online for students access

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.
- Utilizing computer programs that are geared towards RIT Score
- Providing at-home worksheet

TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).
- Utilize parent volunteers to provide additional support to students with needs
- Reading and Math Clubs after school

Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.
- Progress slips sent home to parents
- Meetings scheduled with parents to discuss academic needs

• Analyze data to track individual student and school-wide progress
• Track the progress and discuss responses to interventions and make adjustments as needed on an ongoing basis
• Provide 7th-8th students opportunities to improve all assessments and reflect on study habits and preparation
• Tier 2/3 - Utilizing parent volunteers to facilitate intervention
• Tier 1 – Enhancing technology to enhance education (compass, lexia, dreambox, conjujuemos,linguiscope,duolingo)

Strength
• Primary grades using LLI for reading
• Primary grades using intervention math binder
• Awesome aides to implement interventions

Areas of improvement
• Standardized progress monitoring for MTSS (especially math)

• Leader in Me is implemented school wide. There could be some improvements made here.
• Class Dojo is also used school wide for behavioral supports. Depending on the use per student, can be used as Tier I, II, or III intervention/support.
• Access to school counselor every day. Sees students as individuals and groups.
• Assistant principal has counseling experience and is accessible to students.
• School counselor gives whole class lessons.
• Teachers keep records to recommend for Tiers II & III.
• Sped teachers communicate with gened & special teachers about plans and interventions/accommodations/modifications.
• Leadership binders include goal setting, personal progress monitoring. Gives students ownership of their behavior.
• ClassDojo & Leader in Me have not yet reached their full potential due to teacher buy-in and use.
• Some classrooms implement flexible learning environments.
• Protocols are needed for truancies and absences- there are currently no thresholds for sending a letter or making a phone call home.
• Lots of improvement in recent years with behavioral side of RtI.

Progress monitoring data from NWEA and MTSS is used to trace the effectiveness of interventions.

We offer algebra as an advanced class for students who need a challenge. We use leveled literacy intervention kits for K-3 to support in MTSS. In 6th and 7th we offer students three reading classes so that students are able to experience smaller class sizes where their individual needs can be better met. We have parent-teacher conferences with students who are not passing classes in order to intervene and provide support for the child with grades below a C. Chronic absenteeism is not a problem at our school, although more effort can be made to get students to school on time. Administration also contacts families who are frequently not in class. Special Education teachers do not have common preps with regular education teachers to provide time for common prep. There is a significant problem with regard to shared preps that prevents teachers from accessing additional help from the Special Education teachers.For children referred to Special Education services we provide MTSS for 5 weeks, the data is reviewed, and it is either adjusted for another 5 weeks or it continued for another 5 weeks when personnel is available. Data is analyzed to track individual student, classroom, grade-level and school wide progress. needed interventions are put into place and adjustments are made as needed on an on-going basis and after discussion with administration, grade-level and auxiliary staff. Tier 1 interventions include enhanced technology, including Compass, Lexia, Dreambox, Conjujuemos, Linguiscope, and Duolingo. Parent volunteers are utilized to facilitate Tier 2 and 3 interventions. Students are provided with opportunities to improve assessments and reflect on study habits and preparation.

Guide for Multi-Tiered System of Support

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

Elementary School Promotion Policy (Board Report 09-1028-PO2).

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.

- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

5 Essentials
Ambitious Instruction: Neutral

SQRP
NWEA MAP GROWTH Indicators-All Students
National School Growth Percentile-Reading 93rd percentile
National School Growth Percentile-Math 78th percentile
% of Students Meeting/Exceeding National Average Growth Norms- 55.2%
NWEA MAP GROWTH Indicators- Priority Groups
African American Growth Percentile- Reading 77th percentile
Hispanic Growth Percentile-Reading- Reading 90th percentile
African American Growth Percentile- Math 42nd percentile
Hispanic Growth Percentile-Math 76th percentile
NWEA MAP Attainment Indicators
NSAP- Reading (3-8)- 99th percentile
NSAP- Math (3-8)- 99th percentile
NSAP- Reading (2)-94th percentile
NSAP- Math (2)-96th percentile

Teaching Framework
1c: 31% proficient 69% distinguished
1e: 41% proficient 59% distinguished
3d: 71% proficient 29% distinguished
Domain 4: 100% proficient and distinguished

Use multiple measures (range of assessment types and multiple points in time) supplementing district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- MARS test
- Problems of the Month
- Reach Performance Test
- Benchmarks Test
- Unit Test

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)
- NWEA
- Math Minutes
- Reading Comprehension Packets
- Book Clubs

Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
Utilize assessment that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Accommodations and modifications for students
- Instruction for different types of learning styles

Utilize assessment that measures the development of academic language for English learners. ØHave access to and analyze school-wide, teacher team, and classroom assessment datato determine instructional effectiveness and subsequent learning needs
- Academic Vocabulary
- Greek and Latin Root Words
- Ms. Kiken and support to ELL students

Improve and promote assessment literacy.
- Grade Level selections test
- Collaborated on grade level assessments to ensure equality

Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
- Align gradebook categories

• Using both formative and summative assessments
• Each grade level has a grading policy which is shared with all
• Assess through technological programs used at home.
• Common assessment used throughout all grade levels.
• Clear and student friendly rubrics used throughout grade levels
• Exit slips
• Utilize grade book to monitor and communicate students' performance.
• 6 and 8 world language exit exam.
• 6,7,8 grade proficiency checklist – self assessment done by students

• Frequent, varied, student centered assessments across grade levels.
• Exit slips, weekly assessments, Leadership binders
• Would like more time to create common assessments within a department or grade level. World language does this.
• 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.- we do this!
• Units and lesson plans with formative and summative assessments
• Would love to do more common planning and assignments/assessments- cross curricular. Need more common planning time.

Teachers use a variety of assessment types, supplementing district centralized assessments with other formative assessments and teacher-created end of unit assessments. By bringing in videos and other media, manipulatives, science experiments and field trips we enhance units of study to make them accessible and engaging while we are consistently communicating the expectation that all students can achieve at all levels. Assessments are accessible to students including diverse learners and English learners.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

5 Essentials
Ambitious Instruction -Neutral
Collaborative Teachers- Low Response/ n/a
Supportive Environment- Neutral
SQRP
NWEA MAP GROWTH Indicators-All Students
National School Growth Percentile-Reading 93rd percentile
National School Growth Percentile-Math 78th percentile
% of Students Meeting/Exceeding National Average Growth Norms- 55.2%
NWEA MAP GROWTH Indicators- Priority Groups

African American Growth Percentile- Reading 77th percentile
Hispanic Growth Percentile-Reading- Reading 90th percentile
African American Growth Percentile- Math 42nd percentile
Hispanic Growth Percentile-Math 76th percentile
NWEA MAP Attainment Indicators
NSAP- Reading (3-8)- 99th percentile
NSAP- Math (3-8)- 99th percentile
NSAP- Reading (2)-94th percentile
NSAP- Math (2)-96th percentile

Teacher Framework:
2b: 61% proficient 39% distinguished

Attendance: Attendance (K-8)- 97.1%
Create a culture that reflects a shared belief in the importance of learning and hard work.
Goal Sheets for A.R., Math Facts, NWEA Scores,

Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
Homework Policies
Late Pass Policies
Turn In Process
Correction Process
Improvement Work

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.
Peer- Edits and Revisions
Student Checklists
Rubrics

Provide students frequent, informative feedback.
Corrections on Google Classroom
Class Dojo

Develop academic mindsets and behaviors.
Word Wall and Stickers
Celebrating writing project

• Semester Ice cream social for reaching AR Goal
• Students movements – water drive, merit club, fundraiser, service projects
• Every grade level did a service projects
• Travel abroad service project – Costa Rica
• Development of student mindset and behavior through the seven habits, leader in me, and community service.

• Students are provided frequent & formative feedback in many classes.
• Teach with a growth mindset. Improvement plans/allowing for improvement. Compass learning & MAP scores are expected to improve. Students do goal setting & meeting.
• Most teachers praise effort and progress.
• Not an emphasis on test scores- in a good way. Taken seriously, but not in the faces of the public. Personal improvement is emphasized. Kids are individuals, not numbers.
• Parents and students have access to portals to monitor grades.
• Leadership binders track their own progress.
• Celebrate little successes and tailor learning to their interests.
• Mr. Khan came and spoke to the students. They had prepared questions for him.
• After school activities bring success to students outside of academics

Students are provided frequent and formative feedback. Teachers teach with a growth mindset. Students and teachers set SMART goals and meet to discuss strategies for meeting goals and progress toward goals including NWEA, Accelerated Reader and Math, Reading and Leadership Goals . Parents and students have access to portals to monitor grades. Students keep track of their progress in their leadership binders. High learning expectations for all students are conveyed and structures have been developed that enable practice and perseverance for individual students. These structures include: Homework Policies, Late Pass Policies, Turn in and Correction Processes and Improvement Work. Students are encouraged to take ownership in their work and take responsibility through peer editing and revisions, the use of checklist and rubrics. Teachers provide frequent informative feedback through Google Classroom and Class Dojo. Successes are celebrated and learning is tailored to interests. Guest speakers visit the school and meet with the students, including Mr. Khan from Khan Academy, and students are expected to have questions and speaking points prepared. After-school activities allow students to find success outside academics as well. The development of student mindset and behavior through the 7 Habits and Community Service.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

5 Essentials:
Collaborative Teachers: Low Response/ n/a
Supportive Environment: Neutral

Teaching Framework
1b: 41% proficient 59% distinguished
2a: 51% proficient 49% distinguished

Develop trusting relationships with students so each student has at least one trusted adult in the school.
Check-in with various teachers
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 to learn about the community they serve (e.g. culture and neighborhoods).

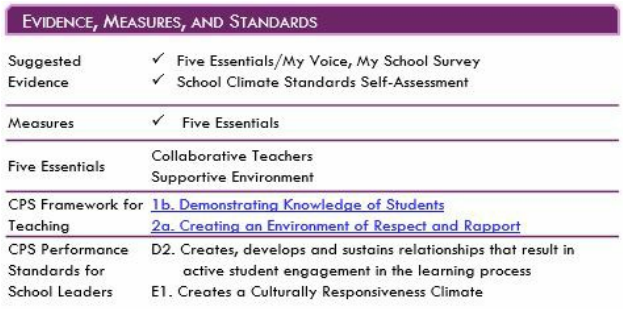
Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
Provide training to engage diverse families and communities.
Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)
Respect other teachers who take the lead in school improvement efforts.

We are developing trusting relationships by implementing check and connect and mentoring with some students and teachers. Adult/student interactions are positive and evident by the creation of classroom communities, think thank and 7 Habits. Student interactions are mutually supportive. Student Ambassadors and Big Brothers/Big Sisters creates some opportunities for older students to mentor younger students. Some additional supports are needed for conflict resolution strategies and practices. Monthly cultural focuses celebrate our diversity. The annual international dinner, parent council funded cultural assemblies and the parent world language committee support our diversity efforts. Teachers understand diversity and its' impact on student learning and integrate the learning opportunities that come from a diverse community.Teachers support and respect each other and there is positive peer interaction throughout the building.

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:

Score

1 2 3 **4**

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.

5 Essentials
Supportive Environment - Neutral

Teaching Framework:
1b 41% proficient 59% distinguished
2a 51% proficient 49% distinguished
3c 64% proficient 36% distinguished

Students are interested and engaged in learning, highly invested in their school and contribute greatly to their community. The school offers an extensive Afters School All-Stars Program that includes Choir, Science Olympiads, Robotics, Invention Convention, BotBall, Girls on the Run, Basketball, Volleyball, Cheer/Dance and Battle of the Books. In addition to ASAS, the school also offers Math and Reading Clubs. Middle School students have the opportunity to apply to join the Merit Club, Ambassadors Program and Peer Jury. Students participate in both a Science and History Fair in the upper grades, Algebra is offered in the 8th grade, Junior Great Books is part of the K-5th curriculum and Inquiry Projects involving choice are offered at all grade levels. Students participate and perform in Multicultural Assemblies, a student led Talent Show and regularly apply for School-Wide Leadership Opportunities.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Teacher Framework
2a: 51% proficient 49% distinguighed
2c: 56% proficient 44% distinguished
2d: 98% proficient or above

5 Essentials
Supportive Environment- Neutral

Students are aware of behavior matrix for all areas of school. Teachers assist students by walking students orderly for transitions. All teachers see students as their own students when it comes to supervision and modeling behavior expectations. Student values are reinforced by the 7 Habits, setting up a community for learning and respect. Student drop off has been restructured to maximize safety for students and parents. All emergency plans are posted and communicated to teachers and students. Each class has a mission statement to reinforce model school citizenship.

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:

Score

1 2 3 **4**

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

5 Essentials
Supportive Environment: Neutral

Teacher Framework:
2a: 51% proficient 49% distinguished
2d: 98% proficient or higher

A school wide behavior matrix is utilized and teacher-created reflection sheets are used throughout the school. Parents are viewed as partners. Administration follows the Student Code of Conduct and incorporates restorative discipline practices including, peace circles. The counselor is utilized for one on one and group counseling. A peer jury is being established at the school. The counselor pushes into to health classes to teach students about bullying, interactions and perceptions. The school provides organized play at recess reducing behavior issues. Behavior forums are held regularly. Teachers focus on instructional priorities and redirect inappropriate behavior in the classroom with positive framing and modeling. Students are taught to take responsibility for the actions and apologize when necessary.

Guide for Restorative Approaches to Discipline

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

classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 3 **4**

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

5 Essentials
Involved Families: Low Response/ n/a

Teacher Framework:
2c: 56% proficient 44% distinguished

The school develops strong parent partnerships evident by the high percentage of parent participation at Report Card Pick Up, the percentage of parent participation is regularly above 95% . In addition, Parent Portal participation is over 70% as well. Family events including, Grade Level Meetings with Parents, Family Reading Night, Math Night and Science Night, International Dinner, Back to School Picnic, World Language Movie Night and Field Day. The principal provides weekly updates for parents and school community members, teachers provide weekly or monthly classroom newsletters, room parents provide grade-level information to parents via Google groups, monthly principal coffees and Principal Twitter are all used as vehicles of communication. Parents volunteer regularly and initiate fundraisers including the school store and spring gala. Additionally the Dad's Club, Language and Culture Committees and Parent Council are fully involved at the school.

Guide for Parent Partnership

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

- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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 Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘

3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	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: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary) 14 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs.	98.00	93.00	94.00	95.00
National School Growth Percentile - Math				
These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs. Additionally, these goals will enable us to gain a quality rating point that will contribute to maintaining a Level1+ standing.	82.00	78.00	90.00	91.00
% of Students Meeting/Exceeding National Ave Growth Norms				
These goals are based on the current and anticipated instructional supports/strategies targeted to meet students academic needs. Additionally, these goals will enable us to gain 1 quality rating points that will contribute to maintaining a Level1+ standing. (2015-2016 Actual 55.2)	57.90	*(Blank)*	60.00	65.00
African-American Growth Percentile - Reading				
These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs and closing the achievement gap	95.00	77.00	80.00	83.00
Hispanic Growth Percentile - Reading				
These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs	89.00	90.00	91.00	92.00
English Learner Growth Percentile - Reading				
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Reading				
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00
African-American Growth Percentile - Math				
These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs and closing the achievement gap	63.00	42.00	52.00	70.00
Hispanic Growth Percentile - Math				

These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs and closing the achievement gap	76.00	76.00	82.00	89.00

English Learner Growth Percentile - Math

(Blank)	*(Blank)*	*(Blank)*	0.00	0.00

Diverse Learner Growth Percentile - Math

(Blank)	*(Blank)*	*(Blank)*	0.00	0.00

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

These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs.	99.00	99.00	99.00	99.00

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

These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs.	99.00	99.00	99.00	99.00

National School Attainment Percentile - Reading (Grade 2)

These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs.	99.00	94.00	95.00	96.00

National School Attainment Percentile - Math (Grade 2)

These goals are based on historical performance, 2016 MOY DATA and the current and anticipated instructional supports/strategies targeted to meet students academic needs.	99.00	96.00	97.00	98.00

% of Students Making Sufficient Annual Progress on ACCESS

These goals are based on historical performance and current and anticipated strategies implemented to support English Learners	40.90	54.30	59.00	64.00

Average Daily Attendance Rate

These goals are based on historical performance and current attendance figures	97.90	97.10	97.50	97.80

My Voice, My School 5 Essentials Survey

The 2016-2017 Goal for My Voice, My School 5 Essentials Survey is 4 Organized. The 2017-2018 Goal for My Voice, My School 5 Essentials Survey is 5 Well Organized. These goals are based on historical data, current practice and anticipated strategy and action steps to continue to build Relational Trust.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we engage in collaborative planning around	vertically and horizontally aligned curriculum	higher academic outcomes that are evident by

the core subject areas		maintaining the 99th percentile on national school attainment in reading and math and increasing the national school growth percentile in reading and math.

Tags:
Literacy/Reading, Professional Learning, Teacher Teams/Collaboration, Academic gain, Professional development, Plc, Math curriculum, Literacy curriculum, Student growth

Area(s) of focus:
2, 1

Action step	Responsible	Timeframe	Evidence for status	Status
Collaborate quarterly by cycle/department to vertically and horizontally align curriculum and plan for instruction	Administration ILT Grade Level Teams Cycles WL Department	Aug 29, 2016 to Jun 30, 2017	aligned curriculum quarterly maps	Not started

Literacy/Reading, Math, Curriculum alignment

Provide a needs assessment to determine additional professional development that directly meets teachers needs for 2017-2018 school year	Administration ILT	May 1, 2017 to Jun 30, 2017	assessment results and professional development plan for 2017-2018	Not started

Teacher reflection, Teacher capacity, Teacher feedback

K-5 math teachers and administration will participate in quarterly math professional development provided by vendor/publisher to implement new math curriculum materials	vendor	Aug 29, 2016 to Jun 30, 2017	PD agenda Classroom Observation	Not started

Professional development, Math curriculum

Math, Reading, Science and Social Science Lead Teachers will assist with professional development, coaching and collaboration around designated subject area to expand teacher capacity	Lead Teachers Administration	Aug 29, 2016 to Jun 30, 2017	PD agenda classroom observation	Not started

Professional Learning, Shared leadership, Teacher leadership, Teacher collaboration, Curriculum mapping

Strategy 2

If we do...	...then we see...	...which leads to...
If we design a school-wide balanced assessment system that includes multiple measures/tools (standardized tests, unit tests, performance tasks, and informal observation that is responsive to the needs of all students including all subgroups especially African Americans, Hispanics, Diverse Learners and ELs	actionable data to inform planning for instruction, academic supports, and resource allocation	maximized instructional grouping, targeted interventions and progress monitoring, students self-assessment and reflection on their learning as evident by increase in growth percentile from 93rd to 94th percentile in reading and 78th to 90th percentile in math.

Tags:
MTSS, Diverse Learners, Instructiion, World language, Balanced grading and assessment, El learners

Area(s) of focus:
4, 1, 3

Action step	Responsible	Timeframe	Evidence for status	Status

Monitor weekly grade level meetings to ensure priority group data, student work, progress monitoring and rit & small group instruction is shared and assessed (weekly focus).	Administration ILT Grade Level Teams Departments	Aug 29, 2016 to Jun 30, 2017	Meeting minutes work samples data analysis	Not started

Collaboration, Student work, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority group

Share and assess student work in cycles and departments to demonstrate learning progression quarterly.	Administration cycles	Aug 29, 2016 to Jun 30, 2017	Meeting minutes work samples student data- curriculum based assessments	Not started

Collaboration, Student work

Analyze Math and Reading Fluency data quarterly to inform planning for instruction and academic supports	Administration Teachers	Aug 29, 2016 to Jun 30, 2017	Meeting minutes	Not started

MTSS, Progress monitoring, Data analysis

Align categories and percentages in Gradebook with grade level partner and align across grade level cycles (K-2, 3-5, 6-8)	Teachers Administration	Aug 29, 2016 to Sep 30, 2016	Gradebook monitoring	Not started

Gradebook, Balanced grading and assessment, Assessment design, Assessment policy, Alignment, Gradebook monitoring

Strategy 3

If we do...	...then we see...	...which leads to...
If we identify and adapt instructional materials to increase access to academic and SEL learning for all students including diverse learners and ELs	materials that align with the needs of students	closing priority group achievement gap for African American Growth Percentile (from 77th to 80th percentile in reading and 42nd to 52nd percentile in math) and Hispanic Growth Percentile (from 90th to 91st percentile in reading and 76th to 82nd percentile in math).

Tags:
Literacy/Reading, Math, Science, Diverse Learners, SEL, Social studies, Instructional material, Culturally relevant programming, Reading, El learners

Area(s) of focus:
3, 1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Purchase approved math curriculum/new textbook series for K-5 that is rigorous and aligned to CCSS	Administration ILT Grade Level Cycles Math Teachers	Jul 1, 2016 to Jul 29, 2016	Classroom observations Assessments	Not started

Math curriculum, Rigorous instruction

Invest in supplemental math and reading technology programs aligned to CCSS	Administration ILT Grade Level Cycles Math Teachers	Jul 1, 2016 to Sep 30, 2016	program data	Not started

Literacy/Reading, Math, Technology, Diverse Learners

Expand guided reading selection with culturally relevant text	Administration Teachers	Jul 1, 2016 to Jun 30, 2018	lesson plans small group instruction	Not started

Literacy/Reading, Diverse Learners, EI, Guided reading, Small group instruction

Identify, purchase and implement EL materials to support EL learners	Administration EL teachers	Aug 29, 2016 to Nov 30, 2016	materials lesson plans classroom observations	Not started

Libraries, EI, EI learners

Purchase supplementary science materials that address the NGSS Science Standards	Administration Science Teachers	Jul 1, 2016 to Aug 31, 2016	materials lesson plans classroom observations	Not started

Science, Science lab, Libraires

Strategy 4

If we do...	...then we see...	...which leads to...
set and achieve important personal and academic goals, use social-awareness and interpersonal skills to establish and maintain positive relationships,	Students who demonstrate decision making and responsible behaviors to achieve school and life success, improved social / emotional development, classroom behavior and academic performance.	a stronger sense of Relational Trust as measured by the 5 Essentials Report, opportunities for students to connect real life experiences (culture, ethnicity, language, race, gender) to the classroom, a decrease by 5% in misconducts and a 5% increase of On Track Students.

Tags:
Behavior and Safety, SEL, Student Health & Wellness, Culture, Relational trust, Culture and climate

Area(s) of focus:
5, 1

Action step	Responsible	Timeframe	Evidence for status	Status
Create a multi-cultural inclusion committee comprised of staff, parents and community members to present Bi-Monthly workshops/meetings	Administration Counselor Multi-Cultural Inclusion committee	Jul 1, 2016 to Nov 30, 2016	Committee member designation Meeting minutes workshops	Not started

SEL, Multicultural, Culture, Relational trust, Culture and climate

Train teachers to ensure Leader in Me is implemented with fidelity by providing teachers quarterly PD led by Lighthouse Team.	Lighthouse Team	Aug 1, 2016 to Jun 30, 2017	PD Agenda Peer Observation	Not started

SEL, Leadership and collective responsibility, Relational trust, Leader in me, Culture and climate

Provide Leadership Opportunities/leadership roles for all students through quarterly Leader In Me school wide activities to increase shared leadership.	Light House Team teachers Administration	Aug 29, 2016 to Jun 30, 2017	Student Run Pep Rallies Student Leaders Quarterly Activities	Not started

SEL, Shared leadership, Leader in me, Positive behavior

supports

Expand on cultural celebrations and World Language Screaming the Theme quarterly to celebrate our various populations.	Administration World Language Teachers	Aug 29, 2016 to Jun 30, 2017	quarterly celebrations artifacts	Not started

Specialized Academic Programs - Magnet, Climate and Culture, SEL, World language, Culture, Celebrations

The school counselor and Community Partners will provide Semester Grade level appropriate SEL, culturally relevant, and health and wellness lessons to address the needs of our various populations.	Administration Counselor Teachers Community Partners	Aug 29, 2016 to Jun 30, 2018	lesson plans classroom observations artifacts	Not started

SEL, Student Health & Wellness, Garden

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Collaborate quarterly by cycle/department to vertically and horizontally align curriculum and plan for instruction Tags: Literacy/Reading, Professional Learning, Teacher Teams/Collaboration, Academic gain, Professional development, Plc, Math curriculum, Literacy curriculum, Student growth, Literacy/Reading, Math, Curriculum alignment	Administration ILT Grade Level Teams Cycles WL Department	Aug 29, 2016	Jun 30, 2017	Not started
✚ Provide a needs assessment to determine additional professional development that directly meets teachers needs for 2017-2018 school year Tags: Literacy/Reading, Professional Learning, Teacher Teams/Collaboration, Academic gain, Professional development, Plc, Math curriculum, Literacy curriculum, Student growth, Teacher reflection, Teacher capacity, Teacher feedback	Administration ILT	May 1, 2017	Jun 30, 2017	Not started
✚ K-5 math teachers and administration will participate in quarterly math professional development provided by vendor/publisher to implement new math curriculum materials Tags: Literacy/Reading, Professional Learning, Teacher Teams/Collaboration, Academic gain, Professional development, Plc, Math curriculum, Literacy curriculum, Student growth, Professional development, Math curriculum	vendor	Aug 29, 2016	Jun 30, 2017	Not started
✚ Math, Reading, Science and Social Science Lead Teachers will assist with professional development, coaching and collaboration around designated subject area to expand teacher capacity Tags: Literacy/Reading, Professional Learning, Teacher Teams/Collaboration, Academic gain, Professional development, Plc, Math curriculum, Literacy curriculum, Student growth, Professional Learning, Shared leadership, Teacher leadership, Teacher collaboration, Curriculum mapping	Lead Teachers Administration	Aug 29, 2016	Jun 30, 2017	Not started
✚ Monitor weekly grade level meetings to ensure priority group data, student work, progress monitoring and rit & small group instruction is shared and assessed (weekly focus). Tags: MTSS, Diverse Learners, Instructiion, World language, Balanced grading and assessment, El learners, Collaboration, Student work, Analysis of data, progress monitoring, rit instruction, small group instruction, Priority group	Administration ILT Grade Level Teams Departments	Aug 29, 2016	Jun 30, 2017	Not started
✚ Share and assess student work in cycles and departments to demonstrate learning progression quarterly. Tags: MTSS, Diverse Learners, Instructiion, World language, Balanced grading and assessment, El learners, Collaboration, Student work	Administration cycles	Aug 29, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Analyze Math and Reading Fluency data quarterly to inform planning for instruction and academic supports Tags: MTSS, Diverse Learners, Instructiion, World language, Balanced grading and assessment, El learners, MTSS, Progress monitoring, Data analysis	Administration Teachers	Aug 29, 2016	Jun 30, 2017	Not started
✚ Align categories and percentages in Gradebook with grade level partner and align across grade level cycles (K-2, 3-5, 6-8) Tags: MTSS, Diverse Learners, Instructiion, World language, Balanced grading and assessment, El learners, Gradebook, Balanced grading and assessment, Assessment design, Assessment policy, Alignment, Gradebook monitoring	Teachers Administration	Aug 29, 2016	Sep 30, 2016	Not started
✚ Purchase approved math curriculum/new textbook series for K-5 that is rigorous and aligned to CCSS Tags: Literacy/Reading, Math, Science, Diverse Learners, SEL, Social studies, Instructional material, Culturally relevant programming, Reading, El learners, Math curriculum, Rigorous instruction	Administration ILT Grade Level Cycles Math Teachers	Jul 1, 2016	Jul 29, 2016	Not started
✚ Invest in supplemental math and reading technology programs aligned to CCSS Tags: Literacy/Reading, Math, Science, Diverse Learners, SEL, Social studies, Instructional material, Culturally relevant programming, Reading, El learners, Literacy/Reading, Math, Technology, Diverse Learners	Administration ILT Grade Level Cycles Math Teachers	Jul 1, 2016	Sep 30, 2016	Not started
✚ Expand guided reading selection with culturally relevant text Tags: Literacy/Reading, Math, Science, Diverse Learners, SEL, Social studies, Instructional material, Culturally relevant programming, Reading, El learners, Literacy/Reading, Diverse Learners, El, Guided reading, Small group instruction	Administration Teachers	Jul 1, 2016	Jun 30, 2018	Not started
✚ Identify, purchase and implement EL materials to support EL learners Tags: Literacy/Reading, Math, Science, Diverse Learners, SEL, Social studies, Instructional material, Culturally relevant programming, Reading, El learners, Libraries, El, El learners	Administration EL teachers	Aug 29, 2016	Nov 30, 2016	Not started
✚ Purchase supplementary science materials that address the NGSS Science Standards Tags: Literacy/Reading, Math, Science, Diverse Learners, SEL, Social studies, Instructional material, Culturally relevant programming, Reading, El learners, Science, Science lab, Libraires	Administration Science Teachers	Jul 1, 2016	Aug 31, 2016	Not started
✚ Create a multi-cultural inclusion committee comprised of staff, parents and community members to present Bi-Monthly workshops/meetings Tags: Behavior and Safety, SEL, Student Health & Wellness, Culture, Relational trust, Culture and climate, SEL, Multicultural, Culture, Relational trust, Culture and climate	Administration Counselor Multi-Cultural Inclusion committee	Jul 1, 2016	Nov 30, 2016	Not started
✚ Train teachers to ensure Leader in Me is implemented with fidelity by providing teachers quarterly PD led by Lighthouse Team. Tags: Behavior and Safety, SEL, Student Health & Wellness, Culture, Relational trust, Culture and climate, SEL, Leadership and collective responsibility, Relational trust, Leader in me, Culture and climate	Lighthouse Team	Aug 1, 2016	Jun 30, 2017	Not started
✚ Provide Leadership Opportunities/leadership roles for all students through quarterly Leader In Me school wide activities to increase shared leadership. Tags: Behavior and Safety, SEL, Student Health & Wellness, Culture, Relational trust, Culture and climate, SEL, Shared leadership, Leader in me, Positive behavior supports	Light House Team teachers Administration	Aug 29, 2016	Jun 30, 2017	Not started
✚ Expand on cultural celebrations and World Language Screaming the Theme quarterly to celebrate our various populations. Tags: Behavior and Safety, SEL, Student Health & Wellness, Culture, Relational trust, Culture and climate, Specialized Academic Programs - Magnet, Climate and Culture, SEL, World language, Culture, Celebrations	Administration World Language Teachers	Aug 29, 2016	Jun 30, 2017	Not started
✚ The school counselor and Community Partners will provide Semester Grade level appropriate SEL, culturally relevant, and health and wellness lessons to address the needs of our various populations. Tags: Behavior and Safety, SEL, Student Health & Wellness, Culture, Relational trust, Culture and climate, SEL, Student Health & Wellness, Garden	Administration Counselor Teachers Community Partners	Aug 29, 2016	Jun 30, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

○ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy — Complete

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

Does Not Apply

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

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

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.

Does Not Apply

Policy Implementation Activities

- [x] 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)

Does Not Apply

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.)

Does Not Apply

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.

Does Not Apply

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

Does Not Apply

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

Does Not Apply

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.

Does Not Apply

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

Does Not Apply

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

Does Not Apply

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).

Does Not Apply

Parent Budget

Complete

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

Does Not Apply

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

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

School must keep all receipts.

53510	**Postage** Must be used for parent involvement programs only.	$ 0 .00
53306	**Software** Must be educational and for parent use only.	$ 0 .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ 0 .00

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