



## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
04/04/2016	Brown, Hill, Rosenberg, Ness, Metzger, Gibson, Wild, Johnson, Scaife, Dudley, Horton, Poole, Hoy	Developing Strategies
04/11/2016	Brown, Hill, Wild, Ness, Gibson, Metzger, Scaife, Hoy, Poole, Horton	Developing strategies
04/18/2016	Brown, Hill, Wild, Scaife, Ness, Hoy, Gibson, Johnson	Revising Strategies

04/25/2016	Brown, Hill, Wild, Rosenberg, Hoy, Poole, Ness, Gibson, Scaife, Metzger	Data goals and Framework priorities
05/04/2016	Brown, Hill, Wild, Ness, Hoy, Gibson, Poole, Scaife, Metzger, Horton	Action items for strategies
05/11/2016	Brown, Hill, Rosenberg, Dudley, Hoy, Wild, Ness, Gibson, Johnson, Scaife	Finalizing CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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Emmett Till communicates with parents, students and staff to maintain a shared vision. High expectations are consistently communicated through bulletins to staff (Till Times), newsletters to parents (Till Tribune), grade band meeting for staff and assemblies, all calls and BAG (behavior, attendance & grades) reports for students. Teachers complete electronic remediation plans for students that earn grades less than a C bi-weekly.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

**Instructional Leadership Team:**

Score

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

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Protocols are effectively utilized and members are comfortable contributing to the team. Team members have a rapport and trust and are able to discuss issues even when they refer to an ILT team member. Team meetings are held 3-4 times per month, and all members contribute. Data obtained from ILT learning walks are evaluated by the ILT and results are shared with all staff via email and weekly bulletins. Based on evidence collected, teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices.

**Guide for Instructional Leadership Team**

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

**Evidence, Measures, and Standards**

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

**Professional Learning:**

Score

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

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Grade-level teams meet weekly. Administration facilitates weekly grade band meeting to go over housekeeping items and updates and to offer some form of professional development on a weekly basis. Teacher coaching was provided throughout the school year to all teachers for literacy and math through extern consultants.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

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Schedules were revised for middle school students to include an extended Math and Reading block, as well as, an intervention period to maximize instructional time. Primary schedules include a "Walking Reading" program to provide differentiated instruction based on reading levels and NWEA scores. In addition teacher assignments were modified to maximize strengths and content expertise. Purchases have been aligned to student needs including the purchase of the following: Chrome-books, Consultants for Primary Teachers, Think Through Math, Reflex Math, Common Core Progress, Reading A to Z, Vocabulary A to Z, and Scholastic News. Collaborate teams were put in place for the hiring process. Candidates follow a three-tiered process of meeting with the team, teaching a lesson in the appropriate classroom(s), and meeting with Administration.

Metropolitan Community Services: Provide Social Emotional services for students on a weekly basis

Vernon Baptist Church : "Saven Haven" After-school tutoring services during the hours of 3:30 - 6:00

Chicago Muslim (Jihad Shoshara): Donate food and conduct food drives to feed residents in the community

University of Chicago: Student volunteers to tutor students in all subjects throughout the school year

Alpha Kappa Alpha Sorority, Inc.: Provided school supplies and planted a school garden.

Kappa Alpha Psi Fraternity, Inc.: Implemented Male Mentoring Program (Weekdays and Saturday's)

Concerned Black Men: Mentored male students every Tuesday with academics, etiquette, and the rites and passage

Concerned Christian Men: Provided weekend tutoring and camping excursions for male students

Best Practices in Education: Provided Diverse Learner professional development and teacher coaching

Sunshine Ministries: External partners for extra curriculum activities and school improvements

Center for Positive Advancement: Assisted in grant writing

Chicago Police Department: Daddy Daughter Dance, Saturday Basketball Camp, Cyber Safety Seminar, and Community Safety Protocols

Alderman Willie B. Cochran's Office: Donated toys and food

AARP: Tutoring for all disciplines grades k-3

Girl Scouts: After school program offered for girls

Simeon Career Academy: High School students mentoring in Career and Technical Program offered through CPS

Bronzeville Scholastic Institute: Counseling and preparation for High School Preparation and acceptance

NBC: Back to School Drive (Contributed an enormous amount of school supplies)

Friends in the City Foundation: Beauty Bootcamp offered twice a week for girls grades 6-8

Comer Children Hospital: Medical Van for free immunizations

## Guide for Aligned Resources

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

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

Score

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

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Our school follows the Common Core State Standards' scope and sequence for ELA and Math with a primary focus on establishing solid foundational skills in the Pre-k through 5th grades. From the scope and sequence, teachers use their respective grade level CPS curriculum maps per content area to further align quarterly planning. Currently the school uses a modified version of pacing guides from the CPS knowledge center and an in house vendor with an identified skill and standard for ELA or Math and that standard to focus weekly planning. Till purchased Common Core Progress curriculum and student consumables (progress monitoring, performance series, support coach series for both ELA and Math), Eureka Series (math) grades k-8 includes pacing guides and curriculum maps, PARCC pacing guide and curriculum maps included for grades 2-8th and Go Math to provide rigorous, differentiated materials and lessons to allow all students access to the same skills to produce authentic work. Additionally teachers used electronic and technical applications and software through Kahn Academy, Stride Academy, MAP Math and Reading to supplement instructional practices to assure students success. Reading & Vocabulary A-Z for k-5. For the SEL component all teachers use 2nd Step on Mondays during social science. All teachers additionally have smart boards, desk tops and chrome books. Data from the SQRP and NWEA lead us to drive our instructional planning.

**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&scrid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 3 4

All teachers have smart boards, desk tops and chrome books. Till purchased Common Core, Stride, Eureka, and Go Math. Additionally teachers use Kahn Academy to supplement. Students have access to electronic and technical applications and software through Kahn Academy, Stride Academy, MAP Math and Reading to supplement instructional practices to assure students success. In addition, teachers and students utilize Reading & Vocabulary A-Z for K-5. For the SEL component all teachers use 2nd Step on Mondays during social science. All students attend technology class weekly. Varied levels of texts are used within small group instruction across all grade bands.

## Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.

- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

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The ILT regularly examines student learning tasks for rigor. Teachers turn in their learning tasks weekly, in order to receive feedback. All staff participated in evaluating student learning tasks using the Engagement and Rigor Rubric. Teachers refer to the DOK chart when planning and providing instruction to ensure higher order questioning and critical thinking. All students, including Diverse Learners are expected to demonstrate growth measured through standards based practices in all content areas. In Language Arts, students are taught to close read texts beginning in 1st grade, and vocabulary is embedded in content. In regards to Math, students are required to produce authentic work applying mathematical concepts to real world situations through relevant and rigorous tasks. Learning tasks are aligned to standards and objectives.

## Guide for Rigorous Student Tasks

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



- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

Score

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

1 2 3 4

College and Career Readiness counselors identified students who were not on track due to specific contributing factors and implemented individualized progress monitoring systems and supports. Throughout the school year middle school students had the opportunity to visit various high schools and participate in high school programs, Simeon High School Barber and Beauty School, for example. During the visit students were mentored by high school students involved in the program. They had the opportunity to review the necessary prerequisites of the program, discuss the roles and responsibilities of the students, as well as the opportunities that come with completing the program. In addition, 70 college banners have been displayed in Till hallways for 6th, 7th, and 8th students, high school banners have been placed in the hallway for 3rd through 5th grade students as they begin to explore the possibilities of life after high school and what it takes to get into a quality high school. Through a continued partnerships with University of Chicago, Alpha Kappa Alpha Sorority Inc., Kappa Alpha Psi Fraternity Inc., Concerned Black Men, Concerned Christian Men, and Best Practices in Education, students were equipped with the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success.

### Guide for Transitions, College & Career Access & Persistence

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

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

## Evidence, Measures, and Standards

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

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

Small group instruction and the Gradual Release of Responsibility are used across all grade levels and content areas. Student-to-student discourse is encouraged through Accountable Talk and probing questioning in teacher-facilitated discussions to monitor student understanding of concepts. Teachers use a variety of questioning techniques to promote student discourse and critical thinking skills. Teachers use real world context to engage students for application of concepts per discipline across grade levels. Teachers adjust using weekly assessment data to drive instruction and for re-teaching purposes. Students are placed in small groups for both Reading and Math based on RIT scores and the Learning Continuum. Groups are dynamic and allow for adjustments based in growth and need for scaffolding of instruction. Data obtained from ILT learning walks are evaluated by the ILT and results are shared with all staff via email and weekly bulletins. Based on evidence collected including the 5 Essentials Effective Leadership results, teacher teams were put in place to provide teachers with additional assistance and support to improve teaching practices and ensure that administration and teachers have a shared vision for success.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

MTTSS team implemented 4-step problem-solving model to integrate academic and behavioral instruction and intervention that was delivered to students in multiple tiers based on student need. Weekly behavior, attendance & grade (BAG) reports were implemented to support all students with behavior, attendance, and grades. On a weekly basis students and parents are made aware of their on-track status.

Every day, in all classrooms, teachers provide academic instruction aligned with Common Core Standards and social emotional instruction through the Second Step Curriculum. Tier 2 services were provided by a variety of staff members in settings inside and outside the classroom. Additionally, team members identified students' who were falling off track and implemented academic intervention and counseling support. A small portion of the student body was provided Tier 3 support to help them overcome significant barriers and learn academic and behavior skills required for school success. For example, small group peace circles and check-in/out systems.

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B3. MTSS Implemented Effectively in School</li> </ul>

### 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

We are at the beginning stages of implementing backwards design to create thematic units where the assessments will be created first. The assessments will be composed to encourage enduring understanding to answer essential questions which will lead to students knowing key knowledge and enhance skills. Students will be required to reflect upon and self-assess their learning regularly. Teachers provide diagnostic and formative assessments to continuously monitor student growth in preparation for college and career readiness. Teachers also used Behavior Attendance Grades (BAG) reports, they created custom weekly Stride Assessments, and utilized easyCBM to progress monitor student achievement. Through "What I Need" (WIN) folders students were given weekly updates and provided individualized enrichment per their NWEA RIT scores. Teachers were required to submit a minimum of 3 grades per subject a weekly. Through Gradebook students and parents have access to current grades and academic progress at their disposal to monitor at their leisure.

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

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

**Culture for Learning:**

Score

1 2 3 4

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

Students are offered opportunity to weigh in on school/student planning when possible. Students are involved in the GO FOR GREEN CAMPAIGN and participate in building wide incentive and competitions around behavior, attendance and grades. Teachers use real world context to engage students for application of concepts per discipline across grade levels. Teachers adjust using weekly assessment data to drive instruction and for re-teaching purposes. All students are delivered Tier 1 and 2 supports consistently. Emmett Till is still building the Tier 3 supports. Currently we have added several small groups, check ins and BAG reports. All students are on Stride Academy and take assessments every five weeks to monitor growth. NWEA data from BOY, MOY and EOY are used to measure students growth

**Guide for Culture for Learning**

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

**Evidence, Measures, and Standards**

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">2b. Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

**Relational Trust:**

Score

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.

1 2 3 4

The % Essentials results show that Administration and teachers are still building trust and a shared vision and that relationships between Till and families needs to become stronger. With a new administration relationships are continuing to build. Various supports have been put in place to keep the lines of communication open and offer an environment where trust and relationship can grow. Those supports include weekly Till Times for staff, a monthly Till Tribune for families and community, Monthly Chat and Chews open to the community to share ideas and concerns. The Counselor, Case Manager, and some teachers are called upon to do student check-ins and meet with students with which they have developed a rapport. Students regularly participate in Peace Circles to build relationships and solve problems. Moving forward Till will begin to offer parent workshops based on the needs and request of the community in an effort to strengthen the relationship between school, students and community.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

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

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

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

Score

1 2 3 4

Students completed the My Voice, My Survey to address their individual needs, interest, and observations. Their individual voices are essential and nurtured daily. The current ratings and results indicate that students are actively engaged and vested in the school and their academics.

Extra-Curricular Activities:

Sports: Academic:

Basketball Girls & Boys Grades 5-8 Math Club Girls and Boys Grades 3-8

Football Girls & Boys Grades 5-8 Book Club Girls and Boys Grades 3-8

Track and Field Girls & Boys 5-8 Girl Scouts Grades 3-8

Cheerleading Girls Grades 3-8

All-Stars:

Newspaper Grades 3-8

Till will implement Peer Juries for the 2016 -2017 school year after training in the Fall from the Office of Social and Emotional Learning. Students are offered an internal appeals process to give their input on administrative decisions or infractions and to provide an explanation for remediation. Students participate in decorating and organizing the school in beautification efforts. All grade bands created their own slogan to promote the GO FOR GREEN campaign which motivated student growth and attainment on the NWEA.

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

### Students...

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

## Evidence, Measures, and Standards



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

**Safety & Order:**

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

Score

1 2 3 4

The 5 Essentials results (very strong) show that Till students feel safe at school. Till has established a protocol for building safety. The team is still working to maintain a high level of safety and order in the building, so that students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment. A school-wide behavior matrix is followed, and teachers review procedures and expectations throughout all school settings. Restorative practices are utilized among all grade levels, and are the most common means for response to student behaviors. Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Students are also provided "Till Bills" for All-Star behavior and are given opportunities to exchange them for rewards and prizes.

**Guide for Safety & Order**

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

**Evidence, Measures, and Standards**

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

**Restorative Approaches to Discipline:**

Score

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

1 2 **3** 4

Emmett Till holds peace circles, parent/student conferences, restorative conversations, Saturday school, Check in/Check out, and small groups. All students and staff follow the All-Star behavior plan and use 2nd Step in the classrooms. Weekly BAG reports are sent home and provide incentives to all students for positive behavior. Students are also provided "Till Bills" for All-Star behavior and are given opportunities to exchange them for rewards and prizes. Restorative practices are the most used means of correcting student behaviors.

**Guide for Restorative Approaches to Discipline**

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

**Evidence, Measures, and Standards**

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

**Parent Partnership:**

Score

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

1 2 **3** 4

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.

We have increased parent participation by 15%. Till has a strong PAC and is working on building the LSC. Till parents have recently established a PTSA and will hold their first meeting in September. Parents are invited monthly to participate in Chat and Chews and share ideas and concerns regarding the direction of the school. Till distributes the monthly Till Tribune to parents highlighting school events and successes. The Till Tribune also informs parents of important upcoming dates and deadlines. We consistently send out letters and robo calls to parents and community articulating the goals and direction for the "New" Till.

### Guide for Parent Partnership

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

### School Excellence Framework Priorities

Score      Framework dimension and category

Area of focus ○= Not of focus

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

Goals

Required metrics (Elementary)

12 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Our growth goals are based on EOY (2015) and MOY (2016) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY.	2.00	71.00	85.00	92.00
<b>National School Growth Percentile - Math</b>				
Our growth goals are based on EOY (2015) and MOY (2016) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY.	2.00	50.00	75.00	82.00

% of Students Meeting/Exceeding National Ave Growth Norms

Our growth goals are based on EOY (2015) and MOY (2016) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY.	40.50	(Blank)	65.00	72.00
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**African-American Growth Percentile - Reading**

Our growth goals are based on EOY (2015) and MOY (2016) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY.	2.00	71.00	85.00	92.00
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**Hispanic Growth Percentile - Reading**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**English Learner Growth Percentile - Reading**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Reading**

Our growth goals are based on EOY (2015) and MOY (2016) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY.	1.00	5.00	15.00	20.00
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**African-American Growth Percentile - Math**

Our growth goals are based on EOY (2015) and MOY (2016) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY.	2.00	50.00	75.00	80.00
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**Hispanic Growth Percentile - Math**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**English Learner Growth Percentile - Math**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Diverse Learner Growth Percentile - Math**

Our growth goals are based on EOY (2015) and MOY (2016) NWEA data and teacher data goal setting meetings that occurred during BOY, MOY and EOY.	1.00	63.00	75.00	80.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Attainment is a 2 year process for our students in which they receive foundational Tier 1 and Tier 2 core instruction in order for them to be at attainment at their grade-level.	1.00	4.00	10.00	15.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Attainment is a 2 year process for our students in which they receive foundational Tier 1 and Tier 2 core instruction in order for them to be at attainment at their grade-level.	1.00	2.00	8.00	15.00
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**National School Attainment Percentile - Reading (Grade 2)**

Attainment is a 2 year process for our students in which they receive foundational Tier 1 and Tier 2 core instruction in order for them to be at attainment at their grade-level.	1.00	2.00	15.00	20.00
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**National School Attainment Percentile - Math (Grade 2)**

Attainment is a 2 year process for our students in which they receive foundational Tier 1 and Tier 2 core instruction in order for them to be at attainment at their grade-level.	4.00	3.00	15.00	20.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Average Daily Attendance Rate**

Increase average daily attendance to 95% or greater ensuring students are receiving instruction 95% of the time or greater as means to obtain increased engagement and participation, growth and attainment.	91.50	92.30	95.00	97.00
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**My Voice, My School 5 Essentials Survey**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

9 of 9 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>MTSS Referral Process</b>				
Students in need of MTSS supports and interventions will be identified through a complete referral process, including a teacher referral form, placement into Tier 2 or Tier 3 interventions, progress monitoring, and referral for special education services as needed. Student progress monitoring on interventions will be evaluated on a 5-week basis to determine if students need increased interventions or referral for services.	(Blank)	0.00	0.00	0.00
<b>Medical Compliance</b>				
Our goal is to have all students medically compliant and to maintain compliance throughout the academic year. This will be done by providing a medical van at least every three months to ensure student compliance is updated on a regular basis.	98.90	100.00	100.00	100.00
<b>Social-Emotional Learning</b>				
Our goal is to increase the percentage of restorative practices used as a means of corrective action and motivational student intervention. Programs such as Peer Jury will be utilized which would allow students to take ownership of peer interactions and problem solving.	(Blank)	70.85	85.00	90.00
<b>OSS per 100 (all students)</b>				
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	8.96	24.53	14.00	10.00
<b>OSS per 100 (Diverse Learners only)</b>				
The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 28% annually.	10.61	51.87	37.35	22.00
<b>Number of Group 4, 5, 6 Infractions</b>				

This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.

22.00

32.00

30.00

27.00

Use of Codes 3-6 and 4-9

This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary and no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 60% the first year and another 40% the second year.

5.00

2.00

1.00

0.00

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 85% over a 3-year period.

78.00

71.50

75.00

80.00

On Track Percentage

This metric shows the percentage of students ending the school year on academically on track. This metric is calculated by the number of students receiving D's, F's, or maintaining low attendance rates. The goal is to increase this metric by 20% through attendance initiatives, MTSS, tutoring and teacher PD's.

33.50

40.28

60.00

75.00

Strategies

Strategy 1

If we do...

walking reading; teachers will provide explicit phonics, phonemic awareness, reading and comprehension instruction to specifically leveled groups of 1st and 2nd grade students daily during their literacy block.

...then we see...

teachers progress monitoring below benchmark TRC students bi-weekly in all Dibels measures and progress monitoring students at or above benchmark in TRC monthly. Teachers will meet weekly to discuss data and movement of students. Data will be reviewed and regrouped in five week data driven cycles.

...which leads to...

100 increased student growth toward TRC benchmarks.

Tags:

Core Instruction, Differentiated instruction, Small group instruction

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

students will be assessed in BOY, MOY, and EOY and progress monitored through Dibels and TRC to be appropriately grouped at their instructional level.	Teachers ILT	Oct 3, 2016 to May 26, 2017	Small group formation, progress monitoring and NWEA reading scores	Not started
These groups will receive direct explicit instruction in phonics, phoemic awareness, fluency and comprehension in small centers	Teachers ILT	Oct 3, 2016 to May 26, 2017	Small group formation, progress monitoring and NWEA reading scores	Not started

### Strategy 2

If we do...

The Gradual Release of Responsibility (I Do; We Do; You Do Together; You Do Alone) as a school-wide instructional practice, it will provide teachers with an instructional framework for moving from teacher centered instruction to student independence.

...then we see...

targeted differentiated instruction addressing the data-informed needs of individual students of diverse performance levels, learning modalities and diverse learners. We will also see students applying information in a variety of ways while collaboratively working with peers in small groups.

...which leads to...

80-100% student mastery of skills monitored by using formative (exit slips, weekly Stride Academy quizzes, graphic organizers....) and Summative five week assessments (Stride Academy School-wide) that are connected to the CCSS and PARCC.

Tags:

Core Instruction, Professional development, Differentiated instruction, Progress monitoring, Student achievement, Small group instruction, Gradual release of responsibility, Summative assessment

Area(s) of focus:

1, 2

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Teachers will participate in on-going PD on small group instruction and GRR	Administration	Sep 12, 2016 to Jun 9, 2017	Weekly Stride Academy quizzes, graphic organizer and Summative five week assessments (Stride Academy School-wide)	Not started

### Professional development

Teacher will group students according NWEA EOY initially and use Stride Assessments every 5 weeks throughout the school year to group and re-group as needed.	Teachers ILT	Sep 12, 2016 to Jun 9, 2017	Weekly Stride Academy quizzes, graphic organizer and Summative five week assessments (Stride Academy School-wide)	Not started
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### Assessment, Progress monitoring

### Strategy 3

If we do...

a professional learning cycle (PLC) that is facilitated by our instructional leadership team (ILT) which focuses on the development, implementation and effectiveness of the Targeted Instructional Area (TIA) Out of the TIA, the ILT facilitates the identification of research-based powerful practices that will be implemented in order to improve student success and growth on vocabulary and reading in grades K-8th.

...then we see...

teacher teams collaborate on formative (Stride weekly quizzes) and summative 5 week assessment that are tied to CCSS and use the data from those assessments as a way to measure student growth toward literacy.

...which leads to...

increased attainment by 25% on NWEA, PARCC, MCLASS, as well as other internal measures of academic growth.

Tags:

Area(s) of focus:



Action step	Responsible	Timeframe	Evidence for status	Status
Collaborate on formative and summative 5 week assessments tied to CCSS.	Teachers ILT	Sep 19, 2016 to Jun 2, 2017	NWEA, PARCC, MCLASS, as well as other internal measures of academic growth.	Not started
Use the data from assessments as a way to measure student growth toward literacy.	Teachers ILT	Sep 19, 2016 to Jun 2, 2017	NWEA, PARCC, MCLASS, as well as other internal measures of academic growth.	Not started

#### Strategy 4

If we do...	...then we see...	...which leads to...
a math performance task, such as MARS Task or FAL, and provide daily science instruction that includes hands-on investigations using FOSS/SEPUP kits students will close read to apply mathematical and scientific concepts that are essential to real-world context.	fluency, accuracy, and precision which require students to think critically with rigorous tasks that are aligned to the CCSS which increases students' engagement, student-to-student discourse, and a more student-centered culture of learning.	increased attainment by 25% on NWEA, PARCC, MCLASS, as well as other internal measures of academic growth.

Tags:  
 Core Instruction, Differentiated instruction, Science instruction, Mathematics, Small group instruction

Area(s) of focus:  
 1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Align performance Math tasks such as MARS to appropriate RIT level to ensure students are being assessed at the correct level to ensure student growth.	Teachers ILT	Sep 12, 2016 to Jun 9, 2017	increased attainment on NWEA, PARCC, MCLASS, as well as other internal measures of academic growth.	Not started
Teacher lesson plans and classroom artifacts such as Science notebooks reflect use of daily FOSS/Sepup implemetation	Teachers ILT	Sep 12, 2016 to Jun 9, 2017	Teacher lesson plans, Science notebooks	Not started
Provide BOY PD in using close reading in Math and Science.	Administration ILT	Sep 6, 2016 to Nov 4, 2016	Teacher evaluations evidencing close read strategies.	Not started

#### Strategy 5

If we do...	...then we see...	...which leads to...
strong tier 1 practices such as small group, GRR and Step-Up and consistent Tier 2 social-emotional learning and MTSS interventions such as Stride, Check-In/Check Out, Think First, and CBITS.	a decrease in discipline referrals and an increase in student's problem-solving, coping, and emotional-management skills.	increased academic achievement and attainment as evidence through content area grades and state-wide assessment, as monitored every 5 weeks by Administration and/or ILT.

Tags:  
 Academic supports, Sel mtss, Achievement, Discipline, Second step

Area(s) of focus:  
 3, 5

Action step	Responsible	Timeframe	Evidence for status	Status
The SEL and MTSS teams will monitor the fidelity with which tier one and two interventions are being implemented in classrooms.	SEL Team MTSS Team	Sep 12, 2016 to Jun 9, 2017	Increased academic achievement and attainment evidenced through content area grades and state-wide assessment, as monitored every 5 weeks by Administration and/or ILT.	Not started

#### MTSS, SEL

The counselor, case manager, social worker will meet weekly regarding the status of students in tier two interventions and their progress.	SEL Team MTSS Team	Sep 19, 2016 to Jun 2, 2017	Increased academic achievement and attainment evidenced through content area grades and state-wide assessment, as monitored every 5 weeks by Administration and/or ILT.	Not started
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#### Behavior, Academic supports, Counseling

#### Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ students will be assessed in BOY, MOY, and EOY and progress monitored through Dibels and TRC to be appropriately grouped at their instructional level.</p> <p>Tags: Core Instruction, Differentiated instruction, Small group instruction</p>	Teachers ILT	Oct 3, 2016	May 26, 2017	Not started
<p>✚ These groups will receive direct explicit instruction in phonics, phoemic awareness, fluency and comprehension in small centers</p> <p>Tags: Core Instruction, Differentiated instruction, Small group instruction</p>	Teachers ILT	Oct 3, 2016	May 26, 2017	Not started
<p>✚ Teachers will participate in on-going PD on small group instruction and GRR</p> <p>Tags: Core Instruction, Professional development, Differentiated instruction, Progress monitoring, Student achievement, Small group instruction, Gradual release of responsibility, Summative assessment, Professional development</p>	Administration	Sep 12, 2016	Jun 9, 2017	Not started
<p>✚ Teacher will group students according NWEA EOY initially and use Stride Assessments every 5 weeks throughout the school year to group and re-group as needed.</p> <p>Tags: Core Instruction, Professional development, Differentiated instruction, Progress monitoring, Student achievement, Small group instruction, Gradual release of responsibility, Summative assessment, Assessment, Progress monitoring</p>	Teachers ILT	Sep 12, 2016	Jun 9, 2017	Not started
<p>✚ Collaborate on formative and summative 5 week assessments tied to CCSS.</p> <p>Tags: Tia, Differentiated instruction, Reading strategies, Small group instruction, Instructional leadership team, Vocabulary</p>	Teachers ILT	Sep 19, 2016	Jun 2, 2017	Not started
<p>✚ Use the data from assessments as a way to measure student growth toward literacy.</p> <p>Tags: Tia, Differentiated instruction, Reading strategies, Small group instruction, Instructional leadership team, Vocabulary</p>	Teachers ILT	Sep 19, 2016	Jun 2, 2017	Not started
<p>✚ Align performance Math tasks such as MARS to appropriate RIT level to ensure students are being assessed at the correct level to ensure student growth.</p> <p>Tags: Core Instruction, Differentiated instruction, Science instruction, Mathematics, Small group instruction</p>	Teachers ILT	Sep 12, 2016	Jun 9, 2017	Not started
<p>✚ Teacher lesson plans and classroom artifacts such as Science notebooks reflect use of daily FOSS/Sepup implementation</p> <p>Tags: Core Instruction, Differentiated instruction, Science instruction, Mathematics, Small group instruction</p>	Teachers ILT	Sep 12, 2016	Jun 9, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide BOY PD in using close reading in Math and Science.            Tags: Core Instruction, Differentiated instruction, Science instruction, Mathematics, Small group instruction</p>	Administration ILT	Sep 6, 2016	Nov 4, 2016	Not started
<p>✚ The SEL and MTSS teams will monitor the fidelity with which tier one and two interventions are being implemented in classrooms.            Tags: Academic supports, Sel mtss, Achievement, Discipline, Second step, MTSS, SEL</p>	SEL Team MTSS Team	Sep 12, 2016	Jun 9, 2017	Not started
<p>✚ The counselor, case manager, social worker will meet weekly regarding the status of students in tier two interventions and their progress.            Tags: Academic supports, Sel mtss, Achievement, Discipline, Second step, Behavior, Academic supports, Counseling</p>	SEL Team MTSS Team	Sep 19, 2016	Jun 2, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

Till will involve parents in the joint development and periodic review and revision of the NCLB, Title 1 by creating collaborative partnerships for learning among parents, students, teachers and communities. Parent workshops will occur throughout the year detailing past plans to improve instruction and explain the holistic learning processing place. Till will challenge all stakeholders to create, revise and implement a plan which charges students to become active participants in their learning who are able to demonstrate their thinking as a clear ability to write.

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

The Title 1 Annual meeting and organizational meeting will be held on October 20, 2016.

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.

Till will provide timely information about its Title 1 Program including a description and explanation of the curriculum and its assessment tools through its open house monthly classroom parent letters, via school newsletters, the school's website and our montly family activities (i.e math night, family literacy night, family game night, and family science night etc).

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.

Parents will have an opportunity for regular meetings to be held to formulate suggestions and participate during PAC meetings, which are held the third Friday of every month. In addition, the end of LSC meetings are used as another opportunity to respond to such suggestions.

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.

Till will provide parents a school report card. Parents will also be provided a report of their child's progress and performance during parent conferences and Report Card pick-up.

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

A certified letter will be sent home when a child has been assigned to or taught by a teacher who is not highly qualified. In addition, a letter will be sent home through students detailing the same information.

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.

Till will have several trainings throughout the year on how to use the CPS parent portal. Teachers will also create and share individualized learning plan and all formative and summative assessments for students so parents can understand the states academic content standards and achievement standards. Parents will be encouraged to visit teachers before the beginning of class, during preparation periods, and by appointment to address and questions and concerns they may have. Teachers and staff will discuss student academic progress during grade level meetings and after school during bi-monthly leadership meetings. Parent Report Card pick up, conferences and monthly family nights are other opportunities for parents ot monitor their child's progress and work with educators.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The PAC president, vice president, LSC members and administration will plan workshops for families to increase parental involvement. Parents will participate in the school learning walks, leadership meetings, and CIWP committee meetings to become more knowledgeable about instruction and teaching and the impact it has on students.

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.

The administration will work with the leadership team, teachers, all staff to schedule workshops and professional development to increase parental involvement and continue to look for ways to increase contribution by parents.

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.

The administration will promote parent initiatives and continue to support the early childhood department.

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.

All letters and communication related to school and parent programs, meetings and other activities are reviewed by parent volunteers to determine if it is understandable before being sent out. Teachers review communication with their students before communication is sent home.

#### Policy Implementation Activities

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

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

n/a

#### Parent Compact

Complete

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

Emmett Louis Till Math and Science Academy will strive to meet the academic, social and emotional needs of all students including special needs. Furthermore, we will integrate technology throughout all content areas by providing: quality educational experiences, professional development opportunities and community resources that foster a sense of community whereby parents are involved and committed to participating in their child's educational process.

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.

Till will hold two parent- teacher report card pick-up dates as mandated by the district. Parents and teachers may request more conferences as needed throughout the year.

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

The school will provide parents with progress reports during the year (i.e. 5th, 15th, 25, and 35th week of the year). In addition, report cards (10th, 20th, 30th and 40th week) will be given out. Conferences may be requested by parents and teachers as needed throughout the year.

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

Since the start of the school day/classroom instruction coincides with the start of the teacher day, parents are encouraged to meet with teachers by appointment before 8:10am. Teachers and staff are also available during preparatory periods and after school by appointment.

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

Parents looking to volunteer may complete a parent volunteer packet. Once the parent has been cleared by safety and security and training is convened by administration, several opportunities exist for parents to become active (Parent Patrol, hall monitors, classroom support, recess/lunch aides and school monitors).

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

Parents will support their children's learning by attending workshops given throughout the year detailing the learning which takes place. In addition, parents are encouraged to attend family nights (one every month) to learn more about the curriculum and content their child works with.

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

Parents will participate in decisions relating to the education of their child, by attending monthly LSC and PAC meetings. Parents will become involved in the creation of the individualized learning plan.

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

Students will share the responsibility for improved academic achievement by maintaining good grades, participating in extra-curricular activities, being present in school daily, and being a model citizen.

Parent Budget

Not complete

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

(Blank)

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

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