



Wolfgang A Mozart Elementary School (/school-plans/309) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Sonia Cabán	Principal	scaban@cps.edu	Has access
Shereen Hussain	AP	SHussain@cps.edu	Has access
Roop Charles	Business Manager	rrcharles@cps.edu	No Access
Daisy Tovar	ELPT	dmoran@cps.edu	No Access
Erika Calvillo	Math Lead/ILT	ecalvillo1@cps.edu	No Access
Rebecca Kornack	Science/ILT	rmkornack@cps.edu	No Access
Michael Pierson	ILT/TLI	mspierson@cps.edu	No Access
Alejandra Arevalo	ILT	aarevalo@cps.edu	No Access
Laura Cieslik	Tech/ILT	lccieslik@cps.edu	No Access
Rocio Reynoso	NCLB/PAC/BAC	reynoso555@gmail.com	No Access
Rosa Brito	LSNA/PM	britorosa67@yahoo.com	No Access
Shirley Reyes	LSNA/CLC	sreyes@lsna.net	No Access
Rehmat Khan	ILT	rbkhan@cps.edu	No Access
Melissa Wilke	ILT/TLI	mwilke@cps.edu	No Access
Bo Pierson	ILT/TLI/LC	bhchung@cps.edu	Has access

### Team meetings

Date	Participants	Topic
------	--------------	-------

01/29/2016	Parents and Community	Identify parent and community representatives for CIWP team.
04/26/2016	Instructional leadership team	Goals, strategies and more
05/03/2016	Parents and Community representatives	Parental involvement and advisory
05/03/2016	Instructional leadership team	Fund Compliance, goals, strategies and more

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

1 2 3 4

-TEAM/CHAMPS All students to be college and career through rigorous curriculum/technology integration, College and Career Night ( 2-23-16) staff and students know what is expected of them. Students are given a NWEA goal. Parent meetings ( technology and math), Parent Portal....

- DL/SEL ( Voice level, detention, second step). ILT/TLI/ PPLC/ Parent Mentors. Student Council NCLB/PAC/BAC LSC/ LSNA is how we build leaders, Family Night, Soccer For Success, Battle of the Books

-CIWP/ After School/ Teacher presenters/ Collaboration during ILT

- Units, MTSS, RIT Goal Setting, Mozart Academy

- REACH for students and teachers- Performance Assessments

- 60% goals to meet NWEA , Updating CIWP

### 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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

### Instructional Leadership Team:

Score

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

1 2 **3** 4

Coaching cycles, PLCs, GLM, PPLC, feedback provided for PA, CIWP priorities are chunked by teams and quarters/content ( grade levels)

- made school wide rubrics/ grading scale/ revised the feedback form and the reflection form for teachers, admin provided feedback to the ILT created scope and sequence, looked at data, created coaching cycles, student groupings, Mozart Academy, PLP for students, PD/PD evaluations from teachers, ILT Presenter feedback ( November). Provide feedback for writing prompts biannual 6+1. N4 Ryan Marron provided data support to teachers during ILT and GLM.
- Shared Leadership is present in ILT, TLI for reading, math and science N4 PDs, Framework Fest, C2 Framework Fest, EL/OLCE Workshops/Weekend Workshops, May need to add DL representative other interest groups.
- Balance workstyles- We all push back/ provide feedback for PA, writing prompts-Chunk work by quarters, ( task oriented and synthesizer and supportive, organized and detail oriented)
- Meeting Norms, Agendas, roles, Calendar,
- analyze data, REACH, percentage of meeting or exceeding, student achievement RIT, Priorities for student groups ( DL/EL)
- Meet twice a month, use agenda with clear focus, calendar
- All have equity of voice, taking turn for leadership/ time keeper/collaborate- we inform through PD to staff ( need to email staff about ILT work- Friday Message)
- Coaching Cycles math, reading and science focused on student data- other teachers come from other schools Everybody has provided PD/ internal walkthroughs ( Need to identify Mozart Staff for Mentors for new teachers)- Community Table/ team building ( Climate and Culture)

### 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

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

### Professional Learning:

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

Score

1 2 3 4

- Designed professional developments in all content areas based on school data (TRC, mClass math, DIBLES, IDEL NWEA, PARCC, ACCESS, Dashboard /On-track, Quarterly Assessments, 6+1 writing prompts, SQRP, Culture and Climate/5 Essentials)
- TLI teacher leaders delivered teach backs to staff during School Improvement days and/or during GL meetings
- Provided professional developments that reflects the needs of the DLs and ELs PLC in GLM and shared best practices school wide
- Several ILT members provided professional developments at Network TLI sessions for reading, math and science PDP/REACH for teachers
- Offered and administered peer coaching opportunities on specific reading strategies
- Utilized model teachers and ILT members to share best practices in reading and math instruction
- Teachers seeking coaching cycles or observations on specific teaching practices in all content areas
- Coaching cycles and peer observations were organized and conducted individually and in small groups
- Administered walk-throughs that result in seeking professional development, peer observations, and/or coaching cycles
- Assigned a team member to assist a new teacher with curriculum and implementation of the units

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

### Aligned Resources:

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

### Score

1 2 **3** 4

Design of School Day- Teachers utilize the CPS Instructional Time and Block Guidelines to maximize instructional time ( 90 minutes for Math and 120 minutes for Literacy).  
 Teachers create and implement all Mozart units.  
 Teachers utilize the copy machine to make additional copies for students when needed. No new books/ materials have been purchased this year.  
 Teachers utilize DonorsChoose and GoFundMe grant opportunities to seek material and supplies to support their classroom. Gizmo Grant, Kids in Need( World Vision), Adopt a Classroom, Book donation(Boyd), Scarce,  
 Free technology resources are provided for staff  
 Programs for after school support ( Mozart Academy)  
 Pool- HR, NEIU ( student teachers),resumes, subs, recommendations  
 Hiring Process- Team of teachers, staff, administration, ESPs, DL Round 1 and Round 2 consists of a lesson demonstration-debrief  
 Admin- check teacher's previous performance  
 Create opportunities for growth including opportunities for staff to assume additional leadership roles ( ILT/TLI/ Grade level lead)  
 Teachers are encouraged to attend Network PD as well as host PD ( Science, Second Step, CHAMPS)  
 Community Outreach- Parent Mentors/ LSNA Survey( teachers and collect student data), LSNA, Tonys, Jimenez, Soccer for Success, B96, Ballet( LSNA Chicago Ballet Company), Arts Partnerships, Box Tops

### 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</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="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

### Expectations for depth & breadth of Student Learning

4 of 4 complete

#### Curriculum:

Score

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

1 2 **3** 4

- Language Arts units and performance assessments that are aligned to CCSS and WIDA standards
- Content standards such as NGSS incorporated into Language Arts units
- Math units and performance assessments that are aligned to CCSSM and WIDA standards
- Following the Scope and Sequence for Language Arts and content standards from K-8
- Following the Scope and Sequence for suggested math standards according to CPS
- Implementing literacy and math block schedule that reflects balance literacy and GRR (Gradual Release of Responsibility)
- Differentiation of instruction embedded in the curriculum to meet the needs of all learners, including the advance learners
- Enduring understanding and essential questions are identified within the units
- Laid out what students needs to know and do by the end of the unit in all unit plans
- Incorporating and utilizing complex an leveled text in both English and Spanish in all the units
- Created and implemented rubrics that reflect CCSS and content standards to measure student understanding
- Created and implemented rubrics for writing that reflect 6+1 writing traits
- Utilization of the collaboration log between the DL and the general education teachers to teach the units with modification according to student needs
- Incorporating modified rubric and expectation for EL and DL students
- Second step program is used to address SEL standards and embedded in the units
- Units and performance assessments relevant and applicable to real life
- Partnerships with outside organizations to enhance the unit and to connect the unit to the real world( Museums,Department of Natural Resources, Golden Apple,NASA,MSI Resources for Science that enhance units, DePaul Math, Worked with Gavin from Go Math

### Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.

- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=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

## Instructional Materials

Each grade level or content team has a set of instructional materials that are aligned with grade level Units/Topic, Common Core State Standards, and Content Standards.

Teachers have vertical team leaders and meet in grade clusters on Tuesday or Thursday every week. They are encouraged to analyze student work and plan together so that the curriculum begins to spiral from grade to grade and is aligned with the Common Core State Standards. Teachers have the opportunity to discuss individual teaching strategies at these meetings in order to build professional capacity as well as a professional learning community within the school. Teachers also assess classroom materials and their choices and needs are and will be respected to enhance classroom instruction. Teachers also meet to discuss specifics by subject areas on staff development days. Aligned with curriculum maps, all curriculum teams and grade levels received supplemental materials linked to Common Core reading standards. These materials are used to expand knowledge basis provided within the text. Furthermore, additional technology tools have been provided in all classrooms; including Smart-Boards, Chrome books, laptop carts and iPad carts. This enables all learners to access grade level content and standards, and showcase their strengths using various mediums.

Scholastic Guided Reading Program Materials are provided to each teacher in grades K-5 which include: a basal reader, supplemental materials to reteach and extend learning opportunities, assessments, spelling, and grammar.

Treasures: is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.

Be a Writer: A yearlong supplemental writing curriculum for grades K-6 that integrates writing instruction and social development to support different learning styles

Teachyourmonstertoread.com : Online Teaching Resources

Chrome book classroom centers of 5. Supplemental student paced reading program that covers everything from letters and sounds to reading full sentences. Can be used in students' homes.

Khan Academy.org : Online Teaching Resources

For 3 – 8 grade students can practice all of K-12 math with our Common Core standards-aligned materials at their own pace- Go Math, Easy CBM, Facing History, GIZMO, Learning Storms, ISBE Live Binders, Knowledge Center

Writing 6+1 : Six Traits Writing is a systematic approach for looking at writing one part at a time. Since writing is such a complicated activity, this approach helps many people break down the task and understand it better

Learning A-Z — Online Teaching Resources

Is a leading provider of digitally delivered teaching products that support instruction and student growth in reading, writing, and science.

Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).

Computer Lab:

1 hour class is an extension of the classroom instructional units. Students practice the CCSS, NETS, and skills that they are learning in the classroom using 21st century tools. Classes attend Computer Lab once a week.

## 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

1 2 3 4

#### Rigorous Student Tasks

##### Evidence:

- Most teachers have high learning expectations for students
  - Most teachers create a positive learning environment where students can learn
  - Most teachers use DOK language model to create student tasks
  - In math, students examine various approaches to getting to an answer in a problem
  - Students engage in challenging math concepts (MARS Tasks) that require students to engage in productive struggle
  - Teachers focus on reading complex text using academic vocabulary, evident in classroom anchor charts
  - Performance assessment contains complex text, task requires evidence, and it includes reading, writing, and content (social science and science)
  - School writing prompts, students wrote letter to save the LSNA parent mentor program
- Can Improve on:
- Conduct more internal walk throughs that focus on making sure that there is evidence of mathematical practices, math talks
  - Math Coaching cycle ( whole class observes not just teachers)
  - As an ILT, focus on math performance tasks
  - Make sure all teachers are aware of the key shifts in mathematics and Teach for Robust Understanding in Mathematics (TRU Math)
  - Examine other forms of student work, besides performance assessment, to identify the qualities of strategic thinking, both rick in content and relevant for students
  - Humanities and science is rigorous, but students find themes boring
  - Students are turned off from independently reading, need to instill the joy of reading
  - Science could use more hands-on labs

## Guide for Rigorous Student Tasks

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

- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

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

Score

1 2 3 4

NGSS Science Standards, CCSS Aligned Thematic Units K-8 ( ELA/ Science/ SS)  
 High School Fairs- Career Day- Career Path Portfolios for 7 and 8th, Passport to Success 6 and 7th, Junior Achievement Program K-8, Facing History, Science Club after school middle, Counselors facilitate parent and student conferences for high school registration and enrollment bi-weekly, Battle of the Book enrichment, staff bulletin board, door decoration  
 Incentives- Popcorn party, movie night, soccer for success carnival, Black Hawks came to school  
 Readiness- ESL pullout, PLP, Math and literacy support to targeted students, Meeting for parents during Open House  
 Grants- Target ( Take Charge of Education), donorschoose, gizogrant, Art Grants ( Chicago North River Dance), Meemic Foundation Book Grant

## 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	<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> <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

- Coaching cycle for literacy, math, and Science by Ms. Pierson, Ms. Calvillo, and Ms. Kornack
- Walk-through focusing on differentiation in instruction and implementation of the curriculum
- Providing professional developments and coaching cycles on questioning and discussion techniques by ILT members
- Implementation of discussion techniques such as utilizing sticks, anchor charts that show different jobs during discussion, and discussion stems for each group
- Implementation of scaffolding strategies such as close reading, text coding strategy, 3 reads, and etc.
- Multi-modal approach in instruction, especially for DLs and ELs, such as incorporating hands-on experiments/investigations, visual aids, music, and arts
- MTSS groups according to NWEA and TRC/mClass math data
- Formative and summative/performance assessment in every unit that shows mastery of the standards taught in the unit
- Regular progress monitoring to check progress
- Student Tracking Sheet from K-8 that monitors grades, attendance, interventions, behavior, and academic goals

## 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>✓ SGRP 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

## Multi-Tiered System of Supports

Score: 3

### Evidence:

- Teachers rotate and volunteer their time to supervise students serving detention, schedule is available
- Second Step and CHAMPS have been implemented, classrooms have anchor charts and hallways have reminders for students of student levels and expectations
- Check-in, check-out available for a handful of students that require more one-on-one check-in
- Daily attendance announcements
- Monthly attendance bulletin board (near main lunchroom)
- Quarterly attendance display (connector)
- Student tracking sheets of low students that is updated by teacher every 5 weeks
- Mozart Academy, parents received letters of students selected into the program, students were monitored throughout the 10 weeks
- MTSS evidence in classrooms, through anchor charts, student folders
- DL classrooms have SECAs
- Ryan Marron presented MOY NWEA data to ILT and teachers during grade level

### Can Improve on:

- Timely student interventions by the teachers
- Need to use student personal learning plans
- Problem solving process needs to be in place for tier 2 and 3 students
- Hold parent meetings to discuss plan to support students

## Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

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

Score

1 2 **3** 4

Score: 3

Evidence:

ILT team looks at performance tasks at the end of each quarter to look at student works and provide feedback to teachers for improvements

Rubrics are created and aligned to match expectations

5 Essentials rating of Strong for Ambitious Instruction

Adjusted gradebook percentages - Homework 10%, Collaboration & Presentation 20%, Assignments and Projects 40%, Exams & Performance Assessment 30%

We have a scope and sequence of social studies and science units

ACCESS testing and data analysis for measuring and monitoring the development of academic language for ELL

Benchmark assessments from the district (in Math) and for each unit are given quarterly

Benchmark assessments are given feedback by ILT and reflected on by teachers to revise for use later

School wide writing assessment

Student portfolio

Created a schoolwide system of grading with rubrics to ensure consistency, fairness, and accuracy

MTSS plans are created based on data to implement Tier 2 & Tier 3 services for students

Teachers use a range of assessments to adjust teaching

Assessment calendar

Units provide clear student learning objectives

ILT goes over school wide assessment data

Grade levels go over assessment data

Middle School content areas go over data specific to their area and how it is vertically aligned

Improvements:

SQRP attainment score of average and a growth score below average

Things to Add:

Examples of performance tasks across grade levels

Units that include clear formative and summative assessments

Average teacher rating on 1c, 1e, 3d, 4a, and 4b on CPS Framework for Teaching

Grade distribution reports

**Guide for Balanced Assessment & Grading**

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for

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

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 **3** 4

Score: 3

Evidence:

5 Essentials Ambitious Instruction score Strong

6 + 1 writing checklist for student writing

Bulletin boards throughout school with student works

Review student performance tasks and provide feedback to teacher

Teachers set goal sheets with students

Classrooms are set up as a community to bring the sense of belonging to students - classroom mission statements

Students are recognized for Honor Roll, citizenship, attendance

Clubs and activities that foster academic enrichment

Second Step SEL program implemented to create a culture that supports social emotional learning and effective effort

Monitor and support of student academic behaviors through quarterly performance tasks and data analysis

Ongoing monitoring of specific students due to retention or low test scores at the beginning of the school year - interventions and grades are monitored every five weeks

Improvements:

All students are aware of their goals

Student reflection on work or at report card time

Collaborative Teachers and Supportive Environment are Neutral on 5 Essentials survey

Attainment was below average and Growth was average from SQRP

Things to add:

Student learning goal sheets from a cross-section of teachers

Student work evidence from Rigorous Student Tasks

Percentage of units that include SEL standards

Average teacher rating on 2b for CPS Framework for Teaching

## 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	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

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

Score

1 2 3 4

CICO system- Various staff are assigned as mentors for those students that participate in the CICO system.

Second Step- We have integrated the research-based Second Step program with in our curriculum across all grade levels. This program helps our teachers teach and model essential communication, coping, and decision-making skills that help students navigate around common pitfalls such as peer pressure, substance abuse, and bullying (both in-person and online). As a result, this program reduces aggression and helps students make good choices, and experience social and academic success.

TEAM/ CHAMPS- With the integration of the CHAMPs curriculum classroom teachers have designed a proactive and positive classroom management plan that teaches students how to behave responsibly both inside and outside the classrooms.

Group Work/Turn and Talk/Think-Pair-Share- In the classrooms teachers ensure that group work is included in the daily learning activities. The group work allows opportunities for students to build positive relationships with their peers.

Teachers pair students across grade bands for some activities (second grade reading buddy).

Community Learning- Celebrate Black History Month in February and Hispanic Heritage Month (Day of Child in May, bulletin board displays) Students read about important figures during morning message. CPS integrated units on Language and Culture (Interdisciplinary African and African American Studies Curriculum and Interdisciplinary Latino and Latin American Studies Curriculum). SEL standards integrated in units/lesson plans.

Engage Families- Family Reading Night, STEM Night/ Assemblies/ Parent Mentors/ Lending Library/ Parent workshops ( Math, Technology, Literacy)

Teacher Leaders- ILT and TLI groups provide PD for staff ( science, math, literacy, SEL). Meeting norms have been established for PD and ILT meetings. PLC during GLMs. Staff provides feedback for improvement/effectiveness to ILT and TLI presenters after presentations.

### Guide for Relational Trust

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

- or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

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

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

Score

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

1 2 **3** 4

Getting information to add:  
 Supportive Environment  
 Misconduct data  
 Average teacher ratings for 2a, 2d, 4c in CPS Framework for Teaching

Things to improve upon:  
 Unit plans with SEL standards - what percentage of teachers include this  
 Peer-to-peer restorative counseling program  
 Parent contact for good behavior - "Caught being good" program  
 MTSS for social, emotional, and behavior growth  
 Develop a Behavioral Health Team  
 School wide accountability - teachers correcting an issue even if it's not their direct student  
 Misconduct data analysis like we do with NWEA/DIBELS  
 Supportive Environment from 5 Essentials was Neutral (Safe, supportive school with high expectations)

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

### Students...

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

- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<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

School Safety and Security- 2 security guards on staff. Both have schedules to monitor and secure the building and the school school grounds.

2 certified counselors on staff to provide social and emotional support to all students and staff.

FIMS updated yearly- (drills- lock down, emergency, tornado etc.) drills conducted throughout the year so that students and staff are aware of what to do in case of a emergency.

In the beginning of the year all teachers are given a folder that explains all safety protocols and procedures to follow in case of an emergency. Clear safety protocols are listed in the Staff Handbook.

All staff and students receive the SCC and expectations for positive behavior. AP, counselor and social worker provide restorative approaches to discipline.

All teachers/staff use CHAMPs expectations/consequences posted in the classrooms and throughout the school.

All staff and parent mentors are trained to scan, move and interact in all student settings.

All staff are informed on when a student SCC becomes a student referral ( Group 5 and 6).

### Guide for Safety & Order

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2c. Managing Classroom Procedures</a> <a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

#### Evidence:

CHAMPS & TEAM - school-wide PD set up common language - posters throughout school and classroom including support staff & prep teachers  
 Second Step PD and then curriculum to incorporate SEL skills into instruction and core content.  
 Crisis Management presentation PD for whole school in response to student behavior  
 School PD's on climate and culture  
 Safe and Inclusive classroom PD from Facing History  
 Attendance announcements, incentives are restorative and proactive as they reinforce positive student behavior with clear expectations, routines, and procedures and respond effectively to change them when needed.  
 After school detention program with reflection sheets  
 Buddy classrooms with reflection time  
 Certain grade levels received specific interventions from Crisis Management - 6th & 7th Stress Management  
 Bullying presentation  
 Assistant Principal handles restorative behavior practices along with counselors.  
 Students are encouraged to take responsibility for their actions - apology letters, face to face talk outs  
 Provided ISS for students when needed  
 Organized under Culture and Climate for My Voice, My School 5 Essentials Survey  
 1.6 out of school suspensions in 2015 and 2.8 in 2014 which is lower than the district average of 3.8

### 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:

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

Score

1 2 3 4

## Parent Partnership

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 by:

We will involve parents through the LSC, PAC, and on an individual basis. Parents are encouraged to participate in regular monthly PAC meetings and to attend all school functions. The school will host an open house where pertinent information regarding school improvement and decision-making items will be shared. A parent feedback and a suggestion box will be housed near the security desk area of the school to provide a continuous opportunity for parent and community feedback to be given. A State of the Schools address will be held every semester to discuss the school's current status and the improvement process.

### Parent meetings:

The annual meeting will take place at Mozart's Open House scheduled for the 5th week of the 2015 school year. The event is the first opportunity for parents to meet their new teachers and learn about their child's progress for the first 5 weeks of school. Parents will receive a calendar of LSC and PAC meetings as well as a calendar of events for the school year. They will also receive an outline of the various programs we will offer for the 2015 school year. Other parent opportunities will be outlined with dates provided as well such as STEM Night, Report Card Pick Ups, Parent Teacher Conferences, Movies Nights, Fun Fair.... Parents will be encouraged to attend meetings for explanation and receipt of assessment scores periodically. Parent-Teacher conferences are encouraged to review results and schedule each student for appropriate tutoring and/or enrichment classes before and/or after school.

### Schools will provide parents information in a timely matter:

Continuing information will be sent home quarterly with each report card and be available at Report Card Pick-Ups and Parent-Teacher conferences. Monthly Newsletters and Calendars will be sent home with all students. Parents are encouraged to participate in the education of their children. While test scores will be sent home as they are received, parents are encouraged to see their child's teacher and/or an administrator to discuss progress. Programs are available for academic support at all levels. Parents will be a part of the graduation activity planning process via 8th grade parent meetings to be held. Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to and work with, parents as equal partners:

Teachers are encouraged to develop relationships with all parents to ensure success. Call logs are maintained. A phone for calling parents is available in the Teacher Resource Room of each building. Administrators are available for additional conferencing and calling. Teachers at each grade level will continue to offer Assessment Prep handouts for parents so that they know what their child is responsible for knowing at each grade level. The process is ongoing. Parents will also be notified of students arriving late to school. Parents are provided the opportunity of sitting in the classroom to observe their child at work during the school day. The Instructional Leadership Team and Principal will be available to meet with parents and will provide information regarding student and school progress quarterly for all parents. Monthly calendars of events, Newsletters, marquis notification, notices and flyers sent home with students, and the CPS calling system will all be used to communicate events, programs, meetings, and activities to all parents. We also continuously update the school website with new information in addition to posting large posters on the entrance doors of each building.

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

Five week progress reports are issued. Ten week report cards are issued. Progress reports are sent home with students and mailed. Report Cards for the first and third quarters are picked up by parents on scheduled dates. Third quarter report cards are sent home with students and mailed. Final report cards are sent home with students and/or mailed. Additional reports regarding student progress are made as deemed necessary or beneficial scheduled by individual teachers or administrators.

LSNA Advisory Board- Monthly meetings

Parent Mentor Program- Support classroom teachers K-8

## Guide for Parent Partnership

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

- School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
According to MOY NWEA data, 50.9% of our students are on track to meet their goal and 37.8% of them already met their growth target. We are projecting that 60% of our students to meet/exceed their growth targets this year, which should result in our school to reach or surpass the 60th Growth Percentile in Reading this year and 80th Growth Percentile in Reading in 2017-2018.	80.00	45.00	60.00	80.00
<b>National School Growth Percentile - Math</b>				
According to MOY NWEA data, 41.1% of our students are on track to meet their goal and 20.2% of them already met their growth target. We are projecting that 65% of our students to meet/exceed their growth targets this year, which should result in our school to reach or surpass the 65th Growth Percentile in Math this year and 75th Growth Percentile in Math in 2017-2018.	52.00	56.00	65.00	75.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
According to MOY NWEA data, 46.0% of our students were On-Track to Meet/Exceed National Ave Growth Norms. As we are providing more support and differentiating instruction for all our students, we are projecting 60% of our students will meet/exceed their growth targets this year and 63% in 2017-2018.	60.30	(Blank)	60.00	63.00
<b>African-American Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>				
According to MOY NWEA data, 51.7% of our Hispanic students were On-Track to reach their growth targets. As we are providing more support and differentiating instruction for all our students, we are projecting 60% of our Hispanic students will meet/exceed their growth targets this year, which should result in our school to reach or surpass the 60th Growth Percentile in Reading this year and 80th Growth Percentile in Reading in 2017-2018.	83.00	48.00	60.00	80.00
<b>English Learner Growth Percentile - Reading</b>				
According to MOY NWEA data, 53.2% of our EL students are On-Track to reach their growth targets. As we are providing more support and differentiating instruction for our EL students, we are projecting 60% of our EL students will meet/exceed their growth targets this year, which should result in our school to reach or surpass the 50th Growth Percentile in Reading this year and 70th Growth Percentile in Reading in 2017-2018.	(Blank)	40.00	50.00	70.00
<b>Diverse Learner Growth Percentile - Reading</b>				



According to MOY NWEA data, 50% of our students are on track to reach their growth targets and 32.5% of them already met their growth target. As we are providing more accommodations and support for our DL teachers and students, we are projecting 60% of our DLs will meet/exceed their growth targets this year, which should result in our school to reach or surpass the 30th Growth Percentile in Reading this year and 50th Growth Percentile in Reading in 2017-2018.

9.00	1.00	30.00	50.00
------	------	-------	-------

**African-American Growth Percentile - Math**

N/A

(Blank)	(Blank)	0.00	0.00
---------	---------	------	------

**Hispanic Growth Percentile - Math**

According to MOY NWEA data, 41.1% of our Hispanic students are On-Track to reaching their growth targets and 20% have already reached their goals. As we are providing more support and differentiating instruction for all our students, we are projecting 60% of our Hispanic students will meet/exceed their growth targets this year, which should result in our school to reach or surpass the 70th Growth Percentile in Math this year and 80th Growth Percentile in Math in 2017-2018.

56.00	60.00	70.00	80.00
-------	-------	-------	-------

**English Learner Growth Percentile - Math**

According to MOY NWEA data, 39.1% of our EL students are On-Track to reach their growth targets. As we are providing more support and differentiating instruction for our EL students, we are projecting 50% of our EL students will meet/exceed their growth targets this year, which should result in our school to reach or surpass the 50th Growth Percentile in Math this year and 65th Growth Percentile in Math in 2017-2018.

(Blank)	39.00	50.00	65.00
---------	-------	-------	-------

**Diverse Learner Growth Percentile - Math**

According to MOY NWEA data, 40.0% of our students are on track to meet their goal and 17.5% of them already met their growth target. As we are providing more accommodations and support for our DL teachers and students, we are projecting 30% of our DLs will meet/exceed their growth targets this year, which should result in our school to reach or surpass the 30th Growth Percentile in Math this year and 50th Growth Percentile in Math in 2017-2018.

3.00	2.00	30.00	50.00
------	------	-------	-------

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

According to MOY NWEA data, 38.8% of our students are at/above the 50th Attainment Percentile. As we are providing rigorous curricula which are aligned with CCSS and content standards such as NGSS, we are projecting our Reading attainment percentile to increase to the 45th in 2016-17 and 50th by 2017-2018.

33.00	40.00	45.00	50.00
-------	-------	-------	-------

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

According to MOY NWEA data, 31.3% of our students are at/above the 50th Attainment percentile. As we are providing rigorous curriculum which is aligned with CCSS, we are projecting our Math attainment percentile to increase to the 45th in 2016-17 and 50th by 2017-2018.

25.00	41.00	45.00	50.00
-------	-------	-------	-------

**National School Attainment Percentile - Reading (Grade 2)**

According to MOY NWEA data, 22.6% of our students are at/above the 50th Attainment percentile. As we are providing rigorous curriculum which is aligned with CCSS and content standards such as NGSS, we are projecting our 2nd Grade Reading attainment percentile to increase to the 30th in 2016-17 and 40th by 2017-2018.

39.00	20.00	30.00	40.00
-------	-------	-------	-------

**National School Attainment Percentile - Math (Grade 2)**

According to MOY NWEA data, 19.4% of our students are at/above the 50th Attainment percentile. As we are providing rigorous curriculum which is aligned with CCSS, we are projecting our 2nd Grade Math attainment percentile to increase to the 30th in 2016-17 and 40th by 2017-2018.

30.00	24.00	30.00	40.00
-------	-------	-------	-------

**% of Students Making Sufficient Annual Progress on ACCESS**

According to SQRP for 2015, 50% of our students made sufficient annual progress on ACCESS. As we are providing more support and differentiating instruction for our EL students, we are projecting 55% of our EL students will make sufficient process on ACCESS in 2016-2017 and 60% in 2017-2018.

57.50	50.00	55.00	60.00
-------	-------	-------	-------

**Average Daily Attendance Rate**

According to school data, we are at or above 96% for attendance. We will continue to use incentives to maintain the average daily attendance rate at 96%.

95.60

95.90

96.10

96.30

**My Voice, My School 5 Essentials Survey**

Our overall goal is to be at "Well-Organized" for SY 2016. We will work on effective leadership, collaborative teachers, and involved families as we provide more opportunities for more collaboration between administration, teachers, students and families throughout the school year.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

4 of 4 complete

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

Students On-Track %

All students that are not on-track ( Dashboard data) will be put on a Personal Learning Plan with focus on Reading and Math based on data (NWEA, TRC/DIBELS/IDEL, ACCESS, RTI/MTSS) and will be progress monitored every 5 weeks. Data will include attendance and misconduct referrals.

0.00

54.00

60.00

68.00

Staff Participation %

Increase staff participation in school-wide events such as family nights including participation in extra curricular activities (sports, arts, technology) to improve enrichment activities for students. This may include Include learning service projects for students to participate in after school (garden club/recycle program, buddy program, recess and lunch buddy). Increase staff participation in improving school climate and culture ( social committee, after school events, school-wide contests) which will be reflected in the "My Voice My School Survey". We will request teachers to sign up for committees throughout the year and document how many teachers participate.

0.00

25.00

50.00

80.00

Reducing Misconducts/Referrals School-Wide

Designate a CHAMPS, Second Step (Child Protection and Safety) SEL coordinator to establish and implement protocols and procedures for safe play (playground monitor, maintain and care for playground equipment, etc.)

0.00

0.00

50.00

100.00

Provide additional support for the social and emotional needs of the students.

Designate a restorative practice facilitator (school counselor) to implement an action plan including a school-wide scope and sequence to ensure the school has a strong and healthy school culture that promotes a sense of participation, wellness, safety, and security for all students so students develop the social, emotional, and wellness competencies that will enable them to be self-aware, have interpersonal skills to self-manage, and to make responsible decisions.

0.00

0.00

50.00

100.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we use rigorous and complex texts that are aligned to CCSS and content standards in all core subject areas and provide students access to a variety of technology tools that match the task at hand,

Then we will see instructions that are rich in academic vocabulary and the instructional delivery will provide the scaffolds necessary to give all students, including EL/DL population, access to learning tasks that are at a higher level of cognitive demand


Which leads to increase in the level of student engagement and discourse that will result in sufficient academic progress on the various growth indicators.

Tags:

MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math

Area(s) of focus:

1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
100% of teachers will turn in their weekly lesson plans and the quarterly unit plans that integrate technology to the administration and the LC.	Administration, LC,ELPT,TC, Teachers	Sep 1, 2015 to Jun 1, 2016	Lessons are aligned to CCSS and national content standards. Content vocabulary is indicated in the lesson plan, technology integration is evident in the unit plans and quarterly performance assessments.	Completed
<b>Instructional practices, Curriculum, Balanced literacy, Academic expectations</b>				
100% of teachers will incorporate the content vocabulary in the word wall in primary and the word bank in intermediate and upper grades.	Ms. Caban, Ms. Hussain, Grade Level Chairperson, all teachers	Sep 1, 2015 to Jun 1, 2016	Content vocabulary is included in the word wall/word bank.	Completed
<b>Balanced literacy, Academic expectations</b>				
All Quarterly performance assessments will represent various DOK levels which include real-life application and feedback will be given to the teachers on the performance assessments.	Ms. Caban, Ms. Hussain, ILT and teachers	Sep 1, 2015 to Jun 1, 2016	ILT will give feedback to the teachers on the quarterly performance assessments and the rigor of the assessments.	Completed
<b>ILT</b>				
100% classroom teachers will administer biannual school-wide writing prompt that is relevant to real life.	Ms. Caban, Ms. Hussain, ILT, LC, ELPT, Teachers	Sep 1, 2015 to Jun 1, 2016	ILT will choose the writing prompts and the ILT/LC will give feedback.	Completed
<b>English Learners, Academics, EII</b>				
ELPT will provide sample lesson and unit modifications at the beginning of the year to all teachers for EL students	Teachers ELPT	Sep 1, 2015 to Jun 1, 2016	ACCESS scores lesson plans  Behind: texts are not appropriate to ACCESS proficiency levels	On-Track
<b>English Learners, EII</b>				
Administration will purchase content texts EOY 2017 according to students' language proficiency level that correspond with texts that are being used for monolingual students.	ELPT	Sep 1, 2015 to Jun 1, 2016	Include the names of the texts in unit and lesson plans. See texts in browsing baskets/libraries/on display.	Postponed
<b>EII, Esl</b>				
At the beginning of the year ELPT will give PD on ways to engage EL students using visual aids.	ELPT, ILT, bring in outside PD provider	Sep 1, 2015 to Jun 1, 2016	Lesson plans, ACCESS scores	Completed

**English Learners, ELL**

At the beginning of the year all teachers will modify writing rubric applicable to all writing pieces	Teachers	Sep 1, 2015 to Jun 1, 2016	ACCESS, performance assessments, whole-school writing prompt, any type of writing piece  Behind: did not have a modified writing rubrics according to ACCESS proficiency levels	On-Track
---	----------	----------------------------	---	----------

**English Learners, ELL**

Implement in the beginning of the year the modified grading scale for EL students to grade assignments	Teachers/ELPT	Sep 1, 2015 to Jun 1, 2016	Gradebook  Behind: did not have an official modified grading scale	Completed
--	---------------	----------------------------	--	-----------

**English Learners, ELL**

ELPT will create agenda and lead meeting, provide PD for teachers and submit notes to Administration.	Administration  ELPT	Sep 1, 2015 to Jun 1, 2016	Agenda, Notes  Behind: meet after school and not all teachers are able to attend	Completed
---	----------------------------	----------------------------	--	-----------

**Diverse Learners**

100% of DL students need to be attached to a homeroom teacher.	Administration and teachers can meet to make sure DL students have a homeroom with a Gen. Ed teacher	Sep 1, 2015 to Jun 1, 2016	Behind-Students are self-contained and do not have a Gen. Ed homeroom teacher	Completed
--	--	----------------------------	---	-----------

**Diverse Learners**

100% of DL teachers will meet with the general education teachers twice a quarter to modify the units and performance assessments to meet the needs of the DL students.	Case manager, DL teachers, Grade Level Chairperson, LC	Sep 1, 2015 to Jun 1, 2016	DL teachers will turn in modified unit plans to the administrators and the LC. Log of collaboration and meeting	Behind
---	--	----------------------------	---	--------

**Differentiated instruction, EI learners**

Strategy 2

If we do...

differentiated instruction in language arts and all content areas according to NWEA, PARCC, TRC, DIBELS/IDEL and ACCESS data,

...then we see...

students engaging in activities that are appropriate for their performance level,

...which leads to...

more students engaged in meaningful and enriching work that provides multiple access points of learning which will result in academic progress.

Tags:

Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

100% of teachers will set goals with students that are measurable after the data is analyzed.

Teachers, Ms. Caban, Ms. Hussain, LC, ELPT

Sep 1, 2015 to Jun 1, 2016

Teachers will turn in the copy of the goal setting sheets to the administration.

On-Track

**Progress monitoring, Benchmark progress monitoring**

100% of teachers will create MTSS lessons based on the RIT scores from NWEA and TRC data for the primary grades.

Ms. Caban, Ms. Hussain, Teachers, LC, ELPT, primary intertionist, MTSS coordinator

Sep 1, 2015 to Jun 1, 2016

All teachers will include the MTSS block in their weekly lesson plans.

On-Track

**Differentiated instruction**

ILT and DL staff will provide a PD on MTSS.

Ms. Caban, Ms. Hussain, ILT and DL staff

Sep 1, 2015 to Jun 1, 2016

ILT/DL staff will provide handouts and the PowerPoint Presentation during the PD.

On-Track

**Cycles of professional learning, Cognitive demand**

DL staff, LC and ELPT will provide coaching cycles to implement MTSS lessons.

Ms. Caban, Ms. Hussain, DL staff, ELPT and LC

Sep 1, 2015 to Jun 1, 2016

Coaching cycle logs will be kept in a binder for Professional Development.

On-Track

**Cycles of professional learning, Differentiated instruction, Cognitive demand**

Staff will participate in a MTSS gallery walk that highlights strategies for differentiated instruction.

Staff

Sep 1, 2015 to Jun 1, 2016

Staff will take notes on what they have learned and provide feedback to each other.

Not started

**Cycles of professional learning, Differentiated instruction, Cognitive demand**

Struggling students will have a Personalized Learning Plan (PLP) that is unique to his or her individual academic and behavioral needs. The PLP will start with a diagnostic phase conducted during the beginning of the school year (Quarter 1) and continue into an implementation phase as needed. PLP will be implemented regularly by teachers, students and, at times, parents as a tool to set short- and long-term goals, demonstrate mastery of standards, and use as a tool to discuss progress or lack of progress. Students will meet every quarter with an adult mentor to review the PLP and adjust it as necessary.

Ms. Caban, Ms. Hussain, Teachers, Counselor, Case manager, LC, ELPT

Sep 1, 2015 to Jun 1, 2016

Personalized Learning Plan will be reviewed and evaluated each quarter.

On-Track

**Differentiated instruction**

<p>SEL-1. Continuous application and consistency of SEL implementation across the school, where all of the classrooms and school operate as a system together.</p> <p>2. teaching of SEL skills within our units/lesson plans and language arts/literature, and social studies lessons, and current events.</p> <p>3. a shared vision to implement an integrated PBIS+SEL(Second Step) approach at the school.</p>	Counselor/All Staff	Sep 1, 2015 to Jun 1, 2016	Social-Emotional form-Mozart-Grades 5-8 Report card	On-Track
--	---------------------	----------------------------	---	----------

**SEL**

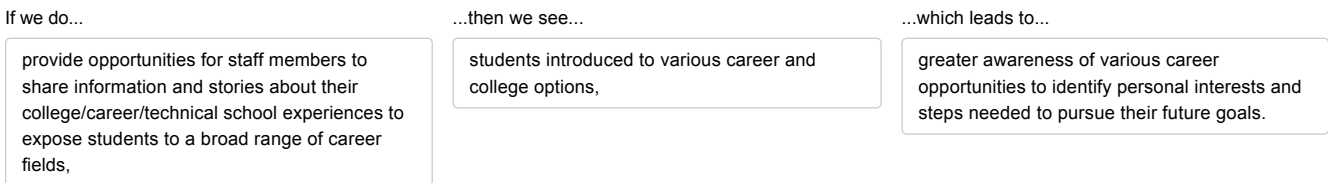
<p>Counselor will follow a curriculum plan to provide support for social-emotional learning (SEL), bullying prevention, and student safety to form a cohesive foundation for whole-school success.</p>	Counselor will meet monthly with the middle school students to discuss about various topics.	Sep 1, 2016 to Jun 1, 2017	Social-Emotional form-Mozart-Grades 5-8 Report card	On-Track
--	--	----------------------------	---	----------

**SEL**

<p>Introduce the new Second Step Suite:  Skills for Social and Academic Success (Pre- K–Grade 8)  Bullying Prevention Unit  The Power to Create a Positive School Climate(Kindergarten–Grade 5)  Child Protection Unit  Working Together to Keep Kids Safe from Abuse (Early Learning–Grade 5)</p>	Counselor/ All Staff	Sep 1, 2016 to Jun 1, 2017	Dashboards, Verify, student tracking	Not started
--	----------------------	----------------------------	--------------------------------------	-------------

**SEL**

**Strategy 3**



Tags:  
College Access and Persistence, 21st century skills, Post secondary supports, Mentorship, Community events

Area(s) of focus:  
2

Action step	Responsible	Timeframe	Evidence for status	Status
All 8th grade teachers and the counselor will provide a transition plan for the 8th grade students to ensure high school readiness.	Ms. Caban, Ms. Hussain, Counselor, 8th grade teachers	Sep 1, 2015 to Jun 1, 2016	Agendas/Counselor will provide transition plans for all students graduating to high school.	Behind

**College Access and Persistence, Post secondary supports**

100% of middle school students will be introduced to various types of career options through Career Fair, Workplace visits, Job shadowing and inviting guest speakers to broaden students' future career possibilities.

Ms. Caban, Ms. Hussain, Middle School Teachers, Counselor, Staff

Sep 1, 2015 to May 1, 2016

Staff will plan a Career Fair, Workplace visits, Job shadowing and invite guest speakers. Teachers will display student work, pictures and information from the events.

Behind

**College Access and Persistence, Post secondary supports, Mentorship**

Selected Mozart staff will provide transition information/expectations to parents and students entering kindergarten and benchmark grades in both languages.

Ms. Caban, Ms. Hussain, Teachers, Counselor, School Clerks, Staff

Sep 1, 2015 to Jun 1, 2016

Informational flyers, Applications...

On-Track

**21st century skills, Mentorship**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➤ 100% of teachers will turn in their weekly lesson plans and the quarterly unit plans that integrate technology to the administration and the LC.            Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, Instructional practices, Curriculum, Balanced literacy, Academic expectations</p>	Administration, LC,ELPT,TC, Teachers	Sep 1, 2015	Jun 1, 2016	Completed
<p>➤ 100% of teachers will incorporate the content vocabulary in the word wall in primary and the word bank in intermediate and upper grades.            Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, Balanced literacy, Academic expectations</p>	Ms. Caban, Ms. Hussain, Grade Level Chairperson, all teachers	Sep 1, 2015	Jun 1, 2016	Completed
<p>➤ All Quarterly performance assessments will represent various DOK levels which include real-life application and feedback will be given to the teachers on the performance assessments.            Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, ILT</p>	Ms. Caban, Ms. Hussain, ILT and teachers	Sep 1, 2015	Jun 1, 2016	Completed
<p>➤ 100% classroom teachers will administer biannual school-wide writing prompt that is relevant to real life.            Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, English Learners, Academics, EII</p>	Ms. Caban, Ms. Hussain, ILT, LC, ELPT, Teachers	Sep 1, 2015	Jun 1, 2016	Completed
<p>➤ ELPT will provide sample lesson and unit modifications at the beginning of the year to all teachers for EL students            Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, English Learners, EII</p>	Teachers ELPT	Sep 1, 2015	Jun 1, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Administration will purchase content texts EOY 2017 according to students' language proficiency level that correspond with texts that are being used for monolingual students.</p> <p>Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, ELL, Esl</p>	ELPT	Sep 1, 2015	Jun 1, 2016	Postponed
<p>✦ At the beginning of the year ELPT will give PD on ways to engage EL students using visual aids.</p> <p>Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, English Learners, ELL</p>	ELPT, ILT, bring in outside PD provider	Sep 1, 2015	Jun 1, 2016	Completed
<p>✦ At the beginning of the year all teachers will modify writing rubric applicable to all writing pieces</p> <p>Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, English Learners, ELL</p>	Teachers	Sep 1, 2015	Jun 1, 2016	On-Track
<p>✦ Implement in the beginning of the year the modified grading scale for EL students to grade assignments</p> <p>Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, English Learners, ELL</p>	Teachers/ELPT	Sep 1, 2015	Jun 1, 2016	Completed
<p>✦ ELPT will create agenda and lead meeting, provide PD for teachers and submit notes to Administration.</p> <p>Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, Diverse Learners</p>	Administration ELPT	Sep 1, 2015	Jun 1, 2016	Completed
<p>✦ 100% of DL students need to be attached to a homeroom teacher.</p> <p>Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, Diverse Learners</p>	Administration and teachers can meet to make sure DL students have a homeroom with a Gen. Ed teacher	Sep 1, 2015	Jun 1, 2016	Completed
<p>✦ 100% of DL teachers will meet with the general education teachers twice a quarter to modify the units and performance assessments to meet the needs of the DL students.</p> <p>Tags: MTSS, Science, Core Instruction, English Learners, Specialized Academic Programs - STEM, Instructional Coaching, ILT, Bilingual, Academic gain, Technology/stem, 21st century skills, Writing, Balanced literacy, Depth of knowledge, Academic expectations, After-school, Balanced grading and assessment, Accountability, Applied math, Differentiated instruction, EL learners</p>	Case manager, DL teachers, Grade Level Chairperson, LC	Sep 1, 2015	Jun 1, 2016	Behind
<p>✦ 100% of teachers will set goals with students that are measurable after the data is analyzed.</p> <p>Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, Progress monitoring, Benchmark progress monitoring</p>	Teachers, Ms. Caban, Ms. Hussain, LC, ELPT	Sep 1, 2015	Jun 1, 2016	On-Track
<p>✦ 100% of teachers will create MTSS lessons based on the RIT scores from NWEA and TRC data for the primary grades.</p> <p>Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, Differentiated instruction</p>	Ms. Caban, Ms. Hussain, Teachers, LC, ELPT, primary intertionist, MTSS coordinator	Sep 1, 2015	Jun 1, 2016	On-Track
<p>✦ ILT and DL staff will provide a PD on MTSS.</p> <p>Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, Cycles of professional learning, Cognitive demand</p>	Ms. Caban, Ms. Hussain, ILT and DL staff	Sep 1, 2015	Jun 1, 2016	On-Track
<p>✦ DL staff, LC and ELPT will provide coaching cycles to implement MTSS lessons.</p> <p>Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, Cycles of professional learning, Differentiated instruction, Cognitive demand</p>	Ms. Caban, Ms. Hussain, DL staff, ELPT and LC	Sep 1, 2015	Jun 1, 2016	On-Track



District priority and action step	Responsible	Start	End	Status
<p>✚ Staff will participate in a MTSS gallery walk that highlights strategies for differentiated instruction. Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, Cycles of professional learning, Differentiated instruction, Cognitive demand</p>	Staff	Sep 1, 2015	Jun 1, 2016	Not started
<p>✚ Struggling students will have a Personalized Learning Plan (PLP) that is unique to his or her individual academic and behavioral needs. The PLP will start with a diagnostic phase conducted during the beginning of the school year (Quarter 1) and continue into an implementation phase as needed. PLP will be implemented regularly by teachers, students and, at times, parents as a tool to set short- and long-term goals, demonstrate mastery of standards, and use as a tool to discuss progress or lack of progress. Students will meet every quarter with an adult mentor to review the PLP and adjust it as necessary. Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, Differentiated instruction</p>	Ms. Caban, Ms. Hussain, Teachers, Counselor, Case manager, LC, ELPT	Sep 1, 2015	Jun 1, 2016	On-Track
<p>✚ SEL-1. Continuous application and consistency of SEL implementation across the school, where all of the classrooms and school operate as a system together. 2. teaching of SEL skills within our units/lesson plans and language arts/literature, and social studies lessons, and current events. 3. a shared vision to implement an integrated PBIS+SEL(Second Step) approach at the school. Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, SEL</p>	Counselor/All Staff	Sep 1, 2015	Jun 1, 2016	On-Track
<p>✚ Counselor will follow a curriculum plan to provide support for social-emotional learning (SEL), bullying prevention, and student safety to form a cohesive foundation for whole-school success. Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, SEL</p>	Counselor will meet monthly with the middle school students to discuss about various topics.	Sep 1, 2016	Jun 1, 2017	On-Track
<p>✚ Introduce the new Second Step Suite: Skills for Social and Academic Success (Pre- K–Grade 8) Bullying Prevention Unit The Power to Create a Positive School Climate(Kindergarten–Grade 5) Child Protection Unit Working Together to Keep Kids Safe from Abuse (Early Learning–Grade 5) Tags: Cycles of professional learning, Differentiated instruction, Progress monitoring, Cognitive demand, Benchmark progress monitoring, SEL</p>	Counselor/ All Staff	Sep 1, 2016	Jun 1, 2017	Not started
<p>✚ All 8th grade teachers and the counselor will provide a transition plan for the 8th grade students to ensure high school readiness. Tags: College Access and Persistence, 21st century skills, Post secondary supports, Mentorship, Community events, College Access and Persistence, Post secondary supports</p>	Ms. Caban, Ms. Hussain, Counselor, 8th grade teachers	Sep 1, 2015	Jun 1, 2016	Behind
<p>✚ 100% of middle school students will be introduced to various types of career options through Career Fair, Workplace visits, Job shadowing and inviting guest speakers to broaden students' future career possibilities. Tags: College Access and Persistence, 21st century skills, Post secondary supports, Mentorship, Community events, College Access and Persistence, Post secondary supports, Mentorship</p>	Ms. Caban, Ms. Hussain, Middle School Teachers, Counselor, Staff	Sep 1, 2015	May 1, 2016	Behind
<p>✚ Selected Mozart staff will provide transition information/expectations to parents and students entering kindergarten and benchmark grades in both languages. Tags: College Access and Persistence, 21st century skills, Post secondary supports, Mentorship, Community events, 21st century skills, Mentorship</p>	Ms. Caban, Ms. Hussain, Teachers, Counselor, School Clerks, Staff	Sep 1, 2015	Jun 1, 2016	On-Track

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.

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

## NCLB Program

### NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

Parents will be meeting at school building during their on-going monthly NCLB parent meetings. NCLB parent-school compact is on file. Students, parents, teachers and the Principal each commit to honoring their obligations to support student learning. There is an active PAC team which helps communicate policies and procedures to parents and community. Our Local School Council which represents wide range of parents and community members communicates to the entire parent community.

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

Every year a general meeting will be held. During organizational meeting office bearers will be selected. During that meeting parents will be informed about NCLB and what it entails. Budget and activities for the school year will be organized. PAC will meet on a monthly basis. Speakers will be invited to inform parents the importance of involvement and agendas. The Annual Title I Parent Meeting will take place on 11-1-2016. The School's Title I PAC Organizational Meeting will take place on 11-22-2016.

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.

Teachers provide quarterly updates on students progress throughout the year and parent teacher conferences are held twice a year and upon parent request. Parents are provided access to Parent Portal to access student grades and attendance. Monthly newsletters are sent by teachers, monthly calendars sent by administration and school website is updated monthly with upcoming events.

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

The School Advisory Board meetings take place as needed to discuss school improvement. Parents can request meetings to plan and make suggestions for school wide events. There are teachers, parents and the administration discuss and plan together to plan activities and events that benefit the students.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

During report card pick up both parents and students sign the NWEA goal setting sheet for the BOY, MOY, and EOY. The PARCC letters and the scores from last year are sent home.

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.

In case there are teacher who is not "highly qualified", school will send a letter home when the teacher starts the class to notify the parents of who they are, what they are teaching, and the plan to provide opportunities for the teacher to achieve the "highly qualified" status.

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

During the State of the School Address the Principal presents the school's academic content standards, student achievement standards, requirements to be Title 1 including how to work with teachers and monitor their child's progress.

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.

Teachers communicate with parents on scheduled meeting days and as needed to share information on student performance, various resources to assist students at home with technology, provide them opportunities to access Parent Portal and opportunities to volunteer in classrooms. Teachers, administration and all other personnel are also available by appointment. Parents are able to discuss and understand their child's educational needs.

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.

We have new and returning parent mentors that assist in the classrooms. We share different ideas to reach out to parents during grade level meetings and the whole staff meetings to encourage teachers to reach out to parents through newsletters, school website, email and the REMIND phone app.

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.

LSNA provides ESL classes for parents. School provides a place for them to meet for the classes and the announcements are passed out to parents through classroom teachers. State Pre-k encourages parent involvement by inviting them to the classroom to sit in or help during projects.

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.

Parents receive monthly school newsletter and flyers that gives them information on upcoming events, programs, meetings, family nights, and other school-wide events in both languages. Scheduled meeting days are also notified via newsletters and classroom teachers. Parents can communicate directly with teachers and administration by appointments as needed. Parents are able to discuss and understand their child's educational needs throughout the year.

#### 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.)

Mozart School will provide a rigorous and engaging standards-based curriculum, infused in technology, that is designed to motivate, challenge and increase student achievement. To engage students through inquiry based leaning, led by essential questions, relevant content thematic units and rich authentic literature. Through thematic units, students will develop academic language, rich vocabulary and background knowledge that will empower them for life, college and career so that they are able to participate fully in a democratic society. Engage and develop teacher leaders who are invested in the success of the school and have ownership in student success to support and strengthen our mission school wide.

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.

Mozart School has two parent-teacher conferences a school year. They occur in the fall and in the spring of each school year. The parents receive the students' report card and have a conference with the teacher about the progress of the student. Then each teacher schedules a parent conference as needed for the progress of the student with the parents as often as needed to benefit the student.

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

Mozart School sends home to the parents a progress report for each student every five weeks in the entire school year. If a child needs individual progress reports the teacher will send a report or comments to the parents as often as needed, daily, weekly, either by paper or by phone call to parent.

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

Parents may wrtie a note requesting to speak to the teacher. The teacher will respond when it is a convenient time to come to school and speak with the parent about their child. Also teachers give their email addresses to parents so that thereis always an open communication between the teacher and the parent about the progress of the student.

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

Parents are always encouraged to volunteer in the classroom and to join the classes on field trips. The school has a parent-mentor program that places a parent in a classroom environment to help, to tutor, and to assist the teacher in learning activities. The school also has family nights in areas of reading, math, science, arts, where the parents and students participate in hands-on activites to help the parent and child learn the concepts of each learning area. These family nights occur during the entire school year.

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

Each child has an daily agenda or folder that they enter all the work they are doing in school. The students take this home daily and the parents are asked to check over all the work the child has done on that particular day and to help the child with their homework and check all the papers that are done in the classroom and help and encourage the child to do them correctly.

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

The parents can participate in decisions relating to the education of their children by attending local school council meetings, voicing their opinoins about the education policies at the school, discussing the education of their child with the school councilor, attending parent meetings, workshops to learn about the educational oportunites available at the school.

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

The students always share the responsibility for academic achievement. The students will complete all work assigned to them and to complete these items, neatly and correctly as to their ability. They are always taught respect for each other and to the staff of the school. The students know they should have good attendance in order to receive all the education they need to receive. The students are encouraged to come to school daily and have all the school supplies they need to complete their assignments on a daily basis.

**Parent Budget**

**Complete**

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

Mozart School's goal to increase our student achievement is to provide support and training to our school's parent body by scheduling workshops and educational related field trips.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**  
 52130 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.	\$	1500	.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.	\$	631	.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)	\$	2300	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	0	.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.	\$	1000	.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.	\$	0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.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.	\$	0	.00