



Jane A Neil Elementary School (/school-plans/315) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/09/2016	Ms. Knox, Mrs. Kyser, Ms. Segroves, Ms. Sibley, Ms. Stewart, Ms. Chatman	2016-2018 Establish a CIWP team and review the SEF
03/15/2016	Ms. Knox, Mrs. Kyser, Ms. Sibley, Mr. Wilcox, Ms. Boone, Ms. Stewart, Ms. Chatman, Ms. Segroves	Framework and data collection
03/23/2016	Ms. Knox, Mrs. Kyser, Mr. Wilcox, Ms. Stewart, Ms. Boone, Ms. Sibley, Ms. Chasse	Framework and data collection
03/30/2016	Ms. Knox, Mrs. Kyser, Mr. Wilcox, Ms. Stewart, Ms. Boone	Framework and data collection

04/06/2016	Mrs. Kyser, Mr. Wilcox, Ms. Chatman, Ms. Stewart	Framework and data collection
04/13/2016	Mrs. Kyser, Ms. Knox, Mr. Wilcox, Ms. Stewart, Ms. Boone	Revise Framework and data collection to be submitted.
04/27/2016	Mrs. Kyser, Mr. Wilcox, Ms. Boone, Ms. Stewart, Ms. Boone, Ms. Preston	Priorities
05/04/2016	Mrs. Kyser, Mr. Wilcox, Ms. Stewart, Ms. Sibley, Ms. Boone	Goals, Strategies
05/18/2016	Ms. Knox, Mrs. Kyser, Ms. Stewart, Ms. Boone, Ms. Preston, Mr. Wilcox	Strategies, Fund Compliance, Parent Plan
06/06/2016	Ms. Knox, Mrs. Kyser, Ms. Boone, Ms. Preston, Mr. Wilcox, Mrs. B. Jones, Mrs. Booker	Make correction to CIWP based on Network feedback
03/23/2017	Ms. Knox, Mrs. Kyser, Mr. Wilcox, Ms. Preston, Ms. Stewart, Ms. Herron, Ms. Morrison	2017: CIWP establish new team members, Review Strategic Priorities

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

The teaching staff has collectively decided to use "Accountable Talk" as the school-wide brand in an effort to improve student dialogue throughout instruction. Teachers have received Professional Development on the first two cycles of Accountable Talk which are: Accountable to Learning, and Accountable to Knowledge. The ILT created a monitoring tool to evaluate the Accountable Talk practices implemented in classrooms (including the diverse learning classrooms). The first tool revealed that all classrooms are implementing Accountable talk, however the tool also revealed that the degree of accountable talk occurring was not prevalent. The ILT is in the process of refining the tool and preparing for another learning round. Accountable Talk supports the school's mission to create critical thinkers. Additionally, staff is using "Accountable Talk" to increase the number of teachers who will receive Proficient, or Distinguished, in 3b of the Framework for Teaching at the end of the year.

Teachers are tasked to use Gradebook as a tool to help inform instruction. The school-wide requirement is that teachers enter 3 grades per week into Gradebook, (assignment, homework and assessments). Teachers should then use the information to guide future instruction (i.e. small groups, corrective teaching, and MTSS (tier II and tier III interventions). Administration tries to monitor teachers' Gradebook bi-weekly to ensure teachers are using data to drive instruction. Overall, most teachers enter all 3 grades weekly; however it is sometimes unclear which CCSS is being addressed from their assignments. Additionally, the staff has set a goal to increase the number of teachers who will receive Proficient and/or Distinguished in 3d, Assessment in Instruction.

The 5 Essential Survey from the 2014-2015 school year revealed that collaborative teachers, involved families, effective leaders, and supportive environment were weak or very weak. As a result a school-wide Climate team was created to address some of these areas. The team conducted a school-wide survey (Climate Self-Assessment) to determine the root cause of many of the climate issues. The results indicated that professional relationships 82.6% agree to strongly agree that staff members are willing to work collaboratively. In 3 out of 3 Family engagement areas of the survey staff agreed or strongly agreed that the school makes multiple attempts to engage and involve parents with the school. To date the climate team is meeting to attempt to address those issues that are being negatively identified on the 5 Essential Survey.

Staff has been more empowered to take leadership roles throughout the school. Teachers are leading the ILT, Grade Level teams, Climate and Culture team, Professional Development, After School Programs and participating in interviewing new staff. Para-professionals are leading the school-wide hiring process, book fairs, attendance initiatives, honor roll initiatives, coordinating transportation, restorative practices and leveraging parent involvement. As a result of Teachers and Para-professionals taking on leadership roles, our staff is gaining a more holistic view, building relationships, and owning the growth and overall academic and social improvements.

During the 2014/2015 Network Learning Round, task/assessment alignment was an area of needed improvement school wide. Intentional time has been set aside during grade levels in order to allow teachers to provide feedback to their peers on the rigorous learning task as well as alignment to formative/summative assessment. The school has not consistently practice this process and does not currently have a monitoring tool in place to ensure it is done regularly and with fidelity.

Administration meets with general education teachers during BOY and EOY to set student NWEA/MAP and TRC goals. Teachers communicate with students their individual goals set, identify small groups, and create instruction to address student's areas of growth, (whether it is for intervention or enrichment). The MOY data revealed for TRC that K-2; at or above grade level increased by 51%. The MOY data revealed for MAP for 3rd - 8th attainment percent was 19% in Reading and 14% in Math.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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The ILT is monitoring the school-wide brand of "Accountable Talk." A monitoring tool has been created and modified to capture evidence that it is being implemented in every classroom including diverse learners. The ILT is still in the process of refining the tool and using it to perform future learning rounds. However, the previous tool did provide data to indicate that "Accountable Talk" is being used (Accountable to the Learning) across all classrooms. The fidelity of "Accountable Talk" has not been determined. However, the ILT has calibrated to ensure that the same language is used when evaluating and monitoring the school-wide "Accountable Talk" brand.

ILT comprises a representative from all entities of the school. The ILT includes, a teacher from each cohort (primary, intermediate and middle school), 3 disciplines (Reading, Math, Science), Specials (Art), Therapy (Psychologist), Counseling (Counselor, Case Manager, Diverse Learners, Administration and Para-Professionals). The team meets bi-weekly to address the school-wide brand, data issues, instructional issues and budget issues. The team initially tried to use the MTSS root cause analysis to determine areas of need, however, it was done inconsistently and without fidelity.

The ILT reviews BOY, MOY, and EOY NWEA/MAP and TRC/Dibels/mClass Math data to expose the team to school-wide progress. However, the ILT has not been consistent in using this information to determine the root cause and create actionable steps for school-wide improvement.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

Score

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

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Teachers are provided with 80 minutes preps per day to plan effective instruction. One day per week is allocated for a Grade level team meeting for teachers to collaborate, discuss and provide feedback on rigorous learning tasks aligned to assessments. However, currently there is not a monitoring tool in place to ensure the process is being done with fidelity. Additionally, the most recent Network learning round revealed Neil rated a basic in 3c due to lack of rigorous learning tasks.

Teachers have access to the Instructional Consultant who provides instructional coaching weekly. The consultant provides researched based instructional plans, strategies, tips and feedback to improve daily instruction. Over the course of the year, teachers who implement feedback from the Instructional Consultant classroom data has shown significant growth in Reading and Math as indicated by 2014 EOY NWEA/MAP and TRC/mClass math data.

General Education and Diverse Learner teachers have the opportunity to determine their collaboration dates and times. However, there is no monitoring tool in place to show evidence that this is occurring and the impact on student achievement.

There is a new teacher team established at the school. The team conducts a new teacher orientation at the beginning of the year and when new hires arrive. The new teachers in the building have been connected with a mentor teacher to collaborate and provide feedback regarding pedagogy and other adaptive issues. Mentor teachers meet weekly with mentees to address questions and/or concerns and to provide opportunities for observations and modeling.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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The school-wide master schedule reflects the full school day plan required by CPS based upon their cohort. Additionally, all students receive a minimum of 120 minutes per week in PE and Art. All general education and cross category teachers follow the network reading and math block to ensure students receive the maximum amount of instructional time. Administration performs check-in visits to ensure teachers are following the instructional block. A specific data collection tool has not been identified to provide information on the percent implementation with fidelity.

The school's 2014-2016 CIWP academic priorities were CCSS Literacy, CCSS Math, Science, Attendance, Diverse Learner, and Culture Climate/Social Emotional Learning. Funds were allocated and used to purchase Common Core aligned text, consumables, software and assessments for reading, math, science and social studies in both general education and diverse learning classrooms. Most instructional material was purchased; however some items weren't during the 2014-2016 academic school year. Funds were allocated and are being used to address attendance truancy and provide incentives for improved and/or perfect attendance. The budget is reviewed weekly with Administration, the Business Manager, and the Clerk to ensure funds are being spent in alignment with the goals of the 2014-2016 CIWP.

The school has a Hiring Team led by a Para-Professional who recruits specific staff to participate on the interview committee based upon their expertise. Potential candidates are vetted prior to presenting to the interview team. Interview team participants are coached on attributes necessary to choose the best qualified candidate that will integrate effortlessly into the school community. Interview questions are predetermined prior to the interview to ensure that questions align to the position. Potential teaching candidates are asked to perform a mock lesson with either staff or students. All candidates receive a numerical rating and selections usually decided based upon the results of the rubric.

The school has developed relationships with several community organizations. The organizations provide funding, volunteers and resources to support the school and their families. The organizations communicate activities sponsored by the school (i.e. GCA), provide information on grants available for the school for academic and social enrichment (i.e. ASAS), teach authentic instruction to the students (i.e. Gardeneers), provide food resources to school-wide community (i.e. GFD), athletic sponsorship for diverse learners (i.e. WSC), and volunteers (i.e. ADC1, FOC, GCA & Masons). The partnership with the various organization help to bridge the gap between the school and community, engage families and provide supplemental supports to the school, strengthening community bonds and resources.

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Teachers are required to provide instruction in listening and speaking using the CCSS. Teachers provide grades for Gen Ed and Cross Cat students in "listening and speaking," however; there are no mandatory requirements for how students are evaluated and/or how teachers should plan for instruction in and across discipline in these areas.

Small group instruction is one of the focal points of the school. All teachers are required to plan for SGI specifically in Reading and Math based upon standardized test data and/or formative/summative assessments. Teachers intentionally provide differentiated instruction to meet the diverse learning needs of all students. General Education teachers are currently using the network based tool to evaluate the effectiveness of the program, however, there is no tool used to monitor the effectiveness of the ELA SGI.

All students participate in SEL groups at least once a week facilitated by the school's Counselor. The focus on the SEL program according to the schools 2014-2015 CIWP is to address school-wide behavior expectations, restorative conversations, as well as emphasizing College to Careers. The Counselor is in the process of creating a tool to evaluate the effectiveness of the Counseling program as well as the SEL groups.

All homerooms participate in 2nd Step Program sponsored by the University of Chicago. The staff provides civility instruction to students once a week during Social Studies. Middle school teachers document student participation in the UIC tool, however, there is not a tool used school-wide to determine the effectiveness of student knowledge and implementation of practices. However, the school suspension rate is less than 2%.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

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Teachers utilize the network's unit pacing guide to plan instruction for reading and math. Teachers are charged with posting lesson plans that align to the unit pacing guide in their classrooms weekly. When students demonstrate less than 80% mastery based upon Gradebook evaluation, teachers are required to re-teach the concepts and/or skills, and communicate this information via the unit pacing guide and lesson plan. However, there are inconsistencies with communicating adjustments to pacing guide based upon weekly assessment results. There is also inconsistent monitoring of the use of the unit pacing guide for planning through check-in visits, lesson plan reviews, and Gradebook checks.

Teachers have autonomy over the thematic units taught for Science, Social Studies, Writing, Art, and PE/Health. Currently, there is not a specific monitoring tool to determine if instructions in these areas are being implemented with fidelity. Art, PE/Health instruction (and in some cases, Science, Social Studies, and Writing) is evaluated using the REACH tool. In the 2014-2016 CIWP, the school identified the need to purchase CCSS aligned resources to include novels, scholastic journals, and software. Funds were allocated and used to purchase the materials and resources necessary to provide high-quality instruction with consistency. The ILT, Instructional Consultant and teachers vetted the resources and choose those most appropriate to fulfill the school's mission and vision. Majority of the items were recently purchased, therefore the school has not identified and/or used a tool to monitor the effectiveness of the new and/or old resources.

The school uses a variety of technology to provide academic and social emotional instruction to students. All teachers have technology assigned and available to them for daily instructional use (i.e. LCD, Document camera, laptops). There is a weekly schedule per cohort for the use of Chrome books and iPads to provide supplemental instruction in reading and math to students (i.e. Learning A-Z, STRIDE, and Unique). Students overall are using technology at least once or twice a week. Students are regularly assessed using software testing programs (i.e. Measuring UP, STRIDE, Unique and Learning A-Z).

Manipulatives are used primarily in Diverse Learning classrooms to stimulate students using tactile, kinesthetic and spatial awareness. The Diverse Learning teachers also use board maker, IPADS, computers, as a means to communicate through pictorial exchange. These items help our students with all transitions based on the UDL guidelines. Neil has a visually impaired population of students that we also serve. Our Visually Impaired VI instructor's uses material such as glue, clay, sponge, diagrams, shapes, water with varies temperatures so that the VI students are able to access their instruction through the sense of touch. At least 80% of math classes use manipulatives (i.e. base ten blocks, grouping beads, etc.) to provide a hands-on approach to the application of concepts being taught. Consumables were identified and purchased for Reading, Math, Social Studies and Science classes. There is no monitoring or evaluation tool in place at the moment to determine the effectiveness of the manipulatives.

Most teachers use either Measuring up Live, Stride, and /or Unique to create weekly assessment in Reading and Math. According to grade book statistic teachers are inconsistently assessing students in Social Studies, Writing and Science.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.

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

Evidence, Measures, and Standards

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

Grade level teams are tasked with collaborating in order to provide peer feedback regarding task standards alignments with the CCSS. Each week a teacher is charged with providing a task assessment aligned with the CCSS to be reviewed and critiqued by their peers for improvement. This practice has been inconsistently maintained which contributed to a rating of Basic in 3c in the network learning round.

Teachers are expected to provide differentiated learning tasks during both core and small group learning instruction in order to improve student's academic abilities in specific areas of individual need. Teachers are expected to differentiate individual tasks in the lesson plans, however based upon the review of weekly lesson plans, this is an inconsistent practice.

Closed reading strategies are being utilized throughout K-8 to help students master and comprehend complex texts. Students are being trained on using Accountable Talk practices in order to cite and synthesize information from text into their schema. Informational complex texts are being utilized across disciplines, however there is no current requirement for incorporating writing, listening, and speaking as a means to evaluate student's comprehension of the information presented. According to the 2014-2015 SQRP as a result of using the closed reading strategies and Accountable Talk, the school grew from 48% in reading to 71%, and attainment percentile in reading from grades 3-8 moved from 11% to 26%.

Math talks, small group instruction, Step Strategy (Notice to Notes), and quick checks are school wide strategies implemented daily during the math block to provide the Common Core shifts in math (i.e., focus, coherence, and rigor). Mathematics is one of the school-wide focuses for the year in which Administration is providing additional supports and coaching from the Instructional Consultant. Additionally administration is conducting REACH observations in order to ensure planning preparation, and effective pedagogical practices are being implemented with fidelity. According to the REACH framework 3c Engaging Students in Learning for the 2015-2016 school year to date, there were 34.62% teachers to received basic, 61.54% teachers to receive proficient, and 3.85% who received distinguished.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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The school counselor meets with middle school students during SEL groups to address transitions from Elementary school to High School and the connection to College based on their career interests. Students apply to High Schools based on their career interests, (i.e., SEHS, CTE, IB, Magnet, and Military) and eligibility (i.e., grades, NWEA scores, behavior, and attendance) for possible placement. There are 32 students in the current 8th grade; General Education Students have been accepted into the following programs: 2 in SEHS, 17 in CTE, 2 in IB, and 5 have not received acceptance letters to date. Additionally, diverse learner students have been placed in appropriate schools to provide education for their specific learning needs.

During the SEL groups, the counselor requires students in grades 3rd through 8th to monitor their grades, attendance, and behavior on a weekly basis (i.e., BAG's Chart) in order to track their growth and improvement over time. Students document their grades in the core subject areas in order to determine proper strategies needed for personal improvement, enrichment, and/or maintenance of known mastery. Students set personal academic, behavior, and personal goals at the BOY to prepare them for a successful school year academically, socially, and emotionally. However currently, there is no monitoring tool in place to determine if students achieved their goals. Additionally, there is no monitoring tool to determine the effectiveness of the BAG's or goal setting programs.

6th through 8th grade students have begun working in Naviance to identify their career interests. According to grade levels, out of 13 lessons documented 17 students out of 76 have completed lessons. 100% of middle school students have completed the Career Interest Finder. The counselor monitors the Naviance curriculum on a daily basis. Overall, students complete assignments within the allotted time. The counselor uses the data gained to facilitate SEL college and career instruction. However, this information has not been used to date in order to expose students to authentic career experiences.

We are currently inviting colleges, universities, trade schools, and professional certification organizations to present their organization to our student body. We are setting up bi-weekly or monthly guest table expositions in the cafeteria in order to inform students of the possible career paths that may be available to them, and help them to determine their interests early on in life.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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5 Essential Survey data reveals that Ambitious Instruction was rated as Neutral for the 2014-2015 school year. Teachers are required to create student friendly learning objectives across all disciplines and communicate the objective to the students throughout the lesson. Based upon a review of teachers' lesson plans, formal, informal, and check-in observations teachers inconsistently write and communicate daily student friendly objectives.

"Accountable Talk" is the school's brand for the current school year. Staff voted to increase student collaboration during instruction in order to allow students to explain and defend their academic concepts and to support claims and theories in instruction. Overall, the entire school has bought into and is using "Accountable Talk," including the diverse learning classrooms. As a result of using this strategy, REACH evaluation data reveals teachers have received 0% Unsatisfactory, 30.77% Basic, 69.23% Proficient and 0% Distinguished in 3b (Questioning and Discussion). Additionally, the ILT has created protocol to evaluate the effectiveness of the brand and is performing bi-quarterly learning rounds to determine fidelity of use.

Based upon the REACH Framework for teaching in domain 1d Designing Coherent Instruction and the number of formal observations completed for the 2015 school year, teachers received the following ratings: 0% Unsatisfactory, 38.46% Basic, 57.69% Proficient and 3.85% Distinguished. The review of lesson plans indicated that the use of higher order thinking questions to guide discussion and promote critical thinking continues to be an area of growth school wide. Teacher have been exposed to the depth of knowledge rubric in Reading, Math and Science, but content specific questions are not evident in teachers lesson plans and or during observations and check-ins. Additionally, scaffolding of instruction occurs inconsistently across all grade level and more specifically in subject areas such as Science, Social Studies, and Writing.

Small group instruction is implemented school-wide in Reading and Math and is based upon students NWEA (heat maps) and mClass assessment results. Additionally, the school has incorporated the Quick Check Strategy (from the Notes to Notices book) to allow students to take ownership of their learning by informing the teacher during the modeling of instruction the point at which they have misconceptions. Most teachers use the information gathered from the quick checks to provide corrective teaching or re-teaching (in a different way) to student on content and skills embedded in the CCSS. Small group instruction is monitored through the review of teacher lesson plans, check-in visits, and informal/formal observations. Currently, the school only has data obtain from Math small group instruction to monitor effectiveness of math small group instruction. Student results and SQRP will be used to determine the effectiveness of the ELA and Math small group instructional practices.

The school has a MTSS team that comprises Teachers, Related Service Providers, and Administration. All teachers have received training on the MTSS process and the system for referring students. Teachers and staff are aware that tier I and II interventions must be implemented and results documented over the course of time before tier III interventions are provided. The school has created a full implementation plan (with tools that can be used to document academic and behavioral progress) and cycle for referring students beyond tier III. To date the process has been effective as 15% of students have been identified as needing to receive supports beyond tier III. Student in tier II and III are being closely monitored in most classes by the teacher with supports provided by the MTSS team and classroom assistant. Additionally, most teachers are using data obtained from various assessments in order to determine target instruction. The effectiveness of the MTSS team has not been evaluated as there is not an available tool for evaluation.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

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Teachers are required to use the Understanding by Design theory for planning weekly lessons. Reading and Math assessments are required to be uploaded along with lesson plans that align to rigorous learning task. Most teachers submit and upload reading and math assessments regularly; however alignment between the learning tasks and in some cases planned lesson may be incoherent. Grades must be entered within 5 days of the weekly assessment and used to determine future instruction. Based upon the review of quarter 2 and 3, teachers are inconsistently using Gradebook data to inform instruction, mostly providing only tier 1 instruction.

Severe and profound classes use individual student profiles to implement, monitor and record student progress towards IEP goals. The information is used to determine future benchmark goals during annual reviews and re-evaluations. This practice is not consistent across all diverse learning classrooms.

On-track rate for the school at the 30th week of the 2015 school year was 53%. The on-track rate is affected by 3% of students being Homebound for the entire school year and 44% of students with truancy issues. A small group of students affect the on-track rate based upon grades. The school has obtained a truancy agency to address students with attendance below 94%. The school continues to promote homeroom accountability attendance (#30perfectattendance) to encourage students to motivate peers to attend school every day. The homeroom with 30 days of perfect attendance each semester wins an incentive. The #30dayperfectattendance initiative is monitored daily. The following number of homerooms won the #30dayperfectattendance incentives: for both quarters 1 and 2 there was only one class per quarter that won an incentive. There were no winners for quarter 3, however many homerooms had 20+ days of perfect attendance resulting in a year to date attendance rate of 91.07%. Additionally, 3rd - 8th grade students are required to self-monitor attendance and grades during SEL groups on college and career readiness.

Neil uses a 3 tiered approach that has been developed with members of the MTSS and ILT. The Jane A. Neil Pyramid of Interventions has 2 categories (Academic & Behavior) that we focus on as we address the needs of our students. We found that in the area of Academics that we are providing the following Tier I: Haggerty, Sight word, Close Reading, Small group instruction, STRIDE, SEL, Burst, mClass math, TRC, quick reads, and differentiated learning task. Tier II: Small group instruction, peer tutoring, Learning A-Z, close reading, targeted intervention, differentiated learning task. Tier III: Small group instruction, one on one (individualize instruction), goal setting. In the area of Behavior we found that we provide the following Tier I: CHAMPS, 2nd Step, SEL. Tier II: restorative practices, Individual counseling. Tier III: parent interview, student interview, goal setting.

Data collection comes from our progress monitoring, easy CBM, individual counseling, assessments, exit slips, NWEA, TRC, Dibels, learning rounds, quick checks, functional analysis. To date Neil doesn't have an effective monitoring tool for Tier I through Tier III.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.

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

Evidence, Measures, and Standards

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

Based upon 2014 NWEA assessment data the school's area of greatest concern in Literacy was Foundational Skills and Vocabulary. The data revealed that overall students in 3rd to 8th struggled with content vocabulary... After the data review, the ILT decided to do school wide testing using Easy CBM (Curriculum Base Measure) to determine which students were "at risk" (tier III) in the area of oral reading fluency. Students that fell within the "at risk" range were progressed monitored bi-weekly (every other week). The results from the CBM are used to help the MTSS team identify skill deficits in order to support teachers in differentiating instruction. The 2014 MOY data indicates that Foundational Skills and Vocabulary continue to be a target area for grades 2nd -5th and 7th. The final CBM is planned for EOY to determine the growth of the "at risk" student's population, as well as to determine who are the "some risk (tier II)" students, and help direct possible interventions for the upcoming year.

Grade level teams are tasked with collaborating in order to provide peer feedback regarding task standards alignments with the CCSS. Each week a teacher is charged with providing a task assessment aligned with the CCSS to be reviewed and critiqued by their peers for improvement. This practice has been inconsistently utilized, thereby contributing to a rating of Basic in 3c after the network learning round.

The school-wide grading policy requires teachers to input a minimum of 3 grades per week reflecting core instruction. The categories include assignment, homework, and a form of assessment (formative/summative). Re-teaching and corrective instruction must occur when the class demonstrates less than 80% mastery on an assessment (formative or summative) or a student scores lower than 80% on an assessment. Teachers are required to administer a re-take of the assessments within one week after re-teaching/corrective instruction and to enter the new grade under the retry 1 section in the Gradebook. Based upon the school's on-track rate of 38.4% and review of quarter 1, 2 and 3 Gradebooks, some teachers inconsistently provide an opportunity for tier II and III instruction, as well as determining mastery of the skill through assessments.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Administration meets with general education during BOY and EOY to set student NWEA/MAP and TRC goals. Teachers communicate with students about the individual goals set, and help provide an action plan to intentionally guide students in obtaining their goals. The school facilitates a MOY and EOY assessment assembly in order to acknowledge student through receipt of awards, incentives and public recognition/praise for accomplishing pre-determined growth and attainment goals. During the 2015 MOY assembly, 3rd - 8th grade, growth awards for NWEA were given to 78% of students in Reading and 80% of students in Math. 3rd - 8th grade "Attainment" awards were given to 66% of students in Reading and 47% of students in Math. Kindergarten through 2nd grade students received 52 % awards for obtaining "at or above" benchmark on TRC.

The school continues to promote homeroom accountability attendance (#30perfectattendance) to allow students to motivate one another to attend school everyday. Homerooms with 30 days of perfect attendance each semester wins an incentive. The #30dayperfectattendance initiative is monitored daily. The following number of homerooms won the #30dayperfectattendance incentives: quarter one 10% and quarter two 10% There were no winners for quarter 3; however many homerooms had 20+ days of perfect attendance resulting in a year to date attendance rate of 30%. Additionally, 3rd - 8th grade students are required to monitor the attendance and grades during SEL groups on college and career readiness.

Based upon the 5 Essential Survey data from 2014 the school was rated "WEAK" for collaborative teachers. Teachers are provided with 80 minutes per week to collaborate with their grade level cohorts and/or departments as well as with the diverse learning teacher. General Education and Diverse Learner teachers have the opportunity to determine their collaboration dates and times. However, there is no monitoring tool in place to show evidence that this is occurring and the impact on student achievement.

During the SEL groups, the school counselor requires students in grades 3rd through 8th to monitor their grades, attendance, and behavior on a weekly basis (i.e., BAG's Chart) in order to track their growth and improvement over time. Students document their grades in the core subject areas in order to determine proper strategies needed for personal improvement, enrichment, and/or maintenance of known mastery. Students set academic, behavior, and personal goals at the BOY to prepare them for a successful school year academically, socially, and emotionally. However currently, there is no monitoring tool in place to determine if students achieved their goals, nor is there a monitoring tool to determine the effectiveness of the BAG's or goal setting programs.

CHAMPs is a school-wide program that is used intermediately in the majority of the classrooms and during assemblies to set the expectations for activities and transitions. All staff has received training on CHAMPs and was provided with a CHAMPs book, to use as a resource. It is being inconsistently used throughout the building and there is not a monitoring tool in place to assess the effectiveness school-wide. However, the number of office referrals is less than 25% and suspension is less than 2%.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

Based upon the 5 Essential Survey data from 2014 the school was rated "WEAK" for collaborative teachers. Teachers are provided with 80 minutes per week to collaborate with their grade level cohorts and/or departments as well as with the diverse learning teacher. General Education and Diverse Learner teachers have the opportunity to determine their collaboration dates and times. However, there is no monitoring tool in place to show evidence that this is occurring and the impact on student achievement.

Based upon the 5 Essential Survey data from 2014 the school was rated "VERY WEAK" in supportive environment. In an effort to address climate issues, a Culture and Climate team was created to address the needs of the students as well as the staff. The Climate and Culture team completed the Culture and Climate survey resulting in contradictory findings. Majority of the Climate and Culture survey results indicated that the school had a positive culture and climate, however the result of the 5 Essentials indicate that the school is "not yet" organized. The Climate and Culture team is still in the beginning stages of addressing climate and cultural issues school wide between staff members, as well staff to student, and student to student.

Staff has been more empowered to take leadership roles throughout the school. Teachers are leading the ILT, Grade Level teams, Climate and Culture team, Professional Developments, After School Programs, and are participating in the interviewing process of new potential staff members. Para-professionals are leading the school-wide hiring process, book fairs, attendance initiatives, honor roll initiatives, Coordinating Transportation, facilitating Restorative practices, and leveraging parent involvement. As a result of Teachers and Para-professionals taking on leadership roles, staff owns the growth and overall academic and social improvements.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

The school has a variety of programs and extracurricular activities for students to engage in during and after the school day. The school applied for and received the After School All Star Grant. Students sign up and participate in following ASAS sponsored programs: STRIDE (Reading and Math), C3 (Science Club), Color Guard, Sports (Cheerleading/Dance, and Art). There were approximately 50 students who enrolled and participated in STRIDE and the actual attendance rate is 93%. The school also partners with World Sports Chicago and Chicago State University to provide extra-curricular activities for diverse learning students. The programs include Judo and Swimming. There are approximately 7 students who participate in Judo (each VI student chooses one Gen Ed student as their partner) and 14 students who participate in swimming lessons at the University. The Judo program is on-going so students participate each year; however there has not been a data collection tool used to determine if students have learned specific skills. Additionally, the swimming program is only 6 weeks each term (and has been cancelled due to transportation issues), and also does not have a measurement tool to determine % of students learning specific techniques and/or skills for swimming. The school partners with another CPS Diverse Learning School where students from the HS teach Kindergartners and 1st graders basic sign language. The effectiveness of the program is measured by an end of year performance. Saturday school is offered to students in 3rd – 8th to provide target intervention and/or enrichment instruction for students based upon deficit areas in Reading and Math. Saturday school is 10 weeks total and has 2 sessions Jan – March and April – May. Approximately, 25% of the students attend both sessions with an average attendance of 90% each week.

According to the 2014 5 Essentials Survey, the school was rated “very weak” in Supportive Environment. Based upon this information, the school is in the process of re-establishing the Student Council with the focus on student input/feedback in school operations, safety, instruction and social emotional learning. The Council will be representative of individuals from 3rd -8th grade.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

The school uses SOAR (Strive for Success, Own Your Actions and Act Respectively) to outline school-wide behavior expectations. Students are required to recite the SOAR pledge everyday and adhere to expectations in all areas of the building. The staff modeled the expectations at the beginning of the year. The school has expectations posted throughout the building in the different areas (i.e. bathroom, cafeteria, common area, etc.). Students are expected to walk in a straight line at level 0 (silently) during transitions in the hall. There is a school-wide signal to obtain all students and staff's attention, which is raising a silent hand. Students overall respect and follow the school-wide expectations, as office referrals are less than 20% and suspensions are less than 2%.

The school-wide behavior management plan outlines the classroom misconducts and office related misconducts. Classroom staff (Teachers and/or Assistants) is required to address a student's re-occurring behavior at least 4 times prior to referring student for office related intervention/discipline. Majority of the teachers utilize CHAMPs and/or restorative practices to address classroom management behaviors. The school overall office referrals are less than 20%.

The school ensures the safety of all students and staff by implementing safety drills on a monthly basis. The school's safety team has created and trained the staff on locations to use during evacuations as well as the procedures for lock-down, bus evacuation and tornado and disaster drills. The school has participated in 3 lock-downs this school year and has passed 2/3. Training occurred with the CPD to help staff understand the difference between soft and hard lock-downs. The school conducted and passed 3/3 fire drills, evacuating the building in 4 minutes. The school has also completed the bus evacuation drill and is in the process of completing the tornado/disaster drills. Students fully comply with all drills as they have been trained during the beginning of the year SOAR assembly and reminded monthly during morning meeting of the procedures for different emergency situations and their importance to adhere to safety guidelines.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

The school-wide behavior management plan outlines the classroom misconducts and office related misconducts. Classroom staff (Teachers and/or Assistants) is required to address a student’s re-occurring behavior at least 4 times prior to referring student for office related intervention/discipline including parent-teacher conferences. Majority of the teachers utilize CHAMPs and/or restorative practices to address classroom management behaviors. The school overall office referrals are less than 20%.

CHAMPs is a school-wide program that is used intermediately in the majority of the classrooms and during assemblies to set the expectations for activities and transitions. All staff has received training on CHAMPs and was provided with a CHAMPs book, to use as a resource. It is being inconsistently used throughout the building and there is not a monitoring tool in place to assess the effectiveness school-wide. However, the number of office referrals is less than 25% and suspension is less than 2%.

The Behavior Management/Discipline Team uses Restorative Practices and conversations to address discipline/behavior issues as oppose to and in addition to consequences. The use of restorative practices has resulted in a reduction in suspensions from 2014 to 2015 by 53%. The Counselor and Social Worker conduct restorative conversation groups with students with re-occurring issues and/or in appropriate behaviors.

The school uses SOAR (Strive for Success, Own Your Actions and Act Respectively) to outline school-wide behavior expectations. Students are required to recite the SOAR pledge everyday and adhere to expectations in all areas of the building. The staff modeled the expectations at the beginning of the year. The school has expectations posted throughout the building in the different areas (i.e. bathroom, cafeteria, common area, etc.). Students are expected to walk in a straight line at level 0 (silently) during transitions in the hall. There is a school-wide signal to obtain all students and staff’s attention, which is raising a silent hand. Students overall respect and follow the school-wide expectations, as office referrals are less than 20% and suspensions are less than 2%.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.

- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
- Support teachers to engage in restorative conversations or respond to behavior incidents.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions.
- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 **3** 4

The school has multiple modes of communication to inform parents of activities, events and workshops occurring at the school for students, parents and/or community members. The school uses the website, school marquee, email blast, fliers, parent newsletters, in-school monitor, blackboard and robo call. Communications with parents occur at least once a month (parent newsletters and calendar) and intermittently based upon activities/events/workshop occurring during the week or month.

The school offers a variety of activities, events and workshops for the school families and community to participate in order to engage in conversations with the Principal, teaching staff, and therapists. Parents/guardians have the opportunity to express their concerns regarding the school, instruction and social issues. Over the 2015 school year there has been a monthly parent morning social and farmer's market; quarterly assemblies to celebrate students perfect attendance, honor roll, and achievement on standardized tests.

The school has a fully functioning and active Parent Advisory Committee with 12 members. The Committee meets monthly to discuss ways to engage and involve parents in the school. Currently, the PAC is working on a CCSS workshop for parents to help understand the CCSS shift in Literacy and Math.

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 Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for 2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

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

2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

12 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
According to TRC MOY 2014-2015 data approximately 55% of students in K-2 are below or far below grade level in Reading. In implementing Neil's "Core Literacy Initiative," the goal is to increase the percent of students at grade level in K-8th to 40% with a minimal of 5% increase each year as evaluated by district and state assessments. Additionally, >_50% of students will achieve their growth projected Reading targets with 2% increased each year as evaluated by the MAP and /or TRC assessment. Based upon previous growth and goals the team initially thought 5% growth to be attainable, but due to a focus on curriculum, instruction, and rigor, we expect growth to be greater than 5%. Therefore, we expect a greater degree of growth to occur if curriculum, instruction, and rigor are employed with fidelity. Next year we will work to attain a 4.1% growth in reading, and for the year of 2017-2018, we expect to attain growth of another 4.1%.	48.00	71.00	75.00	79.00
National School Growth Percentile - Math				
"Balanced Math": Through Neil's Balanced Math Initiative, students will receive mathematics instruction across all grade-levels at the concepts, fluency, procedural and application level as a focus to ensure authentic transference of knowledge. Out of Neil's 3 tiered grade-level bands progress monitoring system (primary-teacher formative assessment and observational tools, intermediate- NWEA/ Stride and middle school NWEA/Stride) will be used to measure students' success and growth in order to determine the effectiveness of balanced math initiative.	26.00	33.00	38.00	43.00
% of Students Meeting/Exceeding National Ave Growth Norms				
According to the EOY 2014-2015 data approximately 56% of students 3rd-8th are meeting and exceeding National Ave Growth Norms. Based upon Neil's teaching staff we project the level of teacher performance to increase due to Professional Development of the UbD training and accountability; therefore we are accounting for a 2% to 5% increase over the next 2 years.	56.10	(Blank)	58.00	63.00
African-American Growth Percentile - Reading				

According to TRC MOY 2014-2015 data approximately 55% of students in K-2 are below or far below grade level in Reading. In implementing Neil's "Core Literacy Initiative," the goal is to increase the percent of students at grade level in K-8th to 40% with a minimal of 5% increase each year as evaluated by district and state assessments. Additionally, >_50% of students will achieve their growth projected Reading targets with 2% increased each year as evaluated by the MAP and /or TRC assessment. Based upon previous growth and goals the team initially thought 5% growth to be attainable, but due to a focus on curriculum, instruction, and rigor, we expect growth to be greater than 5%. Therefore, we expect a greater degree of growth to occur if curriculum, instruction, and rigor are employed with fidelity. Next year we will work to attain a 4.1% growth in reading, and for the year of 2017-2018, we expect to attain growth of another 4.1%.

48.00

71.00

75.00

79.00

Hispanic Growth Percentile - Reading

N/A

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Reading

N/A

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Reading

Based upon MAP Value Added, our data indicated that 2014-2015 for Reading Neil's students were in the 10th percentile. Neil will strive to increase the IEP student growth in Reading to 15th percentile based upon district and state assessment.

1.00

14.00

15.00

16.00

African-American Growth Percentile - Math

"Balanced Math": Through Neil's Balanced Math Initiative, students will receive mathematics instruction across all grade-levels at the concepts, fluency, procedural and application level as a focus to ensure authentic transference of knowledge. Out of Neil's 3 tiered grade-level bands progress monitoring system (primary-teacher formative assessment and observational tools, intermediate- NWEA/ Stride and middle school NWEA/Stride) will be used to measure students' success and growth in order to determine the effectiveness of balanced math initiative.

26.00

31.00

36.00

41.00

Hispanic Growth Percentile - Math

N/A

(Blank)

(Blank)

(Blank)

(Blank)

English Learner Growth Percentile - Math

N/A

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner Growth Percentile - Math

Based upon MAP Value Added, our data indicated that 2014-2015 for Math was 64th percentile. Neil will strive to increase the IEP student growth in Math to the 66th percentile based upon district and state assessment.

13.00

13.00

14.00

15.00

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

According to the EOY 2014-2015 data approximately 11% of students 3rd-8th are at the National School Attainment Percentile in Reading. Based upon Neil's teaching staff we project the level of teacher performance to increase due to Professional Development of the UbD training and accountability; therefore we are accounting for a 10% increase each year for the next 2 years.

11.00

26.00

31.00

36.00

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

According to the EOY 2014-2015 data approximately 6% of students 3rd-8th are at the National School Attainment Percentile in Math. Based upon Neil's teaching staff we project the level of teacher performance to increase due to Professional Development of the UbD training and accountability; therefore we are accounting for a 3% increase each year for the next 2 years.

6.00

9.00

12.00

14.00

National School Attainment Percentile - Reading (Grade 2)

According to the EOY 2014-2015 data approximately 12% of students in 2nd grade are at the National School Attainment Percentile in Reading. Based upon Neil's teaching staff we project the level of teacher performance to increase due to Professional Development of the UbD training and accountability; therefore we are accounting for a 3% increase each year for the next 2 years.

12.00

15.00

18.00

21.00

National School Attainment Percentile - Math (Grade 2)

According to the EOY 2014-2015 data approximately 4% of students in the 2nd grade are at the National School Attainment Percentile in Reading. Based upon Neil's teaching staff we project the level of teacher performance to increase due to Professional Development of the UbD training and accountability; therefore we are accounting for a 5% increase each year for the next 2 years.

4.00

9.00

14.00

19.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A

(Blank)

(Blank)

(Blank)

(Blank)

Average Daily Attendance Rate

In 2014-2015 Neil had 28% of students on home bound and in 2015-2016 Neil has 28% of students on home bound. Neil's medically fragile students (i.e. home bound, hospitalization, IHHIP, therapy appointments & parental safeguards) results in Neil only being able to achieve a maximum attendance .06 for the year of approx. 92-93% with all other students maintaining a 95% or above attendance rate throughout the school year. As a result Neil's goal is to increase attendance rate approximately 0.5% each year.

91.20

92.20

93.00

94.00

My Voice, My School 5 Essentials Survey

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Train teachers on subject-based DOK questioning rubrics to ensure they are able to identify, implement and evaluate Levels 1-4 as evidence of rigor in unit planning, learning tasks, practice activities and assessments.

...then we see...

That through this balanced, rigorous instruction, students will deepen their critical thinking and reasoning skills to evaluate, analyze, apply and transfer knowledge during learning tasks, practice activities, and assessments---across interdisciplinary content areas and authentic experiences.

...which leads to...

Approximately 5% of yearly student growth in Reading and Math on district-wide assessments over the course of two years.

Tags:

Academic gain, Academic, Aligned resources, 21st century skills, Academic expectations, Approaches to teaching and learning, Academic rigor, Academic learning, Assessment, Aligned assessments

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Conduct DOK training--All teachers will receive Professional Development on using the DOK rubric by subject (i.e. Reading, Math and Science) to ensure lesson planning is aligned to the DOK questioning levels 1-4 rubric. Teachers will complete initial surveys to determine "DOK Teaching Readiness" Survey feedback will be used to determine Readiness cohorts to train teachers where there are.

Instructional Coach,
Lead Teachers

Aug 29, 2016 to
Sep 2, 2016

Teacher attendance and teacher readiness feedback to determine training cohorts (i.e. exit slip, initial survey).

Completed

Rigorous tasks, Depth of knowledge

Create DOK monitoring tool/rubric and conduct quarterly progress survey-- ILT will create DOK monitoring tool and use to perform quarterly (4) Learning Rounds to evaluate rigor/alignment within instruction, learning task, practice activities and assessment now noted as "DOK Pack" . Teachers will again complete quarterly survey to determine "DOK Teaching Readiness" to adjust training cohorts as needed

ILT and teacher teams

Aug 29, 2016 to
Jun 22, 2018

DOK progress monitoring tool and readiness feedback Exemplar "DOK Pack" consisting of unit/ lesson, learning tasks, practice activities, and assessment, DOK Evidence Binder to store DOK Pack

On-Track

Rigorous tasks, Depth of knowledge

Gauge teacher progress-- Ongoing Peer Evaluation of "DOK Pack" and Binder of learning materials during weekly grade level meetings will be conducted to monitor teacher progress in aligning lessons, tasks, activities and assessments to DOK rubric.

Grade level teams

Aug 29, 2016 to
Jun 22, 2018

Teacher DOK evidence binder including samples of DOK Pack i.e. student work product/practice activities, lesson plans, assessments will be measured against DOK monitoring tool, In addition, feedback will be noted in minutes and/or collaboration logs for teachers to review

On-Track

Rigorous tasks, Feedback, Peer observation

Gauge student progress-- Grade level teams will conduct Quarterly Gradebook and Data Assessment Deep Dive to analyze student mastery of content

Grade level Teams
Administration
ILT

Oct 14, 2016 to
Jun 22, 2018

Review grade book and percent of student mastery and achievement on quarterly/weekly assessments

On-Track

Instruction, Feedback, Grade level meetings, Peer observation, Rigorous task

Perform an initial learning round to gauge teacher readiness of their knowledge/understanding, and implementation of the reasoning/questioning levels within the DOK rubric through real-time instruction, activities, learning tasks and assessments.

ILT, Instructional consultant, and Administration

Sep 30, 2016 to
Sep 30, 2016

Monitoring Tools, "DOK Pack and Evidence Binder" per classroom teacher

On-Track

Strategy 2

If we do...

Incorporate the research based UbD (backwards mapping) to create coherent and cohesive DOK Packs (which include the unit/lesson plans, assessments and DOK content rubric) all aligned to CCSS in Kindergarten to 8th grade. Planning will consist of researched-based pedagogical strategies, techniques and best practices through whole group and small group differentiated instruction.

...then we see...

Students performing at their appropriate level of academic preparedness as well as demonstrating mastery of content as evaluated by teacher created formative/summative assessments and district-wide assessments.

...which leads to...

Approximately 5% yearly student growth in Reading and Math on district-wide assessments over the course of two years.

Tags:

Curriculum Design, Curriculum, Aligned resources, Ccss, 21st century skills, Curriculum maps, Academic rigor, Assessment, Alignment

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Training---Teacher will be trained to use the UbD planning tool to ensure alignment of "DOK Pack" for unit planning and weekly lesson planning	Lead Teachers Instructional Coach	Aug 29, 2016 to Sep 30, 2016	Review of "DOK Pack" unit plans and bi-weekly review of lesson plans, and instructional coaches' notes and feedback from teacher team meeting; teacher attendance sign-in sheet; agenda	On-Track

Curriculum, Aligned resources, 21st century skills, Curriculum maps

Alignment---Teachers will align current school based resources to CCSS across all content areas in addition to the NGSS standards	ILT Teachers Instructional Consultant	Aug 29, 2016 to Jun 22, 2018	Random collection and review of learning tasks. Review of lesson plans with identification of school resources to provide instruction (current and any newly purchased CCSS/NGSS aligned resources and materials for all grade bands across contents/subjects)	Behind
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Aligned resources, Supports, Coaching, Analyze data

Create---Teachers are to create, use and analyze assessments (formative and summative) aligned to CCSS & NGSS and unit/lesson focus from school resources such as Stride, Measuring Up Live, Common Core Progress and Eureka Math	Teachers Grade level team Administration	Aug 29, 2016 to Jun 22, 2018	Submit weekly formative and unit summative/benchmark assessments (Reading and Math); review Gradebook to determine mastery	On-Track
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Coaching, Aligned assessments

Audits--- Grade level teams will perform Gradebook audits to determine the level of CCSS/NGSS mastery of specific skills and the percent of students in class to master the content	Administration Grade level Teams Instructional Consultant	Aug 29, 2016 to Jun 22, 2018	Gradebook review; Grade Level team protocol and minutes; Instructional Consultant collaborative logs; lesson plans reflecting re-teaching practices	On-Track
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Gradebook, Grade level meetings, Data analysis

Purchases --- Purchase resources material and supplements to support Curriculum (i.e. leveled readers, instructional software, informational text -- magazines, manipulatives, etc.)

ILT
PPLC

Aug 29, 2016 to Oct 7, 2016

Inventory of resources; Purchase Orders and invoices

On-Track

Lesson planning, Academic rigor, Curriculum alignment

Planning--Perform lesson plan reviews to ensure objectives, tasks, assessments, instructional and pedagogical strategies are aligned to the focus of DOK reasoning skills and standard.

Grade Level Teams
ILT
Administration

Sep 19, 2016 to Jun 22, 2018

DOK monitoring tool, Review of lesson plans and bi-weekly feedback provided to teachers, review of assessments and student learning tasks to ensure alignment; Domain 1 REACH data

On-Track

Strategy 3

If we do...

Create a purposeful learning environment to support students in determining potential high school, colleges and careers based upon interest beginning at Kindergarten through 8th grade.

...then we see...

Students set and work to take ownership of their learning by achieving their short and long term academic goals.

...which leads to...

5% Growth and attainment on district wide assessment, and a minimum of 50% or more of Neil's students on track for college and career as reflected in grades and behavior.

Tags:
Growth, Attainment, College and career, Trade

Area(s) of focus:
3

Action step	Responsible	Timeframe	Evidence for status	Status
Create and survey--Create a universal schedule for all students to receive SEL courses to focus on social emotional learning as well as colleges and career. Conduct student's survey to determine student's high school and career interest.	Counselor Students	Aug 29, 2016 to Sep 29, 2016	SEL data collection on student's college and career interests; B.A.G.s data Universal Schedule Interest survey	Not started

SEL, College and career

Develop portfolios--6th through 8th grade students will complete Portfolios to include Naviance Individual Learning Plans, favorite subjects, test data, high school selection ideas, college tours, career interests, culminating project/presentation, also behavior, attendance and grades (BAG data)

Counselor
Students

Aug 29, 2016 to Jun 22, 2018

Student Naviance Portfolio and Documentation submitted by Counselor on number of students who complete Naviance; ILP in Naviance; benchmark BAGS data checks

Not started

Naviance

College and Career planning-- Survey student on high school, college and career interest; Perform quarterly high school, college and career Tours (i.e. Selective enrollment, regional High School. college and various careers) to guide students in course selections	Counselor ILT Teachers	Jun 15, 2018 to Jun 15, 2018	Portfolio of high school, college and career interest; Pre and post-secondary tour schedules, Student attendance on trips to high schools, colleges and career tours; survey results	On-Track
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Tours, College and career, Conferences

Provide access to academic enrichment software to support our goal in college and career by completing online enrichment programs that will promote college and career. The software program will be accessible in and out of school.	Student Teacher Parents Counselor	Aug 29, 2016 to Jun 22, 2018	Data reports from software program (student usage/teacher assignments)	Not started
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Science, Academics, Mathematics, Reading, College and career, Social science

Expose students to college and careers around the school through visits from college advisers & career professionals	Counselor Students	Aug 29, 2016 to Jun 22, 2018	Counselor and school's Monthly calendar Fliers Student sign-in/attendance sheets	Postponed
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Attendance, Behavior, Grades

Conduct student data talks--- Students will monitor their grades weekly ensuring that they are on-track with a C or higher in all subjects. Less than one behavior infraction and 95% or above in attendance.	Teacher Counselor Student	Aug 29, 2016 to Jun 22, 2018	Gradebook, Verify, SIM, Dashboard and individualized BAGS data	On-Track
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College Access and Persistence

Host school-wide data talk--Use State of the School Address and Breakout Sections by grade level to discuss data expectation during parent sessions	Administration Teachers Counselor	Sep 12, 2016 to Oct 14, 2016	State of School address Parent sign-in sheets Individualize student Goal sheets signed by parents	Not started
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College Access and Persistence, Parent engagement

Conduct Parent ongoing 6-8 engagement meeting, Engage parents in portfolio process to ensure that students are support at home in choices about high school and college guide by student data and career interests	Administration Teachers Counselor	Sep 9, 2016 to Jun 9, 2017	Fliers School Calendars Parent sign-in sheets Parent participation contract	Not started
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Diverse Learners, Cluster

Provide Diverse Learners and Cluster classes opportunities to visit High Schools with vocational training throughout the year.	Teachers Case Manager Counselor	Sep 9, 2016 to Jun 9, 2017	Field trips approved documentation Post field trip survey	Not started
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Diverse Learners, Cluster

Field trips, life skills, and exposure to jobs appropriate for students cognitive and physical abilities.	Teachers Case Manager Counselor	Sep 9, 2016 to Jun 9, 2017	Field trip approved documentation Post field trip survey	Not started
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Diverse Learners, Cluster

Assign in school job readiness coaching program to diverse learners.	Teachers Case Manager Counselor	Sep 9, 2016 to Jun 9, 2017	Coaching schedule Survey of student interest	Not started
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21st century skills

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>+ Conduct DOK training--All teachers will receive Professional Development on using the DOK rubric by subject (i.e. Reading, Math and Science) to ensure lesson planning is aligned to the DOK questioning levels 1-4 rubric. Teachers will complete initial surveys to determine "DOK Teaching Readiness" Survey feedback will be used to determine Readiness cohorts to train teachers where there are.</p> <p>Tags: Academic gain, Academic, Aligned resources, 21st century skills, Academic expectations, Approaches to teaching and learning, Academic rigor, Academic learning, Assessment, Aligned assessments, Rigorous tasks, Depth of knowledge</p>	Instructional Coach, Lead Teachers	Aug 29, 2016	Sep 2, 2016	Completed
<p>+ Create DOK monitoring tool/rubric and conduct quarterly progress survey-- ILT will create DOK monitoring tool and use to perform quarterly (4) Learning Rounds to evaluate rigor/alignment within instruction, learning task, practice activities and assessment now noted as "DOK Pack" . Teachers will again complete quarterly survey to determine "DOK Teaching Readiness" to adjust training cohorts as needed</p> <p>Tags: Academic gain, Academic, Aligned resources, 21st century skills, Academic expectations, Approaches to teaching and learning, Academic rigor, Academic learning, Assessment, Aligned assessments, Rigorous tasks, Depth of knowledge</p>	ILT and teacher teams	Aug 29, 2016	Jun 22, 2018	On-Track
<p>+ Gauge teacher progress-- Ongoing Peer Evaluation of "DOK Pack" and Binder of learning materials during weekly grade level meetings will be conducted to monitor teacher progress in aligning lessons, tasks, activities and assessments to DOK rubric.</p> <p>Tags: Academic gain, Academic, Aligned resources, 21st century skills, Academic expectations, Approaches to teaching and learning, Academic rigor, Academic learning, Assessment, Aligned assessments, Rigorous tasks, Feedback, Peer observation</p>	Grade level teams	Aug 29, 2016	Jun 22, 2018	On-Track
<p>+ Gauge student progress-- Grade level teams will conduct Quarterly Gradebook and Data Assessment Deep Dive to analyze student mastery of content</p> <p>Tags: Academic gain, Academic, Aligned resources, 21st century skills, Academic expectations, Approaches to teaching and learning, Academic rigor, Academic learning, Assessment, Aligned assessments, Instruction, Feedback, Grade level meetings, Peer observation, Rigorous task</p>	Grade level Teams Administration ILT	Oct 14, 2016	Jun 22, 2018	On-Track
<p>+ Perform an initial learning round to gauge teacher readiness of their knowledge/understanding, and implementation of the reasoning/questioning levels within the DOK rubric through real-time instruction, activities, learning tasks and assessments.</p> <p>Tags: Academic gain, Academic, Aligned resources, 21st century skills, Academic expectations, Approaches to teaching and learning, Academic rigor, Academic learning, Assessment, Aligned assessments</p>	ILT, Instructional consultant, and Administration	Sep 30, 2016	Sep 30, 2016	On-Track
<p>+ Training---Teacher will be trained to use the UbD planning tool to ensure alignment of "DOK Pack" for unit planning and weekly lesson planning</p> <p>Tags: Curriculum Design, Curriculum, Aligned resources, Ccss, 21st century skills, Curriculum maps, Academic rigor, Assessment, Alignment, Curriculum, Aligned resources, 21st century skills, Curriculum maps</p>	Lead Teachers Instructional Coach	Aug 29, 2016	Sep 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>+ Alignment---Teachers will align current school based resources to CCSS across all content areas in addition to the NGSS standards</p> <p>Tags: Curriculum Design, Curriculum, Aligned resources, Ccss, 21st century skills, Curriculum maps, Academic rigor, Assessment, Alignment, Aligned resources, Supports, Coaching, Analyze data</p>	ILT Teachers Instructional Consultant	Aug 29, 2016	Jun 22, 2018	Behind
<p>+ Create---Teachers are to create, use and analyze assessments (formative and summative) aligned to CCSS & NGSS and unit/lesson focus from school resources such as Stride, Measuring Up Live, Common Core Progress and Eureka Math</p> <p>Tags: Curriculum Design, Curriculum, Aligned resources, Ccss, 21st century skills, Curriculum maps, Academic rigor, Assessment, Alignment, Coaching, Aligned assessments</p>	Teachers Grade level team Administration	Aug 29, 2016	Jun 22, 2018	On-Track
<p>+ Audits--- Grade level teams will perform Gradebook audits to determine the level of CCSS/NGSS mastery of specific skills and the percent of students in class to master the content</p> <p>Tags: Curriculum Design, Curriculum, Aligned resources, Ccss, 21st century skills, Curriculum maps, Academic rigor, Assessment, Alignment, Gradebook, Grade level meetings, Data analysis</p>	Administration Grade level Teams Instructional Consultant	Aug 29, 2016	Jun 22, 2018	On-Track
<p>+ Purchases --- Purchase resources material and supplements to support Curriculum (i.e. leveled readers, instructional software, informational text -- magazines, manipulatives, etc.)</p> <p>Tags: Curriculum Design, Curriculum, Aligned resources, Ccss, 21st century skills, Curriculum maps, Academic rigor, Assessment, Alignment, Lesson planning, Academic rigor, Curriculum alignment</p>	ILT PPLC	Aug 29, 2016	Oct 7, 2016	On-Track
<p>+ Planning--Perform lesson plan reviews to ensure objectives, tasks, assessments, instructional and pedagogical strategies are aligned to the focus of DOK reasoning skills and standard.</p> <p>Tags: Curriculum Design, Curriculum, Aligned resources, Ccss, 21st century skills, Curriculum maps, Academic rigor, Assessment, Alignment</p>	Grade Level Teams ILT Administration	Sep 19, 2016	Jun 22, 2018	On-Track
<p>+ Create and survey--Create a universal schedule for all students to receive SEL courses to focus on social emotional learning as well as colleges and career. Conduct student's survey to determine student's high school and career interest.</p> <p>Tags: Growth, Attainment, College and career, Trade, SEL, College and career</p>	Counselor Students	Aug 29, 2016	Sep 29, 2016	Not started
<p>+ Develop portfolios--6th through 8th grade students will complete Portfolios to include Naviance Individual Learning Plans, favorite subjects, test data, high school selection ideas, college tours, career interests, culminating project/presentation, also behavior, attendance and grades (BAG data)</p> <p>Tags: Growth, Attainment, College and career, Trade, Naviance</p>	Counselor Students	Aug 29, 2016	Jun 22, 2018	Not started
<p>+ College and Career planning--Survey student on high school, college and career interest; Perform quarterly high school, college and career Tours (i.e. Selective enrollment, regional High School. college and various careers) to guide students in course selections</p> <p>Tags: Growth, Attainment, College and career, Trade, Tours, College and career, Conferences</p>	Counselor ILT Teachers	Jun 15, 2018	Jun 15, 2018	On-Track
<p>+ Provide access to academic enrichment software to support our goal in college and career by completing online enrichment programs that will promote college and career. The software program will be accessible in and out of school.</p> <p>Tags: Growth, Attainment, College and career, Trade, Science, Academics, Mathematics, Reading, College and career, Social science</p>	Student Teacher Parents Counselor	Aug 29, 2016	Jun 22, 2018	Not started
<p>+ Expose students to college and careers around the school through visits from college advisers & career professionals</p> <p>Tags: Growth, Attainment, College and career, Trade, Attendance, Behavior, Grades</p>	Counselor Students	Aug 29, 2016	Jun 22, 2018	Postponed
<p>+ Conduct student data talks---Students will monitor their grades weekly ensuring that they are on-track with a C or higher in all subjects. Less than one behavior infraction and 95% or above in attendance.</p> <p>Tags: Growth, Attainment, College and career, Trade, College Access and Persistence</p>	Teacher Counselor Student	Aug 29, 2016	Jun 22, 2018	On-Track
<p>+ Host school-wide data talk--Use State of the School Address and Breakout Sections by grade level to discuss data expectation during parent sessions</p> <p>Tags: Growth, Attainment, College and career, Trade, College Access and Persistence, Parent engagement</p>	Administration Teachers Counselor	Sep 12, 2016	Oct 14, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Conduct Parent ongoing 6-8 engagement meeting, Engage parents in portfolio process to ensure that students are support at home in choices about high school and college guide by student data and career interests</p> <p>Tags: Growth, Attainment, College and career, Trade, Diverse Learners, Cluster</p>	Administration Teachers Counselor	Sep 9, 2016	Jun 9, 2017	Not started
<p>✚ Provide Diverse Learners and Cluster classes opportunities to visit High Schools with vocational training throughout the year.</p> <p>Tags: Growth, Attainment, College and career, Trade, Diverse Learners, Cluster</p>	Teachers Case Manager Counselor	Sep 9, 2016	Jun 9, 2017	Not started
<p>✚ Field trips, life skills, and exposure to jobs appropriate for students cognitive and physical abilities.</p> <p>Tags: Growth, Attainment, College and career, Trade, Diverse Learners, Cluster</p>	Teachers Case Manager Counselor	Sep 9, 2016	Jun 9, 2017	Not started
<p>✚ Assign in school job readiness coaching program to diverse learners.</p> <p>Tags: Growth, Attainment, College and career, Trade, 21st century skills</p>	Teachers Case Manager Counselor	Sep 9, 2016	Jun 9, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The Parent Advisory Committee and the Principal will meet monthly to review the NCLB Title I school parent involvement plan and policy as needed. The Principal will present to the PAC school wide assessment and attendance data for both general and diverse learners quarterly to monitor academic improvement school wide. The Parent Advisory Committee and the Principal will hold quarterly informational meetings to inform parents of school-wide academic progress. Parents are invited to assist and participate on the committee in the development of the CIWP. The Principal will conduct a quarterly CIWP meeting with the parents to review the progress.

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

Title I Annual Meeting was held on September 29, 2016 and the Title I PAC Organizational Meeting was held on October 6, 2016 to inform parents of the school's participation in NCLB Title I programs and identify the PAC officers. PAC meetings will be held monthly (see PAC Officers' Information Form) and will be informed via parent newsletters, fliers, robo calls, emails blasts and marquee display.

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.

The Principal will conduct a State of the School address prior to October 1, 2016 to inform parents of the curriculum and academic tools used to measure students' progress as well as the proficiency levels students are expected to meet. Additionally, parents will be given a copy of the local, district and state assessment expectations. Additionally, all teachers will be required to provide parents with a year-long syllabus outlining grade level appropriate curriculum, evaluations and overall classroom expectations.

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

Parents will be invited to monthly PAC meeting. Parent/teacher conference will be bi-yearly, however conference can and will set up by parents and teacher at their availability. Parent surveys will be distributed bi-annually for their feedback and suggestion related to school academics as well as climate and culture. Parents will also be able to participate in monthly town-hall meetings with the Principal to address any issues and/or concerns voiced. Responses will also be communicated via parent newsletter and/or emails.

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.

Parents will be provided with their child/children's state assessment results upon receipt to the school. Additionally MAP and TRC data will be provided at the conclusion of the testing window for all students. BOY and MOY data will also be shared during the bi-annual parent-teacher conferences.

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.

The Principal will provide "not highly qualified teachers report" to parents as soon as it is received from the school district/State of Illinois. Additionally, a notice will be distributed each month to parents directly from the Principal, when students are receiving instruction from a substitute and/or temporary teacher that is considered "not highly qualified" according to the laws and rules for the state of Illinois.

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.

The Principal will conduct a State of the School address with parents and community at the annual open house. The content will include all local, network, and district-wide assessment information. Parents will be given the information about climate/culture expectations. Parent will be provided with their child's pin to access Gradebook Parent Portal to monitor their child's academic progress in the school. Parents will be provided workshops to assist them in understanding state and local assessment including alternative assessments. All shared information will be reinforced in the monthly parent newsletters.

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.

Parents will be offered workshops to assist them in working with their child/children to improve academic achievement. Parents will be provided additional resources monthly at the PAC meetings. Parents will be given access to on-line resources purchased by the school/district to support students at home (i.e. STRIDE and Learning A-Z).

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The Principal will provide staff development opportunities to educate staff on the importance of parent involvement including strategies to build collaborative parent teacher relations. Teachers will contact parents daily when students are absent/ tardy, at least twice a month to share academic and behavior progress and provide resources to assist students in their continued overall academic and social growth. Teachers will maintain accurate and updated information in their Gradebook to ensure transparency with parents on student's weekly progress. Parents will be provided with teachers email addresses to maintain open and documented lines of communication.

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.

Neil currently has Ready to Learn Pre-K grant which allows children 3 to 4 years old to attend school 1/2 day. Neil is working to develop partnerships with day care providers who can provide transportation services in the afternoon to accommodate parent's work schedules.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All parent information related to the school and parent programs, meetings, and other activities will be sent home in the preferred language of the parent/ student in writing including parent newsletters, calendars, robo calls, and emails blasts.

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.)

Jane A Neil Elementary is dedicated to providing a respectful nurturing and supportive environment that fosters the intellectual, social, physical and emotional development of all students. Neil School's teachers, families and community members work collaboratively to engage all students in challenging academic experiences that integrate rigorous common core curriculum, differentiated instruction and authentic learning task ensuring that children reach their highest potential.

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

Parent conferences will be scheduled before and after school as needed throughout the school year at the request of parents, staff and /or administration to address academic, behavioral and/or attendance issues. Two parent/teacher conferences will also be held in November and April as determined by the district. Also, parents will have the opportunity to meet with teachers during open house to discuss expectations of the school year.

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

Parents will receive their child's report cards quarterly. Parents will also receive a copy of their child's MAP RIT score and/or TRC reading level at the middle of the year and end of the year. Parents will have access to the Parent Portal to review their children's grades weekly. Periodic assessments and class work will be sent home for review requiring parent signatures. Parents of diverse learners will receive individualized education plans including but not limited to assessment data to be reviewed annually. When modifications to the individualized education plans are needed the Case Manager and the Related Service Provider team will schedule meetings with parents on a case by case basis.

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

Parents are encouraged to schedule appointments with their child's teacher/teachers before or after school and at the teacher's discretion during prep time. Only in emergency situations will access be provided for parents during instructional time with administration's approval. Additionally, parents have the option of communicating with teacher via email and or phone.

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 will be encouraged to volunteer to chaperon on field trips, and assist with special major school projects. Teachers may request parents to observe their classes. Parents requesting to observe their child class must make their request 48 hours in advance. Additionally, opportunities will be created on the primary level for parents to participate in weekly reading days (i.e. parents come and read to their child's class).

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

Parents will ensure that their child's homework is completed and returned to the teacher in a timely manner. When their child is absent the parent will send a note explaining the reason for the absence. Teachers will provide correspondences informing parents of special classroom projects, supplies needed, and additional resources within the community that are available to further improve student content knowledge and academic skills. Parents will participate in literacy and math night as well as participate in parent-teacher-conference. Parents will ensure their child attends school every day and monitor their academic progress in the Parent Portal. Parents will maintain open lines of communication with their child/children's teacher.

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 Local School Council will assist and participate in making decisions related to the education of all students. Parent will be encouraged to attend LSC monthly meetings, NCLB PAC meetings, schedule conferences; complete periodic parent surveys and needs assessments. Parent of diverse learners will receive notice of conference to participate in their child's IEP. Two-way communication logs will be generated in SPH classes to allow monitoring of student's progress at school and home. Parents will also have the opportunity participate in the monthly town-hall meetings with the Principal.

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

Students will take responsibility of their individual success by being at school every day and on time, monitoring grades and completing assignments, participating in after school and Saturday school enrichment/ interventions, coming prepared for class. Students will monitor their own behavior as well as participate in peer to peer accountability.

Parent Budget

Complete

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

Neil's PAC 2016-2017 goal is to help parents understand the shifts in Common Core in order to support students academically as well as to provide support to parents with students who have diverse learning and medical needs.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1676 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 489 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00

54565 **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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53510 **Postage**
Must be used for parent involvement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	Amount	.00
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