



West Park Elementary Academy (/school-plans/465) / Plan summary

## 2016-2018 plan summary

### Team

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#### Team meetings

Date	Participants	Topic
01/26/2016	SEF (CIWP) Team	Understanding the School Excellence Framework (SEF)
02/01/2016	SEF (CIWP) Team	Evidence & Justification of the 17 categories/scores
02/04/2016	SEF (CIWP) Team	Strategies & Action Plans for the 5 areas of focus
09/21/2016	CIWP	
09/28/2016	CIWP	
10/05/2016	CIWP	
10/12/2016	CIWP	
10/26/2016	CIWP	
11/16/2016	CIWP	

#### 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

**Evidence**

1. There's a lack of empowering others to make or influence significant decisions.
2. 5 Essentials: Lack of teacher-principal trust.
3. There's a lack of creating and sustaining a coherent instructional program (coordinated and consistent) with learning goals.
4. West Park's vision is not obvious or written anywhere in the school.
5. Teacher Collaboration is minimal
6. The strengths and knowledge of staff members are not utilized fully.
7. Teachers should be given the opportunity to share what works and is not working for them in the classroom.

**Justification**

1. Teachers feel that most decisions are top-down outside of individual classrooms. There is no shared leadership. We need teachers to be the main stakeholders in school functions and leaders to see these visions through.
2. West Park scored a 45 in principal teacher trust on the 5 essentials survey. We need teacher-principal trust to allow for teachers to feel validated in their collaborative work.
3. Teachers feel like there is little collaboration across grade levels as to what specific skills should be mastered at each grade level. An example would be writing. Skills are laid forth in CC for what students should be able to do, but by the time they reach middle school, their writing skills are lacking coherence. We need cross-collaboration to ensure that all students are reaching clear grade level goals.
4. It is not clear who the teacher leaders are in the school. It is not clear that they represent all content and all areas of learning.

**Guide for Leadership & Collective Responsibility**

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

**Evidence, Measures, and Standards**

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

**Instructional Leadership Team:**

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

**Score**

1 2 3 4

#### Evidence

1. Share leadership for improving teaching and learning.
2. Collaborate effectively, value transparency, and inform and engage stakeholders.
3. Use timely and relevant data/evidence sources,

#### Justification

1. Team leaders seem to have little input into the classrooms of other teachers on the team. They do not have clear goals to track and evaluate in anyone else's classroom. We need team leaders to introduce ideas, discuss, and help implement school reforms in a timely manner with actual checks of progress.
2. Team leaders do not feel that data is discussed with team members and action plans are utilized to effectively collaborate to meet the needs of the students. Without clear goals, team members do not have input into instructional decisions outside of their classrooms.
3. Most data discussions are not long term and look at single data points instead of growth over time. We lack a consistent method of determining student needs and goals. Without a centralized data collection method, data is not combined to see where we are failing and where we could improve our instruction.
4. Data discussions may or may not happen at grade level but not in and amongst all staff.
5. There are no shared ILT minutes with staff.
6. There is no evidence of ILT contributing positively to the school outcome.
7. Some ILT members do not view agenda details until the day of the meeting.
8. Some ILT members do not know their respective roles.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

**Professional Learning:**

Score

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

1 2 3 4

Evidence/Lack of

1. Structure time for teachers to collaborate and learn together.
2. Implement and sustain on-going, job-embedded professional learning/monitoring implementation.

Justification

1. Teachers feel like they do not work together to meet the needs of all of our students. We are "islands" of teaching that hopefully meet the needs of our students. Without a dedicated time for collaboration, teachers are not working together to meet the needs of our students.
2. There is very little communication in general about what's going on at West Park other than morning announcements. There may be professional learning but how would one know?
3. Teachers feel like programs may be implemented, but follow-through is lacking. There is no evaluation of the effectiveness of any program. Without follow-through and evaluation of our programs, we are not seeing if anything we are doing is changing student outcomes. Programs are not evaluated to see if they are working, they are just "implemented" and the hope is that they work.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

### Aligned Resources:

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

Score

1 2 3 4

#### Evidence/Lack of

1. Streamline purchase procedures to minimize lapses between ordering and receiving materials.
2. Effectively use the Related Service Providers at the classroom level.
3. Not all teachers are aware of our community partners.
4. If there is a budget analysis it is not presented to the teachers that I (LP) am aware of.

#### Justification

1. Teachers feel uninvolved with this process and do not know how to effectively obtain information of their budget and how to use it effectively. If money is there for students' usage, it should be utilized immediately and effectively. If teachers are not aware of the money, then that money is wasted and the students do not get the valuable resources for their learning.
2. Teachers are unaware of how the system of RSPs work at the classroom level. Teachers feel like if they knew about the RSPs and how to utilize them, it would be helpful. If RSPs are available for the success of our students, we need to be proactive and utilize RSPs to help benefit our students.
3. We might want to think about block schedules or different types of scheduling to maximize student academic engagement.
4. There should be a more effective model to engage community partners.

### Guide for Aligned Resources

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

### Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

#### Curriculum:

Score

1 2 3 4

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.

#### Evidence:

A variety of resources and curriculum such as:

1. Everyday Math has a vertical curriculum map. K-5
2. In Kindergarten, we have all subjects for a horizontal curriculum (reading).
3. Everyday Math and Carolina Science(K) has sequencing and pacing guides.
4. Common Core Discussion Map (K-8)
5. ELA and Math Finish Line - Scope/Sequence; testing dates; data document submitted with scores; certificates
6. DIBELS/IDEL/mClass Math (K-2) - testing dates, certificates
7. Reading Street
8. CPS Content Frameworks
9. Students will be able to....
10. Grades 1-8 Networks Social Studies; Sadlier vocabulary workshop; Finish Line ELA
11. SEL kits purchased ..Second Step
12. Scholastic News for science
13. Sight Word Development K-2

#### Lack of:

1. Thematic units.
2. Comprehensive units.
3. Utilizing CPS Frameworks resources in depth...
4. Science -lack of NGSS materials/resources for all grade levels
5. SEL Kits...Are all classrooms utilizing this resource? Is it in their lesson plans?

#### Justification:

1. In Kindergarten, we are going to complete our Literacy Comprehensive Units.
2. Curriculum for gifted students
3. SPED Testing to determine what they're lacking
4. CPS Content Frameworks in lesson plans
5. Objectives listed under yellow sentence strip.(Students will be able to..)

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

### Instructional Materials:

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

Score

1 2 3 4



Evidence:

1. Differentiation for Tiers evident on lesson plans using strategies/activities from TG, resource kits, technology, and/or PD attended.
2. Lesson plans state materials used.
3. Use of Starboard videos; Informational texts; Fictional texts; Scope, National Geographic, Choices, Junior Scholastic, Science Supplemental, Reading A-Z, Scholastic Leveled Bookroom which provide engaging instruction.
4. Technology usage reports from Achieve3000, eScience, Reflex, TTM, Education City, Reading Eggs, and RAZ Kids can verify program usage.
5. Novels purchased for grades 4-8.
6. Health books purchased; health websites shared by (Gym teachers).
7. K-2 Sing Spell Read Write; Reading Street/Lectura workbooks, Heggerty and Sadlier Vocabulary (1-8) purchased and noted on lesson plans and can be observed during reading block.
8. Oxford Picture Dictionaries (K-2) EL

Lack of:

1. Cross section of materials from a variety of content areas and grade levels.
2. Scaffolding - small groups/Diverse Learners
3. Oxford Picture Dictionary workbooks were not ordered.
4. Technology classes in Room 302
5. Communicating with computer prep personnel
6. Purchase books in English/Spanish for classroom libraries (K-2) Bilingual

Justification:

1. Purchase or share cross curricular materials from a variety of content areas and grade levels.
2. Reading Street/Lectura outdated materials or materials missing
3. Technology classes cancelled due to NWEA testing.
4. Some teachers collaborate with computer prep personnel conveying specific tech programs and/or lessons for students to complete during computer prep.
5. Instructional materials listed on lesson plans, but are many of the resources/strategies/activities implemented to the fullest.
6. Technology programs should be monitored.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

Score

1 2 3 4

#### Evidence:

1. Observing student learning during informal or formal and peer observations.
2. Lesson Plans list engaging activities...referencing close reading, Literacy discussion map and/or Mathematical Practices Tool Kit questioning.
3. Observing high expectations being conveyed throughout the school.

#### Lack of:

1. Cross section of student work from a variety of content areas.
2. Focus groups and discussions with students. (NWEA goals & data)
3. Walkthroughs
4. Utilizing resources to plan rigorous tasks
5. PD to create rigorous centers.
6. Teachers sharing information from PDs they attended.

#### Justification:

1. Most teachers keep a portfolio of student work from the content areas.
2. In Kindergarten and First we have our guided reading groups but will be adding more rigorous workstations.
3. In Fourth grade discussion with students is ongoing.
4. Time is an issue for peer observations and teacher sharing.
5. Topics for Flex Days are submitted at the beginning of the school year. Flexibility of topics can assist with PDs and teacher sharing.
6. Teacher Team Meetings do not provide enough time to reflect and discuss.

### Guide for Rigorous Student Tasks

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

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

## Evidence, Measures, and Standards

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

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

Score

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

1 2 3 4

#### Evidence/ Lack of:

1. Observation of the Culture of learning/room environment by administration.
2. Staff prepares students for life academically, socially, and emotionally.
3. Administration to hold students and teachers accountable for daily practice.
4. Some College/Career information is provided.
5. Being in Kindergarten this section does not apply to us except that we build the foundation for language and mathematics.

#### Justification:

1. The 3rd floor bulletin board focuses on different colleges and career possibilities.
2. Textbooks/biographies can focus on careers within the classroom, research on the internet, checking books out of the library when it becomes available, and conversations taking place during instruction.
3. As a learning community, all stakeholders must have high expectations, provide rigorous instruction, and have accountability.
4. Lack of walkthroughs to observe and provide feedback on classroom climate.
5. Do classrooms reflect a rigorous engaging calm environment to prepare students for college and pursue a career.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.

- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 3 4

#### Evidence:

1. Lesson Plans/observation.
2. Differentiated instruction per DIBELS assessment.
3. Progress Monitoring schedule in place for DIBELS/IDEL/mClass math (K-2).
4. Finish Line Math and ELA (3-8) Assessments, NWEA, TRC, MClass Math, Unit Tests, Teacher created tests.

#### Lack of:

1. Student Engagement.
2. Differentiation.
3. Students understanding the objectives/activities.
4. Students pair/share or turn/talk etc.
5. Informational Observations.
6. Peer Observations.
7. Learning Walks.
8. Lesson studies
9. Lack of coverage for primary teachers during IDEL/DIBELS/TRC/Mclass Math assessments affect time for instruction.
10. Pull out support for students in Primary who need extra support.
11. Utilize NWEA resources for instruction/differentiation.

#### Justification

1. Not all students, in particular English learners, are provided access to complex text or tasks. Additional support is not provided to individual students.
2. Many students struggle, overall. Students need intervention immediately, otherwise, they will continue to struggle.
3. Can students articulate what they are doing?
4. Academic vocabulary.. Are students internalizing the meaning? What activities are planned?
5. Lack of coverage for teachers to observe each other.
6. Are teachers utilizing the Discussion Map Questions and Mathematical Practices Tool Kit?
7. Is flexible grouping evident?
8. Lack of money in budget to provide the extra support in Primary.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

#### Evidence:

1. Personal Learning Plans

#### Lack of evidence:

1. 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.
2. ON TRACK Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism.
3. Student learning plans are not being used
4. Attendance is below 96%
5. Many students in 3rd- 8th are off track due to grades or attendance

#### Justification

1. Again, during teacher team meetings teachers are provided little time for collaboration to plan and monitor targeted students and discuss instructional strategies. SEL is in place, but there is a lack of support of varying degrees.
2. Teachers are aware of students with low attendance, however, there is a lack of intensive support to address the root causes of low attendance.
3. CPS framework for teaching may need to be spoken about more, perhaps in team meetings etc.
4. PLP's are evident.

### Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Evidence of:

1. Assessment calendar

Lack of:

1. Improve and promote assessment literacy.
2. Having a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers: Measure, report, and document student progress and proficiency.

Justification:

1. During teacher team meetings, scoring and grading of assessments to ensure expectations have been met are not discussed. Overall, assessment is not discussed beyond data review.
2. There is not a report or measure of student progress that was collaboratively developed with staff.
3. Teachers are provided assessment calendars for NWEA, DIBELS/TRC, Finish Line, etc.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design**

(<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.

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

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

Score

1 2 3 4



Evidence/Lack of

1. Lack of classroom management
2. Lack of structure
3. Lack of belief that all students can learn
4. Students have been taught and believe that only English and Math are important.

Justification

1. When classroom management is lacking, there is a lower level of interest for students to want to learn.
2. Without structure in place, a student (especially those who are highly distracted) will get lost in what is going on.
3. There is a divide between what students can do and what teachers think they can do.
4. Only recently has there been tests for subject matter other than English and Math (i.e. NWEA Science)

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

Relational Trust:

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

Score

1 2 3 4

Evidence/Lack of

1. Divide between Sped and Gen-ed students
2. There is not a lot of student/teacher trust
3. There is not a lot of student/student trust
4. There is not a lot of staff/staff trust

Justification

1. Teachers treat sped students as if they are not their own, especially gen-ed teachers. There needs to be a change in the language from sped students to students with special education needs. Special education isn't a fix all, everyone still has a role to play with diverse learner students.
2. There have been multiple student/teacher issues with complaints of how or what a teacher is saying something across multiple grade levels.
3. Students do not have the proper social skills to effectively communicate with one another.
4. Staff don't seem to be comfortable holding each other accountable, nor providing feedback/intervening when another staff member may be struggling. Some don't feel it's their place to say something about anything going on in or outside their classroom.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

#### Evidence/Lack of

1. There are barely any activities for all grade levels to participate.
2. There is no Student Council
3. There are no opportunities for students to make a positive impact.
4. There are limited opportunities for clubs/sports
5. There are no incentives for the students who do positive things.

#### Justification

1. There was a Christmas concert for some grade levels (not all). If students are going to feel like they belong, there needs to be opportunity for all.
2. There are no character development/opportunities for teaching character. Conversations aren't happening in the way they should be, especially with the upper grades. Students don't seem to be engaged.
3. SEL (second step) isn't used in the classroom as often as it should be to aide in teaching students characteristics of a positive person.

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

### Students...

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

### Evidence, Measures, and Standards

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

**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

<p>Evidence/Lack of</p> <ol style="list-style-type: none"> <li>1. Students/staff do not view school as a 'safe' haven.</li> <li>2. There are no processes or procedures in place for classroom management expectations with a few exceptions of some classroom teachers who do have something in place and follow their classroom management system and execute effectively.</li> <li>3. There are no known school-wide expectations or PBIS in place.</li> <li>4. What are the security protocols if any?</li> <li>5. There are no concrete, consistent discipline protocols.</li> </ol> <p>Justification</p> <ol style="list-style-type: none"> <li>1. Many students have expressed feelings of being bullied, teachers instigating situations, adding to issues, and engaging in power struggles with students instead of being role models and leaders in appropriate ways, modeling positive behavior and discussing right and wrong ways of dealing with things. If students do not want to come to school or engage while they are in school because of their relationships with students, how will we move forward?</li> <li>2. When classroom management is missing, student learning cannot take place. Students start to take over the classroom. There have been many incidents in which students have been disrespectful and know there are no consequences for their actions or words. When there is no order or consistent structure, students will not act appropriately.</li> <li>3. Students do not know school-wide expectations to be followed which creates an opportunity for issues to occur, knowing there may not be any consequences: i.e. repeat offenders, uniform issues. There is no PBIS or formal procedure in place to ensure compliance and follow through from students or teachers. When students don't know expectations and aren't held accountable for their actions, there is going to be consistent issues with discipline. We also can't determine who are true Tier 2 and 3 students when there isn't a foundation for Tier 1.</li> <li>4. Which circumstances should security be called? Which discipline situations should classroom teachers handle? There are no guidelines for what should be handled by who and what process should be followed, i.e. when should a parent be called, when is detention or out of school suspension warranted.</li> <li>5. There is lack of follow up by some staff members to ensure there is a consequence in place for students. There is also no consistency with discipline in terms of types of issues students are written up for and there are no consequences in place.</li> </ol>
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**Guide for Safety & Order**

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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.

Score

1 2 3 4

#### Evidence/Lack of

1. There are no discipline rules/consequences at the moment to even attempt restorative approaches.
2. Lack of classroom management.

#### Justification

1. There have been teachers/staff members who instigate situations instead of correcting actions. Problems are ignored instead of handled.
2. Favoritism seems to be an issue.
3. Without classroom management, there can't be an effective measurement of tiers.

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

### Parent Partnership:

Score

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

1 2 3 4

#### Evidence/Lack of

1. Poor report card pick up attendance
2. Poor meeting attendance
3. Lack of communication between teachers and parents
4. Poor communication

#### Justification

1. There are no whole school parent workshops/info sessions.
2. There are no events to promote parent involvement.
3. Parents barely show up to meetings and don't understand how important their role is in their child's education.
4. There aren't effective processes in place for parent communication.

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ 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 Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

### School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
1	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
1	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
1	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
1	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
1	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
1	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
1	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ☐
1	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	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 Student Learning: Curriculum	1 2 3 4 5 ☐

2 Expectations for depth & breadth of Student Learning: Instructional Materials

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

Goals

Required metrics (Elementary)

0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
(Blank)	50.00	50.00	(Blank)	(Blank)
<b>National School Growth Percentile - Math</b>				
(Blank)	5.00	58.00	(Blank)	(Blank)
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
(Blank)	44.80	(Blank)	(Blank)	(Blank)
<b>African-American Growth Percentile - Reading</b>				
(Blank)	66.00	43.00	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Reading</b>				
(Blank)	38.00	55.00	(Blank)	(Blank)
<b>English Learner Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>African-American Growth Percentile - Math</b>				
(Blank)	10.00	48.00	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Math</b>				
(Blank)	3.00	64.00	(Blank)	(Blank)
<b>English Learner Growth Percentile - Math</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Math</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

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



(Blank)	19.00	22.00	(Blank)	(Blank)
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**National School Attainment Percentile - Math (Grades 3-8)**

(Blank)	23.00	35.00	(Blank)	(Blank)
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**National School Attainment Percentile - Reading (Grade 2)**

(Blank)	2.00	12.00	(Blank)	(Blank)
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**National School Attainment Percentile - Math (Grade 2)**

(Blank)	1.00	18.00	(Blank)	(Blank)
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**% of Students Making Sufficient Annual Progress on ACCESS**

(Blank)	42.60	41.90	(Blank)	(Blank)
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**Average Daily Attendance Rate**

(Blank)	94.70	94.70	96.00	(Blank)
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**My Voice, My School 5 Essentials Survey**

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

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

West Park will develop a Culture and Climate team that will implement positive approaches/strategies to discipline through PBIS, CHAMPS and Restorative Practices that improve school climate and learning. This will be supported by teams: Culture and Climate, Behavior Health, and PBIS

-improved school climate  
-less discipline referrals,  
-teacher implementing preventative approaches/strategies and restorative practice approaches

-100% of teachers implementing PBIS and CHAMPS  
-a decline of 10% in student conduct referrals, in school suspensions and out of school suspensions using dashboard behavior data  
-10% increase in teachers reporting that peers help maintain discipline in the entire school, not just their classroom per 5 essentials surveys

Tags:

Intervention, Behavior and Safety, Climate and Culture, SEL

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Establish a PBIS and CHAMPS teams which will include but not limited to the AP/Counselor/Teachers,, Paraprofessionals and 7/8 grade students. These teams will meet once a month to oversee implementation and celebration activities as a school

Administrators/PBIS Team Teachers Paraprofessional

Aug 29, 2016 to Jun 29, 2018

Mtg Minutes Sign-in sheet

Not started

**Behavior and Safety, Climate and Culture, Professional development, Safety and order, Discipline, Champs, Meeting, Peace circles, Incentives, Student involvement, Restorative practice, Behavior expectations, Modeling**

Provide professional development for all staff to introduce and/or review PBIS, CHAMPS and restorative practices.	Administrators	Aug 29, 2016 to Jun 30, 2018	(Blank)	On-Track
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**Attendance, Behavior and Safety, Climate and Culture, Behavior, Champs**

Establish a PBIS, CHAMPS and Restorative Practices team to organize and implement the criteria for each which will meet biweekly to develop an action plan which will include data analysis.	Administrators	Aug 29, 2016 to Jun 29, 2018	Mtg Minutes Sign-in sheet	Behind
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Train and select students to become peer mediators which will meet on a weekly basis.	Administrators	Jun 29, 2018 to Jun 29, 2018	(Blank)	Behind
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PBIS and CHAMPS team meet to revisit and plan monthly classroom activities and school wide quarterly activities.	Administrators & Teachers	Jun 29, 2018 to Jun 29, 2018	Mtg Minutes Sign-in sheet	Behind
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Revise and implement referral process identifying minor/major incidents	(Blank)	Jun 29, 2018 to Jun 29, 2018	(Blank)	Behind
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Offer professional development for all teacher to implment Second Step to be implemented by all teacher Pre-K through 8th grade.	Administrators	Jun 29, 2018 to Jun 29, 2018	(Blank)	Behind
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Implementation of daily Peace circles/conversation	(Blank)	Jun 29, 2018 to Jun 29, 2018	(Blank)	Behind
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Town hall meeting with all students will take place the first week of school to present the plan and invite them to become part of the teams for input.	Administrators	Jun 29, 2018 to Jun 29, 2018	(Blank)	Behind
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**Attendance**

For West Park to achieve and maintain an attendance rate of between 96-97 percent	Adminstrators, Teachers & Attendance Clerk	Aug 29, 2016 to Jun 30, 2018	(Blank)	On-Track
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**MTSS**

<p>West Park's MTSS Team will target, support and drive decision making by using data, for successful implementation of school wide supports and initiatives which will also lead to improved Culture and Climate. Data guides the framework of MTSS which ensures that the academic and the social emotional learning needs of all students at West Park Academy are met. School wide supports include academic and behavior intervention support, including response to intervention and behavioral health team, under the MTSS Framework. School wide initiatives that will help improve West Park's Culture and Climate that will address PBIS and school wide expectations, Classroom Management, Restorative Practices, Discipline Protocols, Attendance, Staff and Student Activities.</p>	<p>Administration, MTSS Team &amp; Teachers</p>	<p>Aug 29, 2016 to Jun 30, 2018</p>	<p>(Blank)</p>	<p>Behind</p>
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**Math**

<p>1. Use MAP/ NWEA/ PARCC/ ACCESS/ MCLASS Learning continuum and content vocabulary during daily instruction.</p>	<p>Administrators &amp; Teachers</p>	<p>Aug 29, 2016 to Jun 30, 2018</p>	<p>(Blank)</p>	<p>Behind</p>
<p>Offer special incentives to classrooms with an attendance rate of 96% or higher on Mondays.</p>	<p>Attendance Clerk</p>	<p>Aug 29, 2016 to Jun 29, 2018</p>	<p>(Blank)</p>	<p>Behind</p>
<p>Host a quarterly attendance rally.</p>	<p>Administrators</p>	<p>Aug 29, 2016 to Jun 29, 2018</p>	<p>(Blank)</p>	<p>Behind</p>
<p>Solicit coupons/discounts from local businesses to honor our students who maintain a 97 % attendance rate as well as students who show improvement.</p>	<p>(Blank)</p>	<p>Aug 29, 2016 to Jun 29, 2018</p>	<p>(Blank)</p>	<p>Behind</p>
<p>Daily attendance announcements</p>	<p>Attendance Clerk</p>	<p>Aug 29, 2016 to Jun 29, 2018</p>	<p>(Blank)</p>	<p>Behind</p>
<p>Posting attendance rates on the first floor attendance board and outside of classrooms.</p>	<p>Attendance Clerk</p>	<p>Aug 29, 2016 to Jun 29, 2018</p>	<p>(Blank)</p>	<p>Behind</p>

Regular discussions about attendance will occur as well as visuals of how students are doing in attendance	(Blank)	Aug 29, 2016 to Jun 29, 2017	(Blank)	Behind
Create flexible grouping (MTSS Tiers) according to test scores to differentiate instruction.	Teachers	Aug 29, 2016 to Jun 29, 2018	(Blank)	Behind
Progress monitor using MAP/ NWEA/ PARCC/ ACCESS/ MCLASS test results.	Teachers	Aug 29, 2016 to Jun 29, 2018	(Blank)	Behind

**Math**

Use of TTM (Think Through Math) research based math intervention program, to be used as skill reinforcement and resource.  Professional Development (enrich and support teacher understanding on best practice skills).	Administrators Teachers	Aug 29, 2016 to Jun 29, 2018	Evidence 1. Math fluency will increase along with student ability to learn and apply the math skills. 2. Student actively involved in developing their own understanding of math, develop logical and abstract thinking to question, analyze and understand math.	Behind
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**Math, Reading**

After school tutoring program.	(Blank)	Aug 29, 2016 to Jun 29, 2018	(Blank)	Behind
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**Strategy 2**

If we do...

Research and create a cycle of learning that helps teachers define and implement rich, cognitively engaging tier 1 instruction in all content areas. Where applicable integrate the arts and technology into all content areas. Develop an engaging holistic (cognitive, affective, and kinesthetic) environment through a cycle of learning, an integration of the arts based on a comprehensive cross curricular scope and sequence aligned to the CPS required curriculum (NGSS, Social Studies framework, balanced common core reading and math, WIDA) assessed on 5 week cycles.

...then we see...

-differentiated instruction for all students including diverse learners and English Language Learners which will include student centered activities, workshops, rigorous tasks,  
-increase in students attendance  
-teacher collaboration  
-implementation of project based learning  
-lesson integrating arts

...which leads to...

-engaged students  
-10% increase in student attendance  
-teacher collaboration  
-10% increase in Reading and Math NWEA Scores  
-

Tags:

Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate

Area(s) of focus:

Action step

Responsible

Timeframe

Evidence for status

Status

All teachers will engage in quarterly district, network, or school professional development on balanced literacy and math, NGSS, Common Core, ESL instructional practices, classroom management/SEL/restorative practices.

Evidence: uniformity in all classrooms of instructional topics, an increase in project-based units, an increase in differentiated instruction, increase in the use of leveled books based on Lexile levels

Administrators  
Teachers

Aug 29, 2016 to  
Jun 29, 2018

(Blank)

Not started

All teachers will incorporate academic vocabulary into all content area instruction that is visibly displayed and used for students.

Evidence: word walls, student's using content vocabulary in context

Teachers

Aug 29, 2016 to  
Jun 29, 2018

(Blank)

Behind

Members of the ILT will include at least one member of each grade level and department. The roles and responsibilities will include disseminating curriculum decisions, professional development opportunities, analyzing data, and sharing best practices to their team members or the staff as a whole.

Evidence: walk-throughs taking place & sharing instructional highlights to all staff, increased uniformity among curriculum in every classroom

Administrators

Aug 29, 2016 to  
Jun 29, 2018

(Blank)

Behind

Opportunities will be created to celebrate each content area, where families are invited. Each content area will have activities that will engaged both students and families, parent volunteers will be recruited.

Evidence: literacy, math and science, arts, and cultural events and assemblies will be held throughout the school year

(Blank)

Aug 29, 2016 to  
Jun 29, 2018

(Blank)

Behind

Computer applications that support literacy, ESL, math, and science will be purchased for student use in all grade levels.  Evidence: students will use the computer applications in the regular classroom and as enrichment or MTSS support	Administrators	Aug 29, 2016 to Jun 29, 2018	(Blank)	Behind
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All teachers will differentiate instruction based on assessment data	Teachers	Aug 29, 2016 to Jun 29, 2018	(Blank)	Behind
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**English language learners**

Increase percentagoe of ACCESS Scores by 5%. Providing ESL instruction for 40 minutes daily.	Teachers	Aug 29, 2016 to Jun 29, 2018	(Blank)	Behind
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**Strategy 3**

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
Create a culture that supports the use of data to drive decision making for successful MTSS implentation. Data guides MTSS and promotes the framework which ensures that the academic and the social emotional needs of all students at West Park Academy are met.	Describe expected outcome...	Describe expected goal...

Tags: Area(s) of focus:

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
(Blank)	(Blank)	select	(Blank)	Not started

**Strategy 4**

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
Research and create a cycle of learning that helps teachers define and implement rich, cognitively engaging tier 1 instruction in all content areas. Where applicable integrate the arts into all content areas.	Student driven work, rooted in choid, driving, essential questions, a variety of student products and ouptut, reasearch, and multiple modalites of assessment. All kids cognitively engaged and differentiation according to need. Teachers doing research. Teaachers doing research. Teachers directing their professional learning	Students wiil more engaged. Improved student attendance, increased pride in student work, increased growth on NWEA , particularly among priority groups

Tags: Area(s) of focus:

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Implementation of guided reading across all grade levels	(Blank)	select	(Blank)	Behind

Implementation of cycles of learning with specific targeted instructional strategies to support literacy	(Blank)	select	(Blank)	Behind
Staff learning walk established to provide feedback on engagement	(Blank)	select	(Blank)	Behind
Lesson plans analyzed for cohesiveness with feedback for teachers	(Blank)	select	(Blank)	Behind
Workshops provided for teachers above and beyond the required teacher team meetings and flex days	(Blank)	select	(Blank)	Behind
(Blank)	(Blank)	select	(Blank)	Behind

#### Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Establish a PBIS and CHAMPS teams which will include but not limited to the AP/Counselor/Teachers,, Paraprofessionals and 7/8 grade students. These teams will meet once a month to oversee implementation and celebration activities as a school</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Behavior and Safety, Climate and Culture, Professional development, Safety and order, Discipline, Champs, Meeting, Peace circles, Incentives, Student involvement, Restorative practice, Behavior expectations, Modeling</p>	Administrators/PBIS Team Teachers Paraprofessional	Aug 29, 2016	Jun 29, 2018	Not started
<p>✚ Provide professional development for all staff to introduce and/or review PBIS, CHAMPS and restorative practices.</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Attendance, Behavior and Safety, Climate and Culture, Behavior, Champs</p>	Administrators	Aug 29, 2016	Jun 30, 2018	On-Track
<p>✚ Establish a PBIS, CHAMPS and Restorative Practices team to organize and implement the criteria for each which will meet biweekly to develop an action plan which will include data analysis.</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Administrators	Aug 29, 2016	Jun 29, 2018	Behind
<p>✚ Train and select students to become peer mediators which will meet on a weekly basis.</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Administrators	Jun 29, 2018	Jun 29, 2018	Behind
<p>✚ PBIS and CHAMPS team meet to revisit and plan monthly classroom activities and school wide quarterly activities.</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Administrators & Teachers	Jun 29, 2018	Jun 29, 2018	Behind
<p>✚ Revise and implement referral process identifying minor/major incidents</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>		Jun 29, 2018	Jun 29, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Offer professional development for all teacher to implment Second Step to be implemented by all teacher Pre-K through 8th grade. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Administrators	Jun 29, 2018	Jun 29, 2018	Behind
<p>✦ Implementation of daily Peace circles/conversation Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>		Jun 29, 2018	Jun 29, 2018	Behind
<p>✦ Town hall meeting with all students will take place the first week of school to present the plan and invite them to become part of the teams for input. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Attendance</p>	Administrators	Jun 29, 2018	Jun 29, 2018	Behind
<p>✦ For West Park to achieve and maintain an attendance rate of between 96-97 percent Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, MTSS</p>	Adminstrators, Teachers & Attendance Clerk	Aug 29, 2016	Jun 30, 2018	On-Track
<p>✦ West Park's MTSS Team will target, support and drive decision making by using data, for successful implementation of school wide supports and initiatives which will also lead to improved Culture and Climate. Data guides the framework of MTSS which ensures that the academic and the social emotional learning needs of all students at West Park Academy are met. School wide supports include academic and behavior intervention support, including response to intervention and behavioral health team, under the MTSS Framework. School wide initiatives that will help improve West Park's Culture and Climate that will address PBIS and school wide expectations, Classroom Management, Restorative Practices, Discipline Protocols, Attendance, Staff and Student Activities. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Math</p>	Adminstration, MTSS Team & Teachers	Aug 29, 2016	Jun 30, 2018	Behind
<p>✦ 1. Use MAP/ NWEA/ PARCC/ ACCESS/ MCLASS Learning continuum and content vocabulary during daily instruction. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Administrators & Teachers	Aug 29, 2016	Jun 30, 2018	Behind
<p>✦ Offer special incentives to classrooms with an attendance rate of 96% or higher on Mondays. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Attendance Clerk	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Host a quarterly attendance rally. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Adminstrators	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Solicit coupons/discounts from local businessesto honor our students who maintain a 97 % attendance rate as well as students who show improvement. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>		Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Daily attendance announcements Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Attendance Clerk	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Posting attendance rates on the first floor attendance board and outside of classrooms. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Attendance Clerk	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Regular discussions about attendance will occur as well as visuals of how students are doing in attendance Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>		Aug 29, 2016	Jun 29, 2017	Behind
<p>✦ Create flexible grouping (MTSS Tiers) according to test scores to differentiate instruction. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>	Teachers	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Progress monitor using MAP/ NWEA/ PARCC/ ACCESS/ MCLASS test results. Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Math</p>	Teachers	Aug 29, 2016	Jun 29, 2018	Behind



District priority and action step	Responsible	Start	End	Status
<p>✦ Use of TTM (Think Through Math) research based math intervention program, to be used as skill reinforcement and resource. Professional Development (enrich and support teacher understanding on best practice skills).</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL, Math, Reading</p>	Administrators Teachers	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ After school tutoring program.</p> <p>Tags: Intervention, Behavior and Safety, Climate and Culture, SEL</p>		Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ All teachers will engage in quarterly district, network, or school professional development on balanced literacy and math, NGSS, Common Core, ESL instructional practices, classroom management/SEL/restorative practices. Evidence: uniformity in all classrooms of instructional topics, an increase in project-based units, an increase in differentiated instruction, increase in the use of leveled books based on Lexile levels</p> <p>Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate</p>	Administrators Teachers	Aug 29, 2016	Jun 29, 2018	Not started
<p>✦ All teachers will incorporate academic vocabulary into all content area instruction that is visibly displayed and used for students. Evidence: word walls, student's using content vocabulary in context</p> <p>Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate</p>	Teachers	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Members of the ILT will include at least one member of each grade level and department. The roles and responsibilities will include disseminating curriculum decisions, professional development opportunities, analyzing data, and sharing best practices to their team members or the staff as a whole. Evidence: walk-throughs taking place &amp; sharing instructional highlights to all staff, increased uniformity among curriculum in every classroom</p> <p>Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate</p>	Administrators	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Opportunities will be created to celebrate each content area, where families are invited. Each content area will have activities that will engaged both students and families, parent volunteers will be recruited. Evidence: literacy, math and science, arts, and cultural events and assemblies will be held throughout the school year</p> <p>Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate</p>		Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Computer applications that support literacy, ESL, math, and science will be purchased for student use in all grade levels. Evidence: students will use the computer applications in the regular classroom and as enrichment or MTSS support</p> <p>Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate</p>	Administrators	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ All teachers will differentiate instruction based on assessment data</p> <p>Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate, English language learners</p>	Teachers	Aug 29, 2016	Jun 29, 2018	Behind
<p>✦ Increase percentage of ACCESS Scores by 5%. Providing ESL instruction for 40 minutes daily.</p> <p>Tags: Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Professional Learning, Instructional Coaching, Intervention, Climate and Culture, Teacher Teams/Collaboration, ILT, Social studies, Differentiated instruction, Rigorous tasks, Common core, Student engagement, Science instruction, English language learners, Arts and technology, Attendance rate</p>	Teachers	Aug 29, 2016	Jun 29, 2018	Behind
✦				Not started

District priority and action step	Responsible	Start	End	Status
+ Implementation of guided reading across all grade levels				Behind
+ Implementation of cycles of learning with specific targeted instructional strategies to support literacy				Behind
+ Staff learning walk established to provide feedback on engagement				Behind
+ Lesson plans analyzed for cohesiveness with feedback for teachers				Behind
+ Workshops provided for teachers above and beyond the required teacher team meetings and flex days				Behind
+				Behind

## 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 these 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 I/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 school will provide a forum for development, discussion and review of NCLB and Title 1 parent involvement plans. Parents will be surveyed to determine involvement activities desired. The meeting will be on Friday, September 23, 2016. Survey will be distributed and workshop topics/times.

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

The school will create a schedule of meeting dates in collaboration with all parent participants while providing a forum for the development, discussion, and review of NCLB, Title 1 parental involvement plans on September 23, 2016 at 9:00 am . The organizational meeting will be held September 30th, 2016 at 9:00 am. Parents will be surveyed to determine involvement activities desired. Information will be provided during open house, report card pick-up conferences, the school website, Robo calls, emails, and text. All meeting dates and activities will be posted on the school's website, NCLB/LSC bulletin boards, and written communications sent home via students.

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 school will provide this information during open house and student-teacher-parent conferences. Grade level teacher teams will engage in ongoing detailed curriculum discussions and student academic progress with parents. Meeting by grade band. (NWEA/Mclass) Curriculum/Books/Tools and possible orientation.

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

The school will create a schedule of monthly meeting dates in collaboration with all parent participants while providing a forum for the development, discussion, and review of NCLB, Title 1 parental involvement plans. All meeting dates and activities will be posted on the school's website, NCLB/LSC bulletin boards, written communications sent home via students, Coffee with the Principal, NCLB, LSC, and PTO meetings.

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.

This information will be distributed to all parents during scheduled school activities such as open house, parent conferences, report card pick-up and other parent involvement activities. Reports of NWEA will be sent to parents as soon as available. MClass along with explanation.

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 parents will be informed by letter via mail upon notification by the state of Illinois and District 299.

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 NCLB Title 1 parents will determine dates and times for academic presentations from various sources. The school will provide space, accommodations for meetings, and consultations if required. Other school organizations such as LSC, PAC, BAC, will provide ongoing collaborative communication, including monthly meetings and surveys about school programs.

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

The school will create a schedule of meeting dates in collaboration with all parent participants identifying academic topics. They will provide information during open house, report card pick-up conferences, and on the school website. All meeting dates and activities will be posted on the school's website, NCLB/LSC bulletin boards, and written communications sent home via students.

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

The school will provide professional development in this area for school staff. Teachers are to communicate with parents on an on-going basis through the use of face-to-face communication, phone calls, text, email, use of class Dojo, letters, progress reports and report cards.

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.

All parents including early childhood will be informed and invited to participate in all school activities.

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 literature will be written and communicated in the parents' home language and should be in a format easily understood. The bilingual specialist will monitor parents' home language needs and provide support and translations where required.

#### 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.)

The Mission of West Park Academy of Fine Arts & Technology is to promote literacy improvement for all students while encouraging students, parents, & community members to become lifelong learners. All students will be provided a challenging academic program emphasizing reading improvement, use of current technologies, and the arts in a diverse and safe learning environment

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.

School-wide conferences are held during open house scheduled in September, 26,27,28, 2016 and Report Card pick-ups on November 9, 2016 and April 19, 2017. On February 10 and June 20, 2017 Report Cards are sent home.

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

Parent teacher conferences are scheduled through-out the school year as requested by parents to provide them with student progress. School-wide Progress Reports are sent home with students during October 7, 2016 January 9, March 10, May 19, 2017. Parent Portal updated regularly and Class Dojo.

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

Teachers are available for conferences during team meetings, Prep times and Report Card pick-up days and as scheduled during school hours with administrator approval.

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

Parents are encouraged to become a school volunteer after receiving approval from CPS District office. The school will provide parent volunteers with a participation schedule in consultation with classroom teachers. Participation in Field Trips and planned activities.

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

Parents are encouraged to view and monitor school activities at the school's website. Parents are provided with a Parent Handbook that outlines ways to help their children in school. Through workshops, parent teacher conference and parent portal.

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 teachers will invite parents to meet to support and plan for RTI for students. Parents are encouraged and solicited to participate in parent activities including the LSC, NCLB, PTO, BAC and Coffe with the Principal. These committee meetings' dates are posted and communicated through-out the school year by robo call, emails, and in person.

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 participate in Goal setting K-8th grade, individual, with teachers, counselor and parents. All students are encouraged daily to participate in school everyday while wearing the school uniform of blue and gold. Students are provided incentives for perfect attendance. Students participate in student council activities and positive behavior interventions.

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.

Provide engaging activities to support parents with skills that will enhance students success. We will see an increase of 10% on passing grades for students whose parents are participating of these activities.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1983 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1199 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 1012 .00

