



## 2016-2018 plan summary

### Team

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Jeffery White	Principal	jwhite67@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
04/11/2016	Jefferey White, Vincent Izuegbu, Toney Straight, Dominique Patterson, Rebecca Mulhim, Kristen Zaki, Laura Decker, Abbi Eichhorn, Rozetta Toney, and all faculty members	Framework
04/08/2016	Jefferey White, Vincent Izuegbu, Toney Straight, Dominique Patterson, Rebecca Mulhim, Kristen Zaki, Laura Decker,	Framework, Framework Priorities, and Goals
05/03/2016	Vincent Izuegbu, Toney Straight, & Dominique Patterson	Strategies, Fund Compliance, and Parent plan

### 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

According to the 5 Essentials survey, 74% of teachers agree that they are provided with feedback to improve their teaching, and 96% of teachers agree/strongly agree that a clear vision is communicated for the school. Every year there has been improvements and there are high expectations for academics but there is still room for improvement. The PLC is relaying data to drive instruction, there is vertical communication among the grade bands, and there are working plans in place for testing. Many teachers from PreK through the 8th grade have a sense of not wanting to let down other coworkers. During the 5 essentials survey, there seemed to be mixed feelings with respect to parent involvement and having a shared mission and vision within the school. The school is making progress with culture, climate, and a data driven atmosphere but still has growth areas with discipline and consistency of policies (wandering students, tardiness, detentions, misbehavior from recess and hallways, etc.). There also seems to be some inconsistency with regards to discipline and accountability of students and staff.

## 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

According to the 5Essentials survey data, only 67% of teachers report that they feel responsible for improving the school. The staff felt like they knew more important information and updates last year due to the communications that came out of meetings. This year, there seems to be less communications with respect to what is said/outcomes of meetings. They also feel like there used to be more consistency with the scheduling and implementation of meeting when one person was in charge of setting up and running them. Staff also feels that the ILT should be open to any staff member who wants to come, not just the staff who are paid to participate. Also, the ILT has not been meeting as regularly as it used to meet however, the ILT PD meetings are happening. Staff also would like to see more action items happen from the meetings that are held. PLC time is working well because it is during the school day. The Targeted Instructional Approach (TIA) plan is still being developed.

## 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:

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

Score

1 2 3 4

According to the 5Essentials survey data, 73% of teachers report that they have been given opportunities to work productively with colleagues and 80% of teachers report that professional development has directly connected to the school's improvement plan. Some of the preservice teachers said that the talking to multiple professionals at all grade levels allowed for collaboration and they learned a lot through this process. Teachers look at PLC as a time to collaborate with peers but PLC in the middle grades is not teacher directed. The middle school has also not had CPT, instead it has been principal or IB directed. The intermediate teachers see PLC as productive and have plans for post PARCC testing. The primary team has teacher-directed time, so they can analyze DIBELS/TRC test scores. Having the time to work with grade-level partners and working on vertical collaboration is helpful. Teachers believe improvements could be made by scheduling all PLC/CPT meetings on the calendar, having structured teacher directed time with template(s), and having TDT notes sent. Also, some teachers are not able to come to meetings because they do not have coverage which limits attendance to the meetings.

## 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

According to the 5Essentials survey data, 65% of teachers report that they are given enough time to think carefully, try and evaluate new ideas learned from professional development. Resources are ordered when needed and teachers are able to write grants for additional resources. Primary grades received some iPads per room by sharing from the carts. It would be good to have curriculum/math text that is consistent for grade bands. It would also be nice to have an anchor text at each benchmark grade and tutors. This would reduce the number of copies being made. Human capital is limited and is spread throughout the building. Some staff are pulled to cover classes which takes away time/attention to students who need it. We lack the ability to do a 1-to-1 program with higher grade nonreaders.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**

- Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.
- Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
  - Ensure all students have fair access to high-quality teachers in the school.
- Effectively utilize Related Service Providers at the classroom level.
- Use data including teacher evaluations and exit interviews to inform a retention strategy.
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- Make outreach efforts to engage community members as partners and resources.
- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<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:

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

### Score

1 2 3 4

According to the 5Essentials survey data, 80% of students report that their classes challenge them. 93% of students report that they "learn a lot" in class, and 99% of students report that they are required to work hard in order to do well in class. There is curriculum in place but it is not easy to implement. It allows for opportunities to approach students in different ways and become life-long learners. PreK is where it starts but parents should be aware that PK follows K and that PK students are reading. There is however, a need for a consistent science and social studies curriculum. Teachers would like to add more social studies/history content to the reading curriculum for development of prior knowledge base for PARCC. Teachers also incorporate science at the 6-8th grades. Many students would like lab opportunities for students that are consistent with the rigor across the board. Having core test would help eliminate confusion. Teachers believe that the school is falling short of providing academically for their gifted population. Primary teachers do not currently have a set social studies or science curriculum and have been pulling resources from other places to supplement learning.

## 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&rcid=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

According the 5Essentials survey data, 81% of students report that they apply math learned in school to situations outside of school and 99% of students report that they are required to write an explanation on how they solved a math problem suggesting that the instructional materials are characterized by variability. Instructional materials are varied, however, their utilization could be maximized to increase student learning. Some online instructional materials and tools include Compass Learning and Acuity; it would be useful to find ways to anchor all of the different resources, perhaps via a text, to manage the diversity of subjects.

## 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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

Score

1 2 3 4

According the 5Essentials survey data, 97% of students report that teachers ask difficult questions in class and on tests. Additionally, 97% feel challenged in class through student tasks. While On-Track data is regularly assessed, the methods of the evaluation of rigor are not necessarily consistent across the school. Students are given multiple opportunities to demonstrate mastery of a standard through modifications of assignment or task completion based on teacher feedback. Because of the lack of background knowledge, implementation of rigorous curriculum and instruction is reduced. As a way to intervene, staff would like to find ways to gain parent participation, particularly in the Primary Grades, perhaps via parent workshops, parent nights or parenting classes.

### 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-%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-%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:

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

Score

1 2 3 4

According the 5Essentials survey data, 60% of students report that they only use data and text references sometimes, suggesting that there is a lack of emphasis on college-centered best practices. Whereas discussion is an essential technique in higher level post secondary education, only 50% of students report that they sometimes participate in discussion at some point Students are not regularly exposed to structures that develop early postsecondary awareness and the knowledge of skills that lay the foundation for academic rigor and social development for college and career success. They need more opportunities to interact with successful people and role models. Students would benefit from more opportunities to demonstrate their own professionalism via Professional Dress Days, Resume Writing, Interview Practice, etc. Additionally, students have many misconceptions of what college and career success looks like, so offering them the opportunity to interact with guest speakers and other professionals will help better shape their foundational understandings around the transition for college and career success.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.



- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. <a href="#">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

According to the 5Essentials survey data, 94% of students report that their teachers "want them to become better thinkers, not just memorize things." 96% of students report that their teachers expect everyone to work hard. Teachers are responsive to student needs and regularly use a variety of small group arrangements to promote and fine-tune student learning. Teachers regularly monitor student progress and learning based on small group focus and a variety of ways to check for understanding, including questioning. Self-directed learning can be limited due to students' lack of skills, gaps of knowledge or possible inconsistencies in expectations for students. However, reflection is regularly promoted via self-checks, class discussions and conversations with students, individually.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

### Score

1 2 3 4

According to the 5Essentials survey data, 22% of students report that teachers are not willing to give extra help on schoolwork if needed, and 22% of teachers report reviewing student assessment data with other teachers to make instructional decisions. While teachers offer academic and SEL instruction to all students and On-Track data is regularly monitored, there could be more effective use of this data to determine how academic and SEL instruction are implemented with Tier 2 and Tier 3 students. Although there are a variety of restorative justice methods that have been implemented in the recent past, there is not a school-wide implementation system for Tier 2 and Tier 3 supports.

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

## Evidence, Measures, and Standards

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

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.

There is a universal approach to data analysis and GradeBook that was agreed upon by the whole staff. According to the 5Essentials survey data, in addition to receiving feedback from teachers, 85% of students report that they provide and receive constructive feedback to and from their peers.

### Guide for Balanced Assessment & Grading

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<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

## 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

According to the 5Essentials survey data, 90% of students report that they show one another respect throughout the school. 96% of students report that the teachers expect everyone to work hard. Both students and staff prioritize learning, and there is a universal understanding throughout the school's culture that emphasizes the importance of hard work. Members of the Instructional Leadership Team agree unanimously that the majority of students are present at school to learn and are enjoying it. Students are being held to high, academic standards. The majority of classrooms are characterized by high cognitive energy and by a sense that what is happening there is important.

## 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

Score

1 2 3 4

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.

According to the 5Essentials survey data, 78% of teachers report that they trust each other, and 86% of teachers report that it is okay to discuss feelings, worries, and frustrations with other teachers in the school. 83% of students report that they feel comfortable with teachers at the school. The interactions 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. Adults in the building express genuine interest and care for students and the community. The teacher-teacher trust has improved as the Instructional Leadership Team believes all the teachers are becoming more and more trusting with one another after the combination of Wells and Mayo.

### 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

According to the 5Essentials survey data, 82% of students report that teachers are willing to help catch them up if they are behind, through a series of after-school programs and tutoring opportunities. Students are interested and engaged in learning as well as extracurricular offerings that contribute to their community. The school provides early and ongoing exposure to a wide range of activities which include but are not limited to: Our American Voice (OAV), Learning Garden, Chicken farm, canned food drives, and After-school All-Stars. Recently the school won the Jefferson Award and contributed the largest canned food drive in Network 9 which involved over 2,000 cans. Student needs, interest, and input are solicited for student programming. Students initiate and lead some school improvement initiatives. Parent committee recommendations: In efforts to build student leadership, talents, and to increase engagement, we suggest that there be formal elections for class presidents. This can also serve as a teacher collaborative project and teach our children about governmental, elections and LSC.

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

### Students...

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

## Evidence, Measures, and Standards

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

### Safety & Order:

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

Score

1 2 **3** 4

According to the 5Essentials survey data, 81% of students feel that their teachers treat them with respect, and 97% of students report that they feel at least somewhat safe in the hallways. Over the last few years, the emotional safety has matured and continues to mature. Students report feeling physically safe and emotionally safe from harm, and adults are working to actively maintain a safe, orderly school environment. The management of orderly transitions between activities needs to be improved; however, overall, safety has improved in general. There are clear procedures for reporting and responding to safety concerns. There is a framework for positive behavior throughout the school based on shared values and expectations.

## 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

According to the 5Essentials survey data, 98% of students report that they feel it is important to pay attention in class. 70% of teachers feel that they have at least some influence in setting standards for student behavior. A team meets regularly to organize systems that support a restorative environment in order to develop practices school wide. The school reinforces positive behaviors and responds to misbehavior 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. Some in the building respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers. As a school, we prefer responses that do not remove students from regular instructional setting or after school activities and try to ensure classroom instruction continues when problem behavior occurs.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.



- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

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

### Parent Partnership:

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

Score

1 2 **3** 4

According to the 5Essentials survey data, 78% of parents have volunteered time to support the school, and 93% of parents report that teachers respond to their suggestions for helping their child. 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 has a strong PAC in which members willingly volunteer their time for the betterment of the school community. The school provides 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) even if they are not fully taken advantage of by parents. There is frequent communication with families about class and individual activities. Teachers and staff often inform parents of grade level standards and expectations, offer volunteer opportunities, promote the use of parent portal, host events for family members to be involved with, and send regular, positive, personalized communications home. The communication could improve by becoming more two-way and mutual by giving families a way to voice concerns so that the school can respond to input.

- Advanced notice of chaperone and volunteer opportunities
- Opportunities to form or be apart of the graduation ceremonies
- Implementation of New Parent Orientation
- Advanced notice or all - call regarding school testing
- Easier access to administration
- Friendlier more healthier office staff
- Availability of PARCC and NWEA test prep materials and updates on student progress
- PAC updates, events, and meeting times placed on school website
- Parent involvement policies and methods included in professional development curriculum

Parents felt that communication was weak, inconsistent, and incomplete. No one person is aware of school events, policies, etc. Not even office staff.

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**

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

### Evidence, Measures, and Standards

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

### School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus						
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<table border="1"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			

3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
The rationale here is that based on SQRP calculated projections, 10% growth for each of the two years (with each coming school year calculated with the actual growth data or growth target of the previous year) will move school's achievement data to the next achievement level. It's our calculation that this goal is attainable with the Implementation of common grade level curriculum maps, unit plans, pacing guides, and assessments, and also the use of small group instruction to offer data driven intervention (remediation and enrichment) based on TRC/Dibels and NWEA data.	78.00	57.00	62.70	69.00
<b>National School Growth Percentile - Math</b>				
The rationale here is that based on SQRP calculated projections, 10% growth for each of the two years (with each coming school year calculated with the actual growth data or growth target of the previous year) will move school's achievement data to the next achievement level. It's our calculation that this goal is attainable with the Implementation of common grade level curriculum maps, unit plans, pacing guides, and assessments, and also the use of small group instruction to offer data driven intervention (remediation and enrichment) based on TRC/Dibels and NWEA data.	87.00	44.00	48.40	53.24
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
The rationale here is that based on SQRP calculated projections, 10% growth for each of the two years (with each coming school year calculated with the actual growth data or growth target of the previous year) will move school's achievement data to the next achievement level. It's our calculation that this goal is attainable with the Implementation of common grade level curriculum maps, unit plans, pacing guides, and assessments, and also the use of small group instruction to offer data driven intervention (remediation and enrichment) based on TRC/Dibels and NWEA data.	68.70	(Blank)	60.72	66.79

**African-American Growth Percentile - Reading**

This metric/goal will be impacted by the National School Growth Percentile (Reading) target since Wells Prep is 97% African-American.	78.00	57.00	62.70	69.00
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**Hispanic Growth Percentile - Reading**

0	(Blank)	(Blank)	0.00	0.00
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**English Learner Growth Percentile - Reading**

0	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Reading**

0	(Blank)	(Blank)	0.00	0.00
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**African-American Growth Percentile - Math**

This metric/goal will be impacted by the National School Growth Percentile (Math) target since Wells Prep is 97% African-American.	86.00	44.00	48.40	53.24
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**Hispanic Growth Percentile - Math**

0	(Blank)	(Blank)	0.00	0.00
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**English Learner Growth Percentile - Math**

0	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

0	(Blank)	(Blank)	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Based on SQRP calculated projections, 10% growth target each year will move school's achievement data to the next achievement level. We hope to reach these goals by hiring and properly training post graduate tutors (in educational programs at UIC) to offer needed intervention in grades 2-8 in small groups based on NWEA data.	20.00	37.00	40.70	44.77
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**National School Attainment Percentile - Math (Grades 3-8)**

Based on SQRP calculated projections, 10% growth target each year will move school's achievement data to the next achievement level. We hope to reach these goals by hiring and properly training post graduate tutors (in educational programs at UIC) to offer needed intervention in grades 2-8 in small groups based on NWEA data.	27.00	40.00	44.00	48.40
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**National School Attainment Percentile - Reading (Grade 2)**

Based on SQRP calculated projections, 10% growth target each year will move school's achievement data to the next achievement level. We hope to reach these goals by hiring and properly training post graduate tutors (in educational programs at UIC) to offer needed intervention in grades 2-8 in small groups based on NWEA data.	18.00	30.00	33.00	36.30
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**National School Attainment Percentile - Math (Grade 2)**

Based on SQRP calculated projections, 10% growth target each year will move school's achievement data to the next achievement level. We hope to reach these goals by hiring and properly training post graduate tutors (in educational programs at UIC) to offer needed intervention in grades 2-8 in small groups based on NWEA data.	29.00	32.00	35.20	38.72
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**% of Students Making Sufficient Annual Progress on ACCESS**

0	(Blank)	(Blank)	0.00	0.00
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**Average Daily Attendance Rate**

95% has been our attendance target and we hope to reach 96% by the next two years by implementing a 95% attendance policy that requires students to at least have 95% attendance rate in order to participate in all field trips, graduation activities, sports, and other extra-curricular activities. In addition we will develop systems for daily, weekly, monthly, and quarterly attendance incentives for k-8 students.	92.70	93.90	95.00	96.00
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**My Voice, My School 5 Essentials Survey**

Our goal for the next two years is to move from Not Organized to Moderately Organized in the next two years. We hope to reach this goal by developing school-wide systems around instruction, climate and culture, and parent involvement. The implementation of second step and restorative practices will improve sense of safety and community among students, and their overall attitude towards school. Teachers in working together and collaborating on common curriculum maps, common unit plans, and common assessments in each grade level, will build bridges of trust for one another.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

6 of 6 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Elementary School On-Track				
The goal is 10% growth target for each of the two year, and we hope to attain these goals by developing monitoring and intervention systems based on-track, grade book, and attendance data. Also, developing systems for daily, weekly, monthly, and quarterly attendance incentives for k-8 students will be key to attaining this goal.	43.10	45.10	49.61	54.57
OSS per 100 (all students)				
The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	13.35	27.42	23.58	20.28
OSS per 100 (Diverse Learners only)				
The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 28% annually.	44.53	67.82	48.83	35.16
Number of Group 4, 5, 6 Infractions				
This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.	65.00	98.00	93.00	84.00

Use of Codes 3-6 and 4-9

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

33.00

52.00

10.00

4.00

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

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in an in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 80% over a 3-year period.

40.10

36.50

50.00

60.00

Strategies

Strategy 1

If we do...

Foster positive relationships among students through daily implementation of second step in all PreK-8 classrooms, and also weekly implementation of restorative practices (peer jury and talk circles) for grades 3-8 students.

...then we see...

Students learn how to better manage their emotional and social lives, develop interpersonal skills, coping mechanisms, decision-making skills, and problem-solving skills. Improved emotional and social lives will lead to improved self-esteem, which in turn sets students on the path of social success and academic readiness, and improved productivity. Overall, there is an increased sense of safety and community among students. Relationships and attitudes among students are better and they are excited to come to school.

...which leads to...

Suspension rate will decrease by 10%, and the school's rating in the five essentials survey will improve to Partially Organized.

Tags:

Student Health & Wellness, Restorative approaches, Social emotional, Support, Tier 1

Area(s) of focus:

2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Refresher training in second step PreK - 8 teachers, peer jury, and talk circles for all grades 3-8 teachers. .

Counselor

Aug 29, 2016 to  
Sep 9, 2016

(Blank)

Not started

Professional development, Instructional materials

Purchase and distribute second step materials to all PreK-8 teachers

Dr. Iziegbu

Jul 1, 2016 to  
Jul 31, 2016

(Blank)

Completed

Instructional material

Allow at least 40 minutes weekly in PreK-8 schedule for second step instruction

Dr. Iziegbu

Aug 22, 2016 to  
Sep 2, 2016

(Blank)

On-Track

**Schedule**

Recruit and train student (grades 3-5) jurors	Counselor	Sep 16, 2016 to Sep 30, 2016	(Blank)	Not started
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**Professional development**

Develop a schedule for weekly implementation of peer jury and talk circle in grades 3-5	Counselor	Oct 3, 2016 to Oct 14, 2016	(Blank)	Not started
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**Schedule**

**Strategy 2**

If we do...

Implement common grade level curriculum maps, unit plans, pacing guides, and assessments. Establish a functioning ILT to coordinate data (TRC/Dibels and NWEA) driven intervention (remediation and enrichment) via use small group instruction.

...then we see...

Curriculum and instruction are vertically and horizontally aligned in all PreK-2 classrooms. Also teachers who teach the same grade level utilize common curriculum maps, common unit plans, and common assessments as levers for teaching and learning. K-2 teachers progress monitor on time as per Dibels/TRC schedule, and grades 3-8 teachers intervene based on on-track data.

...which leads to...

Wells national school growth percentile will improve to 69 percentile and 53.24 percentile in Reading and Math respectively. Also, the percentage of k-2 students at or above grade level on TRC/Dibels will improve to 80%

Tags:

Instructional practices, Progress monitoring, Academic expectations, Curriculum maps

Area(s) of focus:

1, 2, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a schedule for Reach Observation and monitoring visits in PreK-8 classrooms	Principal White	Oct 3, 2016 to Oct 14, 2016	(Blank)	On-Track

**Observations, Schedule**

Allow 60 minutes biweekly in PreK-8 schedule for common mapping and planning	Dr. Izuegbu	Aug 29, 2016 to Sep 2, 2016	(Blank)	On-Track
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**Schedule, Grade level teams**

Develop K-2 promotion policy that is Wells Prep specific	Principal White Dr. Izuegbu	Aug 29, 2016 to Sep 2, 2016	(Blank)	Not started
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**Academic expectations**

Weekly monitor instruction and assessment/grading practices in K-8 classrooms using the Non-negotiable Teacher Checklists.	Principal White Dr. Izuegbu	Sep 5, 2016 to Jun 21, 2019	(Blank)	On-Track
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**Gradebook, Assessment policy**

Develop an action plan for monitoring instruction in K-2 classrooms.	Principal White Dr. Izuegbu	Aug 29, 2016 to Sep 9, 2016	(Blank)	Not started
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**Academic expectations**

Quarterly learning walks by ILT and grade level teams to monitor small group instruction in all K-8 classrooms	Principal White Dr. Izuogbu	Aug 29, 2016 to Sep 9, 2016	(Blank)	On-Track
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**ILT, Academic expectations, Learning walk, Grade level teams**

Hire and train post graduate tutors to offer needed intervention in grades 3-8	Dr. Izuogbu	Sep 26, 2016 to Dec 16, 2016	(Blank)	Not started
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**Professional development, Tutoring**

Plan and implement Saturday School Remediation Program for students in grades 2-8	Ms. Toney	Jan 9, 2017 to Jun 2, 2017	(Blank)	Not started
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**Intervention**

Develop a bi-weekly ILT meeting schedule.	Mr. White	Aug 26, 2016 to Sep 9, 2016	(Blank)	Not started
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**Strategy 3**

If we do...

...then we see...

...which leads to...

Faithful implementation of Success Project, which by combining classroom lessons (6 to 16 curriculum) and targeted supports in grades 6-8 help prepare middle school students for transition to high school and also exposes them early on to the possibilities beyond high school - college and career.

Students are knowledgeable about high school and college requirements. Students come to school with the right dispositions and skills to transition to and complete high school, and are also prepared to succeed in college.

The percentage of students on track will improve to 54.57% and attendance will improve to 96%

Tags:  
Attendance, Intervention, Gradebook, Academic supports

Area(s) of focus:  
2, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Develop a schedule that weekly allows 40 minutes of 6 to 16 curriculum and instruction in 6-8 classrooms	Dr. Izuogbu	Aug 29, 2016 to Sep 12, 2016	(Blank)	Completed

**Schedule**

Develop procedures and systems for the implementation of 95% attendance policy as a requirement for participation in all field trips, sports, graduation activities, and all other extracurricular activities	Dr. Izuogbu	Aug 29, 2016 to Sep 2, 2016	(Blank)	Completed
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**Attendance, Procedures/**



Develop monitoring and intervention systems based on-track, grade book, and attendance data	Mrs Wylen-Cecco	Aug 29, 2016 to Sep 9, 2016	(Blank)	On-Track
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**Attendance, Intervention, On track, Gradebook**

Organize a career fair and college day for students in grades 3-8	Counselor	Aug 29, 2016 to Jun 23, 2017	(Blank)	Not started
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**College Access and Persistence, Career**

Organize high school fair for students in grades 6-8	Mrs Wylen-Cecco	Sep 12, 2016 to Dec 23, 2016	(Blank)	Not started
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**High school**

Develops systems for daily, weekly, monthly, and quarterly attendance incentives for k-8 students	Mrs Wylen-Cecco Ms. Jones Ms. Dillard	Sep 5, 2016 to Jun 16, 2017	(Blank)	On-Track
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**Attendance, Incentive**

Arrange college and high school tours for students in grades 6-8	Mrs Wylen-Cecco	Sep 5, 2016 to Dec 16, 2016	(Blank)	Not started
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**College Access and Persistence, High school, Tours**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➤ Refresher training in second step PreK - 8 teachers, peer jury, and talk circles for all grades 3-8 teachers. .</p> <p>Tags: Student Health &amp; Wellness, Restorative approaches, Social emotional, Support, Tier 1, Professional development, Instructional materials</p>	Counselor	Aug 29, 2016	Sep 9, 2016	Not started
<p>➤ Purchase and distribute second step materials to all PreK-8 teachers</p> <p>Tags: Student Health &amp; Wellness, Restorative approaches, Social emotional, Support, Tier 1, Instructional material</p>	Dr. Iziegbu	Jul 1, 2016	Jul 31, 2016	Completed
<p>➤ Allow at least 40 minutes weekly in PreK-8 schedule for second step instruction</p> <p>Tags: Student Health &amp; Wellness, Restorative approaches, Social emotional, Support, Tier 1, Schedule</p>	Dr. Iziegbu	Aug 22, 2016	Sep 2, 2016	On-Track
<p>➤ Recruit and train student (grades 3-5) jurors</p> <p>Tags: Student Health &amp; Wellness, Restorative approaches, Social emotional, Support, Tier 1, Professional development</p>	Counselor	Sep 16, 2016	Sep 30, 2016	Not started
<p>➤ Develop a schedule for weekly implementation of peer jury and talk circle in grades 3-5</p> <p>Tags: Student Health &amp; Wellness, Restorative approaches, Social emotional, Support, Tier 1, Schedule</p>	Counselor	Oct 3, 2016	Oct 14, 2016	Not started
<p>➤ Develop a schedule for Reach Observation and monitoring visits in PreK-8 classrooms</p> <p>Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, Observations, Schedule</p>	Principal White	Oct 3, 2016	Oct 14, 2016	On-Track

<b>District priority and action step</b>	<b>Responsible</b>	<b>Start</b>	<b>End</b>	<b>Status</b>
<p>✦ Allow 60 minutes biweekly in PreK-8 schedule for common mapping and planning Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, Schedule, Grade level teams</p>	Dr. Izuegbu	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Develop K-2 promotion policy that is Wells Prep specific Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, Academic expectations</p>	Principal White Dr. Izuegbu	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Weekly monitor instruction and assessment/grading practices in K-8 classrooms using the Non-negotiable Teacher Checklists. Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, Gradebook, Assessment policy</p>	Principal White Dr. Izuegbu	Sep 5, 2016	Jun 21, 2019	On-Track
<p>✦ Develop an action plan for monitoring instruction in K-2 classrooms. Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, Academic expectations</p>	Principal White Dr. Izuegbu	Aug 29, 2016	Sep 9, 2016	Not started
<p>✦ Quarterly learning walks by ILT and grade level teams to monitor small group instruction in all K-8 classrooms Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, ILT, Academic expectations, Learning walk, Grade level teams</p>	Principal White Dr. Izuegbu	Aug 29, 2016	Sep 9, 2016	On-Track
<p>✦ Hire and train post graduate tutors to offer needed intervention in grades 3-8 Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, Professional development, Tutoring</p>	Dr. Izuegbu	Sep 26, 2016	Dec 16, 2016	Not started
<p>✦ Plan and implement Saturday School Remediation Program for students in grades 2-8 Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps, Intervention</p>	Ms. Toney	Jan 9, 2017	Jun 2, 2017	Not started
<p>✦ Develop a bi-weekly ILT meeting schedule. Tags: Instructional practices, Progress monitoring, Academic expectations, Curriculum maps</p>	Mr. White	Aug 26, 2016	Sep 9, 2016	Not started
<p>✦ Develop a schedule that weekly allows 40 minutes of 6 to 16 curriculum and instruction in 6-8 classrooms Tags: Attendance, Intervention, Gradebook, Academic supports, Schedule</p>	Dr. Izuegbu	Aug 29, 2016	Sep 12, 2016	Completed
<p>✦ Develop procedures and systems for the implementation of 95% attendance policy as a requirement for participation in all field trips, sports, graduation activities, and all other extracurricular activities Tags: Attendance, Intervention, Gradebook, Academic supports, Attendance, Procedures/</p>	Dr. Izuegbu	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Develop monitoring and intervention systems based on-track, grade book, and attendance data Tags: Attendance, Intervention, Gradebook, Academic supports, Attendance, Intervention, On track, Gradebook</p>	Mrs Wylen-Cecco	Aug 29, 2016	Sep 9, 2016	On-Track
<p>✦ Organize a career fair and college day for students in grades 3-8 Tags: Attendance, Intervention, Gradebook, Academic supports, College Access and Persistence, Career</p>	Counselor	Aug 29, 2016	Jun 23, 2017	Not started
<p>✦ Organize high school fair for students in grades 6-8 Tags: Attendance, Intervention, Gradebook, Academic supports, High school</p>	Mrs Wylen-Cecco	Sep 12, 2016	Dec 23, 2016	Not started
<p>✦ Develops systems for daily, weekly, monthly, and quarterly attendance incentives for k-8 students Tags: Attendance, Intervention, Gradebook, Academic supports, Attendance, Incentive</p>	Mrs Wylen-Cecco Ms. Jones Ms. Dillard	Sep 5, 2016	Jun 16, 2017	On-Track
<p>✦ Arrange college and high school tours for students in grades 6-8 Tags: Attendance, Intervention, Gradebook, Academic supports, College Access and Persistence, High school, Tours</p>	Mrs Wylen-Cecco	Sep 5, 2016	Dec 16, 2016	Not started

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

Both the PAC chair and the LSC chairperson (both of which are parents) are members of the CIWP team, and that ensures parental involvement in the review of the NCLB, Title I school parental involvement plan and policy. In addition, current practice ensures that NCLB, Title I school parental involvement plan and policy appear on LSC and PAC monthly meeting agenda.

In addition the administration will work with PAC to ensure the following:

- Easier access to administration
- Friendlier more healthier office staff
- Availability of PARCC and NWEA test prep materials and updates on student progress
- PAC updates, events, and meeting times placed on school website
- Parent involvement policies and methods included in professional development curriculum
- Advanced notice of chaperone and volunteer opportunities
- Opportunities to form or be apart of the graduation ceremonies
- Implementation of New Parent Orientation
- Advanced notice or all - call regarding school testing
- Appointment of a special event coordinator

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

September 13, 2016 is the projected date for the Title I Annual Meeting and September 30th 2016 is the Title I PAC Organizational Meeting. These are completely two different meetings and will be held at two different times. Title I PAC Organizational Meeting will be held at 9 in the morning, while Title I Annual Meeting will be held at 5 in the afternoon. In addition, current practice ensures that NCLB, Title I school programs appears on PAC monthly meeting agenda and by so doing, parents get the monthly opportunity to hear about Title I requirements and their rights to get involved.

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.

Throughout the school year, Wells Prep organizes Open House, State of the School Address, Grade-Level Parent Meetings, Parent-Teacher Conferences, and Parent Workshops - avenues to provide parents with information regarding Title I programming and explanation of curriculum, instruction, and assessment tools (NWEA, PARCC, TRC, Dibels, IXL Reading and Math, ST Math, Compass Learning, Acuity, and used to monitor progress and render needed intervention.

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.

There are opportunities for parents to meet with school administration throughout the school year. It is easy for parents to stop by the main office and request to meet with any school official. In addition, the Local School Council and the Parent Advisory Council have monthly meetings which are open to parents, and in these meetings, parents' concerns, and suggestions are addressed.

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.

There is some form of academic report that goes out to parents every five weeks. Progress reports go out every five weeks and report cards go out every ten weeks. Also, various teachers send home weekly and periodic reports to parents. Wells Prep uses different assessment tools to monitor student progress, and these tools (NWEA, PARCC, TRC, Dibels, IXL Reading and Math, ST Math, Compass Learning, and Acuity) have reports associated with them which are made available to parents periodically.

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.

Right to Ask Letters (NCLB) will be sent out to parents at the beginning of the school year, and in the event that students have been assigned to a teacher who is not "highly qualified", school administration will work closely with PAC to ensure transparency in communication with parents.

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.

Throughout the school year, Wells Prep organizes Open House, State of the School Address, Grade-Level Parent Meetings, Parent-Teacher Conferences, and Parent Workshops - avenues to provide parents with information regarding Title I programming and explanation of curriculum, instruction, and assessment tools (NWEA, PARCC, TRC, Dibels, IXL Reading and Math, ST Math, Compass Learning, Acuity, and used to monitor progress and render needed intervention.

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.

Wells has a room (parent room) dedicated to parents and used for all parent workshops and parent programming information. Also, all pertinent information regarding parent programming will be available in the main office and on the school's website - wellsprepelementary.com. The school's technology coordinator will specifically assist with parent training in navigating parent portal, PRACC, IXL Reading and Math, ST Math, Compass Learning, and Acuity because through these enrichment/remediation programs Wells Prep is able to extend learning at home, and as such, providing parents opportunities to assist in teaching, tracking, and monitoring their children's learning.

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.

Every school year begins with professional development workshop for teachers and the entire staff. Also, there are quarterly school improvement days built into the district's school calendar - including weekly PLC's (professional learning communities) and quarterly staff meetings. The afore-mentioned professional learning opportunities will include staff development around the value and utility of contributions by parents and working with parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

The ILT (Instructional Leadership Team) will include a Head Start teacher, and this inclusion will ensure coordination and integration between Head Start and all parent programming.

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.

Wells has a room (parent room) dedicated to parents and used for all parent workshops and parent programming information. Also, all pertinent information regarding parent programming will be available in the main office and on the school's website - wellsprepelementary.com

#### 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)

None is unchecked

#### 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 21st Century mission of the Ida B. Wells Preparatory Academy community is to develop an educational program that will prepare our students to live and work in the new millennium. We are committed to meeting the educational and social needs of all students by providing experiences that will enable them to become productive, responsible citizens with a capacity for lifelong learning.

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

Parent-teacher conferences for the 2016-2017 school year will be held on November 2, 2016 and April 19, 2017 for the first and third quarters respectively. Also parent conferences will be scheduled throughout the year on a need-to basis.

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

Progress reports go out to parents every five weeks. Also parents receive behavior and academic progress on a daily and weekly basis through class dojo, parent portal, and electronic mails.

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

Parents will be able to contact staff via phone calls, CPS email, and Parent Portal. School main office has established protocols for parents visits, and these protocols are posted in the main office. having said that, there are opportunities for parents to meet with school administration throughout the school year. It is easy for parents to stop by the main office and request to meet with any school official. In addition, the Local School Council and the Parent Advisory Council have monthly meetings which are open to parents, and in these meetings, parents' concerns, and suggestions are addressed.

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.

Wells has processes and structures in place to consistently partner with all stakeholders which includes parents, staff, and students. Parents are encouraged to volunteer in the school cafeteria, recess, parent room, copy room, and the classrooms. There is a volunteer sign-in sheet for parents to sign in every day and volunteer badge for them to pin to their clothing while volunteering.

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

PAC and administration will identify ways key practices for supporting student learning. Parental growth opportunities will regularly be made available to assist parents in the process. The school's technology coordinator will specifically assist with parent training in navigating parent portal, PARCC, IXL Reading and Math, ST Math, Compass Learning, and Acuity because through these enrichment/remediation programs Wells Prep is able to extend learning at home, and as such, providing parents opportunities to assist in teaching, tracking, and monitoring their children's learning.

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

Pertinent decisions are taken in the Local School Council. School administration will take important decisions to the Local School Council where PAC and parent representatives will have the opportunity to weigh in.

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).

Wells Prep has a 95% attendance policy that requires students to at least have 95% attendance rate in order to participate in all field trips, graduation activities, sports, and other extra-curricular activities. In addition we have developed systems for daily, weekly, monthly, and quarterly attendance incentives for K-8 students. For sports in particular, students must be on-track in other to participate. Being on track means at least 95% attendance rate, and a C or better in both reading and math.

**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.

It is the goal of Wells Prep PAC to help raise funds to support extra curricular activities at Wells. Another goal is to build parent capacity to support their children with their academic needs in that way homes become extensions of Well Prep classrooms.

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.	\$ 500 .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.	\$ 1000 .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.	\$ 996 .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)	\$ 400 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 200 .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.	\$ 300 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 0 .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 250 .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.	\$ 739 .00

