



Parkside Elementary Community Academy (/school-plans/342) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
04/14/2016	ILT/CIWP	School Excellence Framework
05/27/2016	ILT/CIWP	Review and Approval

### 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

School's Mission, Vision and Beliefs are Shared to the School, Students, Parents and Community via The State of the School Address, presented by the Principal of the School, on a Yearly Basis, usually by November of the Current School Year. During the Presentation, Principal Conducts Breakout Sessions to Take a Deep Dive on a Specific Strand of Data, identified to Improve. The Results of the Deep Dive are Revisited Throughout the School year, in 5-Week Increments, also known as Progress Monitoring or Data Instructional Review.

The Results to the Five Essentials Survey are Presented to the Staff, on a Yearly Basis, usually at the Beginning of the School Year, to Inform The Stakeholders of What to Focus on, going into the School Year. The Results of this Year's 5 Essentials Survey, Leadership was Rated Well Organized, whereas The Teacher Influence was Rated a Neutral. Based on the Survey, Teachers Want More on an Input on The Decisions Made within the School.

Principal Conducts a 5-Week Instructional Review, using The District-Wide Assessments, Weekly Assessments, Interim Assessments and Gradebook, to Perform a Check-in on What the Data is Showing and What Strategic Plan(s) are to be Generated to Produce High Quality Results, by the Next Data Instructional Review Cycle; More Importantly, to Produce High Academic Achievement and to Track Academic Progress.

## 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

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Members of the ILT have equity of voice and appropriate questions are being asked and answered to move agendas forward. Programs, initiatives, and strategies are thoroughly analyzed to monitor effectiveness.

Grade Cluster Team Meetings are used as a vehicle to disseminate information and to create opportunities to foster transparent engagement with Stakeholders in addition to acknowledging small wins and identifying areas of growth.

The ILT Team meets regularly 2-4 times per month. The ILT Team uses an agenda with a clear focus, on a consistent basis.

## 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

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We Have a School Brand that is Aligned to High Quality Instructional Practices Yielding to The Desired Results. The School Brand is Consisted of...

1. Implementing Small Group Instructional and Gradual Release of Responsibility Practices (We Know Why We Do it, We Know How to Do it, We Know The Results of When We Do it and Our Scholars Know Exactly What They Should Be Doing During Every Parameter of the Instructional Day)

2. Grand Opening / Grand Closing (Do Now's and Exit Slips) (We Do this For Every Transition From Subject to Subject, No Matter What! And We Know Why We Are Doing it)

3. Data Interpretation (We Know How to Interpret and Disaggregate Data Effectively, We Know How to Align the Results from Our Data to Drive Our Instruction, We Have an Individualized Instructional Plan for Every Scholar that We Teach)

4. Pacing and Sequencing (We Know Each Instructional Block, What Each Segment Entails, How to Implement Each Segment and How Much Time is Allotted for Each Segment)

5. Planning and Preparation (We Take Time to Plan High Quality Learning For Our Scholars, We Create, and Label Properly, All Learning Tasks, Homework Assignments and Assessments Administered from Scratch)

The School's Professional Development Plan is aligned to improving High Quality Instructional Practices. Teachers are allowed ample time to try new strategies, refine skills, tackle implementation problems, and share knowledge and experience. The Current Professional Development Opportunities that have taken are as follows:

Literacy -

Heggerty Training for New Teachers

Audience: New PCA Primary Teachers (K-2nd)

Differentiation for all within a Balanced Literacy Classroom: Making the Most of Small Group/Guided Reading Instruction (K-8)

Audience: PCA Teachers (K-8th)

Balance Literacy Seminar: Taking Balanced Literacy to the Next Level Participants will engage in a student-led approach to Balanced Literacy Utilizing Cooperative Learning and Various Discussion Techniques to Make Instruction come alive. Workshops: How to Differentiate Phonics/Word Study Activities, Utilizing Cooperative Learning Strategies during Balanced Literacy, Starting Backwards, Planning a Lesson with The End in Mind, New and Improved Sight Word Activities and Reading Aloud with a Twist of Comprehension

Audience: PCA Teachers (K-2nd)

Questioning and Discussion Techniques

Audience: All PCA Teacher (K-8th)

Implementing Efficient and Effective Small Group Instruction (Review Session)

The Implementation of the Literacy Instructional Block

Audience: All PCA Teachers (PreK – 2nd)

The Key to Analyzing The Measuring Up Live Results (Introductory and Modeling Session)

Audience: All Teachers (2nd – 8th)

Analyzing Student Work for Text and Task Complexity

Audience: All Teachers

The Implementation of Writer's Workshop and Quality Small Group Instruction.

Audience: All PCA Teachers and Assistants (PreK-8th)

Mathematics -

Leverage Math Thinkers: Engaging All Students Within Mathematics Instruction

Audience: All Math Instructors (Kdg – 8th)

Where Are You Now in Implementing CCSS-M? Aligning Instruction to Support Student Learning

Audience: All Math Instructors (Kdg - 8th)

Looking at Student Work: Cognitively Demanding Mathematics Tasks

Audience: All Math Instructors (Kdg - 8th)

Engaging in SMPs 1,3, & 6, PARCC preparation, formative assessment strategies

Audience: All Math Instructors (Kdg - 8th)

Content Delivery - Model lesson: Perseverance within mathematics

Audience: All Math Instructors (Kdg - 8th)

Content Delivery – Mathematics questioning and vocabulary usage

Audience: All Math Instructors (Kdg - 8th)

Small Group Instruction - Strategizing By Domain RIT

Audience: Math Teachers (2nd - 8th)

We Measure the Effectiveness of Each PD Session by The Administration Performing Classroom Observations, both Formal and Informal, as well as Check-ins. These Practices occur frequently to ensure staff uses new knowledge to improve instructional practices, and it is having the desired effect on practice and student outcomes. At this Point, There is No Measurement Data

Available.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

Score

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The Principal Strategically Analyzes and Monitors the budget to align specific resources, staff, and instructional materials in order to support the school's Priorities within the CIWP. Also, principal maximizes the use of supplemental funding to close any priority group achievement gaps.

Two of The School's Priorities are Student Engagement via Technology and Implementation of HQ instructional practices via Small Group Instruction. All Teachers and Students Have Access to an Instructional Technology item, such as an iPad, Macbook, Desktop, LCD Projector, Nook, Document Camera, as these Technology Materials gives the Students Additional Access to Increase their Instructional Knowledge. To Increase Our Small Group Instructional Practices, Teachers Have Specific Times, within their Instructional Day, to Implement these Practices, for Each Discipline Taught.

## Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

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

**Score**

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The Curriculum is comprised of Units of Instruction (Horizontally/Vertically) to Scope and Sequence Maps and Pace Units and Lesson Appropriately (Instructional Pacing Maps). Administrators and Teachers Examine Formative Data to Determine Mastery (80%) and Pace, in addition to discussing how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery.

Teachers articulate language goals that are separate from and support content goals. Literacy (Reading, Writing and Speaking) are Essential Learning tools across the Curriculum. Teachers engage All Learners, to include, but not limited to, Diverse Learners, to Demonstrate Core Knowledge and Skills.

Teachers align Learning by integrating Field-Based Learning through Partnerships with City Institutions, such as Museums, Colleges, Universities and Community Based Organizations.

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&scrid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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:

Score

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

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Instructional Materials are Selected Strategically, and Adapted Based on the Learning Objectives and the Learner's Needs.

Teachers and Students are Privy to a Variety of High Quality, Standards-Aligned Instructional Materials and Resources. Teachers in grades K - 5 used Envision Math as their main resource. Also, grade K - 8 instructors implemented Interactive Science. References and Resource Materials are Readily Available and Circulated throughout the school.

Additionally, Web Based Programing was used for progress monitoring. Teachers used a variety programs which include, Stride Academy, Measuring Up Live and Khan Academy. These programs could be accessed via computer lab (2 labs), iPads (3 carts) or laptops (1 cart). At Parkside, 100 of our staff and students utilized our Web Based Programing.

Teachers make sure that the Instructional Materials, connect to Real Life Applications and include tools and supports needed to access, analyze, organize, synthesize and demonstrate understanding in varied ways for learning. Teachers models effective use of various materials, such as technology, to enhance students' high order, creative thinking and problem solving skills.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards



## EVIDENCE, MEASURES, AND STANDARDS

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

We, as a School, Convey High Learning Expectations for All Students (The Vision) and Develop Structures that enable practice and perseverance for each individual student (The Mission). We Also Create an environment whereas students assume responsibility for High-Quality work by persevering, initiating improvements, addressing critiques and making revisions, this is Communicated to the Students via Teacher Led Data Days (5-Week Intervals).

Teachers Examine, Create and Align Tasks and Assessments, with standards based learning objectives that reflect the depth of knowledge expectations. Most Tasks and Assessments are Created via Various Computer Based Programs (Measuring Up Live and Stride Academy) to Reflect the Shifts in Literacy (Complexity, Evidence and Knowledge) and Mathematics (Focus, Coherence and Rigor).

During Weekly Grade Level Cluster Meetings, Administration and Teachers Analyze Authentic Student Work Samples as a part of a Professional Learning Session to Best Support Students' attainment of Quality Work and Standards.

### Guide for Rigorous Student Tasks

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

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

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

Score

1 2 3 4

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)

We, as A School Conduct, Annual High School Fairs for Students within the Middle School Grade Levels (6th - 8th), to seek a High School that Will Best Suit their Knowledge and Needs. We Also Provide Programs and interventions that help students as they move from Middle School to the 9th Grade.

For the 8th Grade Diverse Learners, We, Provide those Students Opportunities to Discover personal talents and skills, identify career interests and pursue coursework/activities necessary to reach personal, academic and career goals. This Practice is Completed and Communicated via Transition Plans on All 8th Grade Students that Have an IEP.

During the Selective Enrollment Season, We, Inform and Teach Students to Analyze their transcripts and test scores, attendance and grades to their continued success and access to postsecondary options and adjust their actions and behaviors to make progress toward Graduation. We Also provide Support for Students who are not eligible to go through the Selective Enrollment Process by Informing them of what Other Choice that they Might Have.

### 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	Ambitious Instruction      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 C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

We Effectively Communicate with Student by Guiding them to Articulate the Relevance of the Objective(s) to Learning, this Practice is Conveyed through Teachers Informing the Students of What the Standards Based Objective(s) are, and the Student Reciting them to Effectively Develop a Conceptual Understanding of Concept while making Connections to their interests, knowledge and Experience (Component 3a).

During Instruction, Teachers are mandated to 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. Through Small Group Instruction teachers are able make accommodations for all students. Learning task are differentiated and modified so that all students are successful. In Addition, Students are Required to Cite Textual Evidence to Support/Develop a Claim, this Practice is Monitored via an Informative and Formative Assessment System (Components 3b and 3d).

### 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

We, as a School, Provide High Quality Instruction via the Optimal Learning Model, to All Students. When We have Assessed the Student's Knowledge, via Informal and Formal Assessments, We Intervene in a Timely and Effective Way to Help Students who are Struggling. The Use of Progress Monitoring via Small Group Instructional Practices, to Trace Effectiveness of Interventions and Student Response to Intervention is Also an Effective Practice that is Implemented within the School. Based on the PM Results, We Create PLPs for Students to Advance their Learning, whereas Each Student has the Opportunity to Advance upon Demonstrating Mastery.

On a Consistent Basis (Every 5 Weeks), We 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. Once As a Result of the Data, We Create Standards of Supports (Incentives, Action Plans, etc), to Ensure that The Off Track Students become On Track Students . Once students are identified via Dashboard, teachers are notified and have to meet with Administration. During this meeting, an academic action plan is develop for each off track students. If attendance is the issue, then the PCA attendance team is in immediate contact with a parent or guardian to create a strategic action plan to improve attendance.

Teachers Collaborate with Related Service Providers to Plan and Monitor students that Require and are Receiving Targeted and Intensive Instructions/Interventions, on a Weekly Basis, and Track Data via the Collaboration Log.

### Guide for Multi-Tiered System of Support

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

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

## Evidence, Measures, and Standards

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

### Balanced Assessment & Grading:

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

### Score

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We, as a school, use Multiple measures of assessment types, at multiple points in time to supplement district centralized assessments (NWEA, PARCC) with other Formative Assessments (Daily, Weekly, Interim), to Provide a More Comprehensive Picture of Student Learning.

All Stakeholders have Access to and Analyze School-Wide, Teacher Team, and Classroom Assessment Data to Determine Instructional Effectiveness and subsequent learning needs. In addition to having access, We Analyze the Quality and Alignment of Assessments and Learning Tasks to Ensure they meet the Expectations of the Standards and Embed Various Levels of Complexity.

Parkside instructors administer interim assessment every 5 weeks. These assessment are distributed in both Measuring up Live and Stride Academy. They only address the standards and objectives that were covered the previous 5 weeks. This information is used to determine whether students are on track to performing well on future assessments, such as standardized tests or end-of-course exams.

Additionally, Standard are tracked by Administration via Gradebook. Gradebook is monitored weekly and must show evidence of re-teaching for standards and objective that the class did not obtain an 80% mastery rate.

Teachers Implement the High Quality Grading System that Clearly, Accurately, Consistently, and Fairly Communicates learning progress and achievement to Students and Families (Parent and Student Portal).

## Guide for Balanced Assessment & Grading

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

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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

All Stakeholders Create a Culture that Reflects a Shared Belief in the Importance of Learning, whereas We Make Learning Goals Relevant to the Students and Inspire the Students to Stay Committed to their Learning Goals and Utilize Strategies to Be Productive. (Mission and Vision)

We Implement One on One Data Conferences to Provide Students Frequent, Informative Feedback, to show students what they have done well and what they need to do to improve, including criteria and goals. We Also give them feedback on the task, the processes used to complete the tasks and on the student's ability to self regulate their own learning.

### Guide for Culture for Learning

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

- Praise effort and process. For example, “Good job, that must have taken a lot of effort” instead of, “Good job. You must be really smart.”

## Evidence, Measures, and Standards

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

### Relational Trust:

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

Score

1 2 3 4

Through Constructive Conversations, We, as a School, Develop Trusting Relationships with Students so each Student has at least one trusted adult in the school. (Mentoring Programs for Males and Females, for All Grade Levels)

Teachers Respect Colleagues who are experts at their craft, and even when people disagree, individuals can still feel valued if others respect their opinions. (Principal to Teacher to Student Respect)

We, as a School, Utilize relationships as a means of deterring truant and unbecoming behavior brought on by unspoken hurdles a child may be facing.

### 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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers 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>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

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

Score

1 2 3 4

Students have a Voice and their needs, interest and input are solicited for student programming. (Extracurricular Activities, Athletics, Social).

Students are included in Key Conversation about their learning experience and work with the Principal and Staff to Identify issues and implement solutions (Town Hall Meetings, Student Council)

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

#### Students...

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

### Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

**Safety & Order:**

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

Score

1 2 3 4

The School, as a whole, is Run Strictly on Clear Protocols, Processes, Systems, Routines, which in turn increases the level of Effectiveness when Managing the Classroom Routines and Procedures to Maximize Instructional Time.

Parkside Community Academy is comprised of two pillars of Safety protocols, external safety and internal safety. Each team member has been trained on the two pillars of protocols.

**External Safety**

1. Security patrols perimeter 20 mins before school and before dismissal.
2. Safe Passage Personnel are at their posted position 90 minutes before school starts and 90 minutes before dismissal. SPP post position secures the perimeter in a 360 degree formation. Duties include: assisting students across the street and reporting suspicious/ illegal behavior.
3. Morning arrival - non-Inclimate weather K-8th assemble in playground security team monitors four pivotal directions (North, South, East and West) to ensure student safety.
4. Pre-K students are taking directly to classroom by their parent or guardian, using the main entrance.
5. Morning entry - Grades K, 1st, 2nd, 6th 7th & 8th enters through the main door breakfast is picked up on the way to class.
6. Morning entry - Grades 3rd, 4th & 5th enters through the South doors breakfast is picked up on the way to class.
7. Bi-weekly security meetings

**Internal Safety**

1. Morning arrival - Inclimate weather K-8th assemble in auditorium security team monitors the students. Students are lined up and dismissed according to their respective classrooms.
2. All staff is trained at the beginning of each calendar year and policies/procedures are revisited throughout the year on hallway expectations/transitions, restroom and lunchroom procedures, SEL/de-escalation strategies, crisis protocol and truancy.
3. Extensive training is given on ESLA, allergen and bus evacuation drills to staff, Chicago Police and Fire Department is a part of this process.
4. Dismissal - Students are dismissed from three separate exits according to respective grades. This process minimizes unsafe transitions.
5. School Climate and Discipline Team meets bi-weekly.
6. Behavior Plan and contracts are utilized by the diverse learner's team and dean.
7. Student referrals to the counselor and social worker for additional services are utilized.
8. District resources are utilized as needed - SMART Program.
9. A School-wide merit/demerit system is utilized.
10. In-school suspensions / out-of-school suspensions are utilized.

Every Team Member has a Specific Role to play during Student Arrival, Lunch and Recess Procedures, Hallway Transitions, Student Dismissal, to ensure Safety, Efficiency and Order.

We Implement the Assertive Discipline Practice, so that All Adults are able to Correct Misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.

SY 2015-16  
The percentages below represents the % of responses to Group 1 thru 6 incidents

- OSS – 25.4%
- ISS – 4.05%
- Total – 29.9%

## Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

As a part of the School-Wide Discipline Plan, We Have Created Routines and Procedures conducive to the Learning Environment. We Make Sure to Contact Parents frequently to inform them of positive student behavior and progress, as well as provide short and long term opportunities for reinforcement for all Students.

Due to SEL Skills that are Taught during Second Step Instructional Implementation Period, We Are Able to Avoid Power Struggles with student by offering choice, redirecting students privately and respectfully.

Being Proactive rather than Reactive, We Respond to Behavior to address the cause, reteach expectations, build social emotional skills and repair relationships with staff or peers. We Also Support teachers to engage in restorative conversations or respond to behavior incidents.

Behavior Interventions that were utilize:

- 1.) Clear routines and Expectations - By providing structure early and systemically it minimize premature behavior.
- 2.) Panther Bucks – All students earn merits for consistent display of school uniform & no misconducts.
- 3.) Mentoring, \*Partnership with UIC – After school field trips
- 4.) Parent Meetings
- 5.) Lunch with the Principal
- 6.) School Dance
- 7.) Field Day – Entire school compete in sport activities
- 8.) Back to School Jam – Raffle school supplies

Restorative Practices that were utilized:

- 1.) Social Emotional Learning Model
  - \*Check-in Check-out
  - \*Stop, Relax & Think Method – Teaching students to self-correct using logical thinking.
- 2.) Behavior Plans
- 3.) Dean - Restorative talks with student(s) and parent(s)
  - \*Peace Circles
- 4.) In School Suspension and Out-of-school Suspension
- 5.) Counseling Services

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 3 4

Need More Parental Involvement.

### Guide for Parent Partnership

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

### Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
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 $\emptyset$ = Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

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

National School Growth Percentile - Reading

We, as a School, Have Paid More Attention to the Growth Targets and How To Effectively Reach Them For Each Student. The Implementation of Our Small Group Instructional Practices Has Increased, due to Strategic Planning along with DDI.

69.00

64.00

80.00

99.00

National School Growth Percentile - Math

We, as a School, Have Paid More Attention to the Growth Targets and How To Effectively Reach Them For Each Student. The Implementation of Our Small Group Instructional Practices Has Increased, due to Strategic Planning along with DDI.

22.00

18.00

50.00

75.00

% of Students Meeting/Exceeding National Ave Growth Norms

We, as a school, have a Good Grip on How to Target Certain Students and Their Areas of Growth and Strengths...

59.70

(Blank)

75.00

90.00

African-American Growth Percentile - Reading

We, as a school, have a Good Grip on How to Target Certain Students and Their Areas of Growth and Strengths...

71.00

64.00

80.00

99.00

Hispanic Growth Percentile - Reading

n/a

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Reading

n/a

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Reading

As We Increase Our Instructional Practices, this Alludes to the Students Learning Effectively. We Also Have Special Programs and Areas of Supports that are aligned to Our Diverse Learners.

5.00

(Blank)

50.00

65.00

African-American Growth Percentile - Math

We, as a school, have a Good Grip on How to Target Certain Students and Their Areas of Growth and Strengths...

22.00

18.00

50.00

75.00

Hispanic Growth Percentile - Math

n/a

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Math

n/a

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Math

As We Increase Our Instructional Practices, this Alludes to the Students Learning Effectively. We Also Have Special Programs and Areas of Supports that are aligned to Our Diverse Learners.	3.00	(Blank)	25.00	50.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

As Our Growth Increases, so Will Our Attainment.	5.00	15.00	45.00	65.00
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**National School Attainment Percentile - Math (Grades 3-8)**

As Our Growth Increases, so Will Our Attainment.	1.00	4.00	25.00	50.00
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**National School Attainment Percentile - Reading (Grade 2)**

As Our Growth Increases, so Will Our Attainment.	1.00	1.00	50.00	65.00
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**National School Attainment Percentile - Math (Grade 2)**

As Our Growth Increases, so Will Our Attainment.	1.00	4.00	50.00	65.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

n/a	(Blank)	(Blank)	0.00	0.00
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**Average Daily Attendance Rate**

Our Attendance Incentives have Yielded to High Results of Consistent Attendance within Our Scholars. These Practices Will Indeed Continue.	90.80	91.20	95.00	96.00
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**My Voice, My School 5 Essentials Survey**

Well-Organized	(Blank)	(Blank)	(Blank)	(Blank)
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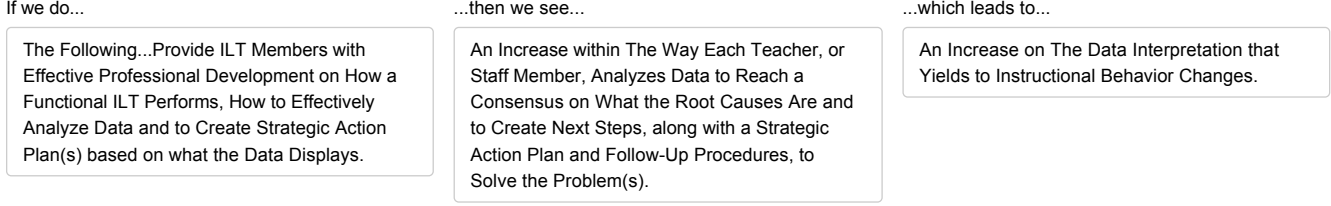
Custom metrics

0 of 0 complete

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

Strategy 1



Tags: Academic gain, Academic expectations, Academic supports, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Analyze data

Area(s) of focus:  
1

Action step	Responsible	Timeframe	Evidence for status	Status
Create a Yearly ILT Meeting and Professional Development Schedule, aligned to the ILT Needs.	Administration	Jul 1, 2016 to Jul 31, 2016	A Tangible Schedule will be Distributed to all ILT Members	Not started



**Instructional leadership team**

Implement the Yearly ILT Schedule with Fidelity	ILT and Administration	Sep 5, 2016 to Jun 16, 2017	Meeting Agendas	Not started
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**Strategy 2**

If we do...

Provide teachers with professional development on the process of analyzing student tasks with the use of the Depth Of Knowledge (DOK) Rubric across content areas, and have a bi-weekly protocol utilized during teacher team meetings that require teachers to bring samples of students work analyzed for the purpose of task modifications, peer feedback and review, and next steps for instruction.

...then we see...

Increased teacher capacity with creating and/or selecting authentic rigorous tasks that:

- are common core aligned,
- demonstration high expectations for learning,
- grade level appropriate and scaffolded,
- challenge student thinking.

...which leads to...

90% of teachers engaged in more rigorous instruction that leads to a minimum of 85% of students in grades 2-8 meeting EOY NWEA benchmarks.

Tags:

Academic gain, Academic expectations, Academic achievement, Rigorous student tasks

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Collaborate with ILT to develop school wide protocol for analyzing student tasks that teachers will use bi-weekly (protocol will be based on Depth Of Knowledge rubric).	Administration and ILT	Jul 25, 2016 to Jul 29, 2016	Professional Development is Planned and Schedule is Created	Not started

**Rigorous instruction**

Professional Development is Scheduled and Implemented	Administration and ILT	Aug 29, 2016 to Sep 2, 2016	Professional Development Schedule	Not started
Provide follow up professional development to allow teachers the opportunity to revisit the use of DOK rubric and to apply some of their knowledge prior to the start of bi-weekly team meetings.	Administration and ILT	Sep 19, 2016 to Sep 23, 2016	PD Schedule	Not started
Evaluate and/or revise DOK protocol, determine timeline for school wide protocol implementation with benchmark goals, and create a system for evaluating and monitoring powerful practice.	ILT	Sep 26, 2016 to Sep 30, 2016	SY17 ILT Schedule	Not started
Communicate the school wide DOK protocol implementation plan with all teachers during teacher team meetings	ILT	Oct 3, 2016 to Oct 7, 2016	Team Meeting Agendas and via Weekly Nolen's Notes	Not started

Engage teachers in bi-weekly DOK protocol during teacher team meetings to ensure implementation, progress monitor, and provide systems of support and feedback to individual teachers as needed.

Cluster Leaders and Administration

Oct 10, 2016 to Jun 9, 2017

Cluster Meeting Protocols and Agendas

Not started

Strategy 3

If we do...

Continuously Promote a shared sense of purpose and values, norms of continuous learning and improvement, collaborative collegial relationships... and sharing "experiences" as factors that contribute to a positive school culture, Innovation, leadership, teamwork, and "goal-orientedness".

...then we see...

Increased Stakeholder's Buy-in and Capacity with working together toward a Shared Vision.

...which leads to...

Increased Ratings within the 5Essentials Survey in the categories of Teacher-Principal Trust, Teacher-Teacher Trust, Student-Teacher Trust and Teacher Influence.

Tags:  
Culture for learning

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Evidence for status	Status
Re-Implement the SWOT Analysis, with a Focus on The Culture for Learning.	Administration	Aug 29, 2016 to Sep 2, 2016	PD Agenda	On-Track
Create A Strategic Plan to Address The Weaknesses and Threats.	Team Members, ILT and Administration	Aug 29, 2016 to Sep 9, 2016	Meeting Agenda and Action Plan(s)	On-Track
Create A Strategic Action Plan to Maintain the Strengths and to Take Advantage of the Opportunities.	Team Members, ILT and Administration	Aug 29, 2016 to Sep 9, 2016	Meeting Agenda and Action Plan(s)	On-Track
Communicate the Results of the Action Plans to the Additional Stakeholders (Students, Parents and Community), during the State of the School Address Presentation.	Administration	Sep 12, 2016 to Sep 30, 2016	SOTSA Powerpoint Presentation	Not started
Monitor Progress of Action Plans and Provide Systems of Support, when Needed.	Administration, Team Members and ILT	Oct 3, 2016 to Jun 16, 2017	Progress Monitoring Protocols and Meeting Agendas	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Create a Yearly ILT Meeting and Professional Development Schedule, aligned to the ILT Needs. Tags: Academic gain, Academic expectations, Academic supports, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Analyze data, Instructional leadership team</p>	Administration	Jul 1, 2016	Jul 31, 2016	Not started
<p>✦ Implement the Yearly ILT Schedule with Fidelity Tags: Academic gain, Academic expectations, Academic supports, Academic rigor, Analysis of data, progress monitoring, rit instruction, small group instruction, Analyze data</p>	ILT and Administration	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Collaborate with ILT to develop school wide protocol for analyzing student tasks that teachers will use bi-weekly (protocol will be based on Depth Of Knowledge rubric). Tags: Academic gain, Academic expectations, Academic achievement, Rigorous student tasks, Rigorous instruction</p>	Administration and ILT	Jul 25, 2016	Jul 29, 2016	Not started
<p>✦ Professional Development is Scheduled and Implemented Tags: Academic gain, Academic expectations, Academic achievement, Rigorous student tasks</p>	Administration and ILT	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Provide follow up professional development to allow teachers the opportunity to revisit the use of DOK rubric and to apply some of their knowledge prior to the start of bi-weekly team meetings. Tags: Academic gain, Academic expectations, Academic achievement, Rigorous student tasks</p>	Administration and ILT	Sep 19, 2016	Sep 23, 2016	Not started
<p>✦ Evaluate and/or revise DOK protocol, determine timeline for school wide protocol implementation with benchmark goals, and create a system for evaluating and monitoring powerful practice. Tags: Academic gain, Academic expectations, Academic achievement, Rigorous student tasks</p>	ILT	Sep 26, 2016	Sep 30, 2016	Not started
<p>✦ Communicate the school wide DOK protocol implementation plan with all teachers during teacher team meetings Tags: Academic gain, Academic expectations, Academic achievement, Rigorous student tasks</p>	ILT	Oct 3, 2016	Oct 7, 2016	Not started
<p>✦ Engage teachers in bi-weekly DOK protocol during teacher team meetings to ensure implementation, progress monitor, and provide systems of support and feedback to individual teachers as needed. Tags: Academic gain, Academic expectations, Academic achievement, Rigorous student tasks</p>	Cluster Leaders and Administration	Oct 10, 2016	Jun 9, 2017	Not started
<p>✦ Re-Implement the SWOT Analysis, with a Focus on The Culture for Learning. Tags: Culture for learning</p>	Administration	Aug 29, 2016	Sep 2, 2016	On-Track
<p>✦ Create A Strategic Plan to Address The Weaknesses and Threats. Tags: Culture for learning</p>	Team Members, ILT and Administration	Aug 29, 2016	Sep 9, 2016	On-Track
<p>✦ Create A Strategic Action Plan to Maintain the Strengths and to Take Advantage of the Opportunities. Tags: Culture for learning</p>	Team Members, ILT and Administration	Aug 29, 2016	Sep 9, 2016	On-Track
<p>✦ Communicate the Results of the Action Plans to the Additional Stakeholders (Students, Parents and Community), during the State of the School Address Presentation. Tags: Culture for learning</p>	Administration	Sep 12, 2016	Sep 30, 2016	Not started
<p>✦ Monitor Progress of Action Plans and Provide Systems of Support, when Needed. Tags: Culture for learning</p>	Administration, Team Members and ILT	Oct 3, 2016	Jun 16, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of

thes tudents attending the attendance center.

3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

### NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

Our Mission is to be a Math & Science Academy that provides Innovative Quality Instructional Programs that will Develop Leaders and Critical Thinkers through the Integration of Technology through Literacy, Mathematics and Science Curriculum. To Develop a Safe Learning Community Environment, in which We Will Involve All Students, Parents, Community Members and Other Stakeholders in Addressing the Educational Needs of Our Scholars.

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

Flyers and newsletters will be sent home. Monthly reminders will be sent home. Reminders also given during Report Card Pick-Up, Open House and Quarterly Parent Conferences.

Title I Annual Meeting and Title I PAC Organizational Meeting will be Held on Wednesday, September 28, 2016 @ 9am and 10am, Respectively.

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.

Parents will be reminded to utilize the CPS Parent Portal. They will receive progress reports and report cards. Teachers will notify parents when student's average drops by one letter grade.

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

Parents will receive a schedule of times that the teacher is available during the day to meet with parents. Teachers will provide parents with multiple contact information(cps email, classroom phone number...)

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.

Pending approval of CPS's protocol, parents may volunteer based on their strengths and the needs of the classroom teacher.

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

The High Qualified Letters will be Distributed to the Parents at the Beginning of the School Year. Once Any Letter has Been Returned to the School Asking for the Qualifications of the Selected Teacher, The School Will Complete and Return to the Parent in a Timely Manner.

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.

Parents may support their children's learning by checking daily homework log and visiting the Parent Portal to monitor students classwork, homework and current assessments.

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

Parents will have the Opportunity to Attend Monthly Parent Workshops on Selected Topics, to include, but Not Limited to, Technology Training, Homework Assistance, Literacy Training, Data Training, etc. Parents Also Have the Opportunity to Utilize Any Resources, if they so choose to, by Completing a Use or Material Request Form, located in the Main Office.

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

We, as a school, have a Parent Advisory Council and Parent and Community Engagement Team that is Aligned to Creating Parent and Community Programs that Allow Parents and Any Member of the Community to Participate. Each Month, The Parents Have an Opportunity to Participate in Seminars, Professional Development Sessions, etc., to Increase their Level of Knowledge and Education.

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.

Teachers identify students experiencing difficulty mastering the proficient or advanced levels of academic achievement standards and an intervention plan consisting of designated activities are identified to assist with mastery. School Based Problem Solving is an integral part of this plan. Students are grouped within their classrooms to address advanced mastery.

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.

On a Monthly Basis, a Parent Newsletter is Distributed to All Parents of the Scholars that Attend Parkside Community Academy. Also, Any Other Pertinent Information that is Needed to be Communicated it will Distributed via A Parent Letter, Robo Calls, The School's Website, or School's Marquee.

#### Policy Implementation Activities

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

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

N/A

#### Parent Compact

Complete

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

Our Mission is to be a Math & Science Academy that provides Innovative Quality Instructional Programs that will Develop Leaders and Critical Thinkers through the Integration of Technology through Literacy, Mathematics and Science Curriculums. To Develop a Safe Learning Community Environment, in which We Will Involve All Students, Parents, Community Members and Other Stakeholders in Addressing the Educational Needs of Our Scholars.

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.

We Have 3 Parent Teacher Conferences throughout the School Year:  
 Open House - Wednesday, September 28, 2016  
 P/T Conference I - Wednesday, November 16, 2016  
 P/T Conference II - Wednesday, April 12, 2017

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

We, as a School, Distributes Academic Reports after every 5 Weeks (Progress Report and Quarterly Report Cards)

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

Teachers have Office Hours, 30 Minutes Before School and 30 Minutes After School, that Are Created for Parent Consultations on Any Kind. Also, if the Parent, or Teacher, wants to Conference with Each other on a Serious Matter, The Teacher will Schedule a Conference at a Convenient Date and Time, Agreed upon.

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.

Pending approval of CPS's protocol, parents may volunteer based on their strengths and the needs of the classroom teacher. The Principal, or his Designee, will Create a Strategic Schedule for Each Parent to Implement.

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

Parents may support their children's learning by checking daily homework log and visiting the Parent Portal to monitor students classwork, homework and current assessments.

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

Parents will participate through Surveys, Needs Assessments and Attending Monthly Parent and LSC Meetings.

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

Students will analysis their own data, set goals and self monitor progress. Students will participate in Data Weeks, whereas Each Student Will conference with the Teacher to Receive His/Her Current Data and What the Expectations are, in regards to assessment goals, attendance goals and On/Off Track Goals. All Goals are Individualized for Each Scholar.

**Parent Budget**

**Complete**

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

N/A

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 325 .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.	\$ 585 .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)	\$	1600	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	130	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00