Ambrose Plamondon Elementary School (/school-plans/354) / Plan summary

# 2016-2018 plan summary

Team

| Name | Role | Email | Access |
|------|------|-------|--------|
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Team meetings

| Date | Participants | Topic |
|------|--------------|-------|
| 01/27/2016 | IST and LSC Chair | SEF |
| 02/10/2016 | IST | SEF |
| 02/24/2016 | IST | Framework Priorities |
| 03/09/2016 | IST | Goals |
| 03/23/2016 | IST | Goals |
| 04/06/2016 | IST | Goals |
| 04/27/2016 | IST | Strategies |
| 05/11/2016 | IST | Strategies |
| 05/25/2016 | IST and LSC Chair | Framework, Goals, Strategies |

**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**

> 100% Staff participates in: weekly PLC differentiated by grade band and by instructional need (GRR, Differentiated Instruction, Creating TDQ, Analyzing student work for enhanced instructional planning)
> 100% of staff uses data analysis to inform small instructional groups.
> Weekly math item analysis is submitted to the principal with next teaching steps for struggling students or students who need enrichment.
> Teachers facilitate bi-monthly data talks with students and students fill out and track student goals. Data sheet are submitted to IST
> Grade bands meet weekly and work with other to plan instructionally based field trips, data analysis and unit design.
> Teachers are assigned roles at the beginning of the year to facilitate community involvement in varied ways (Family math night, Family math night, Family science night)
> Principal conducts monthly or tri-monthly informal and informal observations based on the Danielson Framework. Teachers are held accountable for specific instructional outcomes aligned with the Danielson Framework and expected best practice "look-fors" (ex. GRR - "i Do", "we Do", "You Do", math talk, small guided groups, etc.)
> Staff create and maintain an environment that is safe for students to learn socio-emotionally and academically.
> Teachers demonstrate professionalism by meeting with one another to collaborate about student work performance
> Teachers hold one another accountable to improve student growth
> Teacher construct goals for students who are chronically truant or have poor attendance.

## 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 | ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) <br> ✓ Five Essentials – Program Coherence |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders <br> Collaborative Teachers |
| CPS Framework for Teaching | 4d. Growing and Developing Professionally <br> 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP <br> A2. Implements Data Driven Decision Making and Data Driven Instruction <br> A5. School Vision and Mission Drive Decision-Making <br> D4. Demonstrates Change Management |

**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.

> team meets biweekly and is composed of varying grade levels and subjects
> team meets to discuss of track attendance and grade data in 5 week increments
> team identifies students needing MTSS supports and communicates with staff
> Each team member takes on a task that they are in charge of and reports new information at our biweekly meetings
> Team analyzes off-track attendance and grade data, NWEA data, and TRC data
> Team creates action items for teachers and follows up on action items. Action items include attendance, MTSS, and math item analysis.
> Team creates the agenda for the next meeting at the end of every session. The agenda is clear and states who will facilitate, track the time, and take notes.
> Keep the focus of all work on improving student achievement in alignment with the CCSS
> Throughout the year, track the school's progress toward meeting the SIP goals and implementing the action steps
> Help instructional teams use student performance data to inform instructional decisions

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

**Professional Learning:**

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

Score

1    2    3    **4**

> 100% staff meets weekly for PLC to work on GRR and teaching by design. Teachers reflect on learning and teaching throughout the week by completing a reflection form. This allows the principal to create an agenda for the next meeting or work with teachers individually if needed.
> staff collaborates with the Lincoln Project, America Score, Peggy Notebart Museum and the Lyric Opera to incorporate in teaching
> staff meets in grade level teams to collaborate and plan
> Teachers write grants that will provide professional learning opportunities. For example, teachers partake in CFE grant opportunities and the Art Institute. Both of these allow winners to go to professional developments to improve instruction.

## 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 | ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?<br>✓ PD agendas, PD feedback surveys<br>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Five Essentials: Collaborative Teachers |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | B2. Observes and Evaluates Staff and Gives Feedback to Staff<br>B6. Professional Development Provided for Staff |

**Aligned Resources:**

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

Score

1    2    **3**    4

2/8 staff uses leveled literacy resources for guided group instruction in literacy (Goal: increase to 100 oerecnt of staff using LLI as a research based literacy intervention for Tier 2 and 3 students)
6/8 staff uses collaborative unit from the knowledge center to focus on African American and Hispanic cultures to align to our cultural school population
The schedule allows for K-2 and 3-8 to have the same prep schedule. This allows for collaboration and PLC.
There is a hiring team that follows a interview process when selecting a highly qualified candidate.
Plamondon has partnerships with Lyric Opera, Peggy Notebart Nature Museum, and Mt. Sinai.
Math Priority - K-5 uses enVision Math and grades 6-8 CMP3, adopted this year as a result of NWEA attainment data (Grades 3-8) - 2014-2015 data yields attainment at the 54th %ile.

## Guide for Aligned Resources

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

## Evidence, Measures, and Standards

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

**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.

K-5 uses enVision Math and grades 6-8 use CMP3. The curriculum includes the appropriate grade level standards and is rigorous.
6/7 staff members uses collaborative unit from the knowledge center to focus on African American and Hispanic Cultures. This is an integrated reading, writing, and social studies unit that includes a pacing guide for each quarter.
In 6 out of 8 classrooms CCSS are posted and referenced at the beginning of the lesson for students
In 6 out of 8 clasrooms, CCSS are broken down for students to understand in student based language

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.
        - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), 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 | ✓ Curriculum maps, vertical/horizontal<br>✓ Sequencing and pacing guides<br>✓ Thematic units which cover multiple disciplines<br>✓ Comprehensive unit plans including assessments |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3c. Engaging Students in Learning<br>1a. Demonstrating knowledge of content and pedagogy<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**Instructional Materials:**

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

**Score**

1  2  **3**  4

> 6/8 staff includes a list of materials needed for each lesson in weekly lesson plans.
> 7/8 Staff includes a variety of texts and videos in weekly lesson plans.
> 8/8Teachers use LCD projectors and Elmo to incorporate visual/ technology learning into curriculum

## 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 | ✓ Cross-section of materials from a variety of content areas and grade levels<br>✓ Evidence of scaffolding and differentiation for all students to access the content/skills<br>✓ Description of materials in curriculum and/or lesson plans<br>✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy<br>1b. Demonstrating Knowledge of Students<br>1c. Selecting Learning Objectives<br>1d. Designing Coherent Instruction |
| 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

**Score**

1  2  **3**  4

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)

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8/8 Teachers evaluate student work weekly in PLC professional development training
8/8 Teachers work together in professional learning community to develop rigorous CCSS based questioning
K-2 teachers have received training in how to create rigorous work stations and learning tasks using the Rigor and Relevance Framework

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## 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)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Cross-section of student work from a variety of content areas<br>✓ Observation of student learning (e.g. learning walks/walkthroughs)<br>✓ Focus group(s) and discussions with students |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | 1d. Designing Coherent Instruction<br>2b. Establishing a Culture for Learning<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

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

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

Score

1   2   3   **4**

The hallways of our school include college banners and inspirational quotes to inspire our students to be successful in life.
7th and 8th grade students participate in yearly college tours
Middle schools students regularly set goals per their college lives of where they see themselves
Middle School students choose their goal career on the Achieve3000 program and identify the lexile they need to achieve this goal

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

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

## Evidence, Measures, and Standards

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

**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

> Observations yield evidence that most teachers capacity for providing quality instruction using the Gradual Release of Responsibility process in alignment with the Danielson Framework. Most teachers are responsive to the academic and behavioral needs of students and are able to tailor practices to meet the needs of individuals, small groups or the class as a whole. Teacher lesson plans must provide evidence of scaffolds, accommodations and modifications for students as well as learning tasks and levels of questioning that are rigorous. Teachers are building their own capacity and student capacity for engaging in rigorous discourse. Students are able to work independently after teacher modeling and guided and/or collaborative practice.

## 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 | ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)<br>✓ Informational observations, peer observations, learning walks<br>✓ Lesson studies |
| Measures | ✓ SQRP Attainment and Growth<br>✓ REACH observation trends (de-identified) |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Supportive Environment |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning<br>3d. Using Assessment in Instruction<br>3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>B2. Observes and Evaluates Staff and Gives Feedback to Staff |

**Multi-Tiered System of Support:**

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

Score

1  **2**  3  4

> The ILT as well whole staff analyze and create student plans base don data (academic and behavioral). All students are provided with tier 1 instructional and behavioral supports with tier 2 and tier 3 supports employed as needed. All teachers employ small guided group instruction as a part of the instructional day across content areas. After school programming is geared towards providing small group interventions in reading and math. Students must provide specific support strategies for off-track students across grades.

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

**Balanced Assessment & Grading:**

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

Score

1 **2** 3 4

All teaching staff is required to use formative assessment (within instruction) to determine student readiness to move along the gradual release continuum.
Teachers create their own classroom assessments (formative and summative) based on CCSS being taught. Evidenced in lesson plans
Math - Teachers use within instruction assessments and summative assessments built into the enVision and CMP3 math curriculum
Observations yield evidence of 6/9 teachers using formative assessment (within instruction) to determine instructional next steps

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

## Expectations for Quality & Character of School Life

**Culture for Learning:**

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

Score

1　2　**3**　4

> Teachers (special education, bilingual teachers, counselor, social worker, and general education teachers) collaborate on individual students and create individual learning goals.
> Teachers all follow the GRR teaching model for continuity across classroom
> Teachers all speak the same language to students in terms of expectations for learning and safety in the building.

## Guide for Culture for Learning

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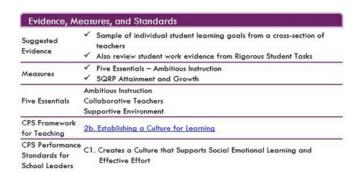
goals.
- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
  - **Develop academic mindsets and behaviors.**
    - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
    - Encourage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

## Evidence, Measures, and Standards

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

**Relational Trust:**

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

**Score**

1    2    **3**    4

6/9 Staff uses the same positive language when talking to all students to build trust and respectful relationships.
All diverse learners and English learners participate in same activities as general education students
6/9 Teachers follow a culturally responsive model to teaching students and looking at all students as their responsibility

## 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<br>✓ School Climate Standards Self-Assessment |
| --- | --- |
| Measures | ✓ Five Essentials |
| Five Essentials | Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>2a. Creating an Environment of Respect and Rapport |
| CPS Performance Standards for School Leaders | D2. Creates, develops and sustains relationships that result in active student engagement in the learning process<br>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

Staff gives student interest surveys at the beginning of year to see what students are interested in to help with engagement in the classroom.
Plamondon School provides an after-school program that provides enrichment, homework help, and arts and crafts.
Plamondon School has a partnership with America SCORES. 3rd-5th grade students partake in soccer and poetry after school. This takes place in the fall and spring.
8th grade class holds quarterly meetings to inform parents of what is going on within the classroom and upcoming activities
Needs:

## 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)<br>✓ Student interest surveys (and/or other avenue for student input)<br>✓ Policies regarding student engagement in decision making<br>✓ Student government or committee charter and responsibilities<br>✓ MVMS Student Survey completion rates and results |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>2a. Creating an Environment of Respect and Rapport<br>3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilizes Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Social Science 3.0<br>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**

> Staff works to maintain a safe and orderly environment by providing smooth transitions in the hallway. Students walk to and from class with minimal disruptions.
> Multi -tiered approach to using the Student Code of Conduct is followed to improve student behavior.

## 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

| | |
|---|---|
| Suggested Evidence | ✓ MVMS score – "Safety"<br>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?<br>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.<br>✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score<br>✓ My Voice, My School Survey "Safety" score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport<br>2c. Managing Classroom Procedures<br>2d. Managing Student Behavior |
| 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

**Score**

1   2   3   **4**

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.

> Staff uses positive reinforcement to decrease classroom disruptions.
> Teachers create relationships with students and discipline based on their personal behaviors in a calm and respectful way
> Restorative practices, in the form of: staff-student conferences, staff-parent conference, restorative conversations (including counseling and social work services), in-school detention, in-school suspension, and out-of-school suspension for repeated and/or sever occurrences (per SCC) are use to assist in correcting student undesired behaviors.

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

**Parent Partnership:**

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

Score

1   2   3   **4**

Event agendas and flyers go out 2-3 times per event in order to notify families of important gatherings.
The school provides an open door policy and provides various opportunities for parents to come to before school, after school and evening events: assemblies, Science Night, Math Night Reading Night, Fitness Night, etc.
Plamondon has a fully functioning LSC, PAC and BAC.
Plamondon parents are communicated with via, school calendar, school website, school Facebook page, by letter and phone calls home.

## 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<br>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.<br>✓ Outreach efforts<br>✓ Documentation of responsiveness to Parent Support Center concerns raised<br>✓ Event agendas, flyers<br>✓ Fundraising activities and amounts (if applicable)<br>✓ How does the school honor and reflect the diversity of families including language and culture? |
| Measures | ✓ Five Essentials Score – Involved Families<br>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust |
| Five Essentials | Involved Families |
| CPS Framework for Teaching | 2c. Managing Classroom Procedures<br>4c. Communicating with Families |
| CPS Performance Standards for School Leaders | D1. Engages Families |

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ⊘= Not of focus |
|---|---|---|
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1  2  3  4  5  ⊘ |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 | 2 | 3 | 4 | **5** | ⊘ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 | 2 | 3 | **4** | 5 | ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 3 | Expectations for depth & breadth of Quality Teaching: Instruction | **1** | 2 | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for depth & breadth of Student Learning: Curriculum | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 3 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 | **2** | 3 | 4 | 5 | ⊘ |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 4 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 4 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 4 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 4 | Expectations for Quality & Character of School Life: Parent Partnership | 1 | 2 | 3 | 4 | 5 | **⊘** |
| 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)                                   12 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|
| **National School Growth Percentile - Reading** | | | | |
| Plamondon growth data has been stagnant over the last and current school year. It is anticipated that Plamondon students will make 1 to 2%ile point gains over the next two years based on improved instruction. These goals were selected based on across-grades movement on past MAP data. | 95.00 | 95.00 | 96.00 | 97.00 |
| **National School Growth Percentile - Math** | | | | |
| Plamondon growth data showed tremendous growth between the 2014 and 2015 school years. Based on current BOY and MOY data, Plamondon students will make 2 to 3%ile point gains over the next two years. Further professional development in math instruction execution is required to impact student attainment and growth. | 30.00 | 87.00 | 89.00 | 90.00 |

**% of Students Meeting/Exceeding National Ave Growth Norms**

| | | | | |
|---|---|---|---|---|
| Grade 2 students will make 1% gains each year with focused ESL supports along with tier 1, tier 2 and tier 3 supports | 61.10 | (Blank) | 65.00 | 67.00 |

**African-American Growth Percentile - Reading**

| | | | | |
|---|---|---|---|---|
| NA | (Blank) | (Blank) | (Blank) | (Blank) |

**Hispanic Growth Percentile - Reading**

| | | | | |
|---|---|---|---|---|
| Plamondon growth data has been stagnant over the last and current school year. It is anticipated that Plamondon Hispanic students will make 1 to 2%ile point gains over the next two years based on improved instruction that provides intentional instruction that provides access to ELs and DLs as well as intentional word study. These goals were selected based on across-grades movement on past MAP data. | 97.00 | 97.00 | 98.00 | 99.00 |

**English Learner Growth Percentile - Reading**

| | | | | |
|---|---|---|---|---|
| NA | (Blank) | (Blank) | (Blank) | (Blank) |

**Diverse Learner Growth Percentile - Reading**

| | | | | |
|---|---|---|---|---|
| NA | (Blank) | (Blank) | (Blank) | (Blank) |

**African-American Growth Percentile - Math**

| | | | | |
|---|---|---|---|---|
| NA | (Blank) | (Blank) | (Blank) | (Blank) |

**Hispanic Growth Percentile - Math**

| | | | | |
|---|---|---|---|---|
| Hisoanic students will make 1% gains each year with intentional core instruction and tier 2 and tier 3 supports | 39.00 | 82.00 | 85.00 | 87.00 |

**English Learner Growth Percentile - Math**

| | | | | |
|---|---|---|---|---|
| ELs students will make 1% gains each year with focused ESL supports along with tier 1, tier 2 and tier 3 supports | (Blank) | (Blank) | (Blank) | (Blank) |

**Diverse Learner Growth Percentile - Math**

| | | | | |
|---|---|---|---|---|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |

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

| | | | | |
|---|---|---|---|---|
| NA | 53.00 | 76.00 | 80.00 | 84.00 |

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

| | | | | |
|---|---|---|---|---|
| Plamondon students will make 2% gains each year with focused core instruction and tier 2 and tier 3 supports | 33.00 | 54.00 | 56.00 | 58.00 |

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

| | | | | |
|---|---|---|---|---|
| Grade 2 students will make 1% gains each year with focused ESL supports along with tier 1, tier 2 and tier 3 supports | 91.00 | 99.00 | 100.00 | 100.00 |

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

| | | | | |
|---|---|---|---|---|
| Grade 2 students will make 1% gains each year with focused ESL supports along with tier 1, tier 2 and tier 3 supports | 67.00 | 98.00 | 99.00 | 100.00 |

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

| Plamondon ELs will make 2% gains each year with focused ESL supports along with tier 1, tier 2 and tier 3 supports | 37.00 | 39.30 | 41.00 | 43.00 |
|---|---|---|---|---|

**Average Daily Attendance Rate**

| Plan of action for extreme cases - Monthly health and wellness check for lice<br>Weekly monitoring of student tardies and absences to provide targeted interventions<br>Post attendance percentages outside classroom doors<br>Weekly incentives for attendance - dance, spa day, open gym, school supplies, etc. | 96.30 | 95.50 | 96.00 | 96.00 |
|---|---|---|---|---|

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

| Plamondon is well-organized | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |
|---|---|---|---|---|

## Custom metrics

1 of 1 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|
| REACH Domain 1 and 3 percent of teachers at proficiency or above | | | | |
| 6/9 teachers are performing at a proficient level across domains 1 and 3 | 0.00 | 66.00 | 88.00 | 100.00 |

## Strategies

### Strategy 1

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| teacher professional development on delivering rigorous instruction to students grade K-8 (during PLC time) in English/Language Arts, Writing and Math | common rigorous instructional delivery across teachers and grade levels<br>students exposed to rigorous CCSS aligned tasks<br>increased level of student discourse at and evaluative level<br>increased level of student ability to think critically within and across domains | 100% of teacher proficient according to the Danielson Framework - domains 1 and 3 increased ability for students to undertsand and apply close reading skills in ELA and Math as measured by NWEA - 5% attainment increase per year<br>increased percentatge (20%) of 2nd grade students performing at grade level, annually, in English/Language Arts and Math according to TRC and NWEA Math |

Tags:
MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use

Area(s) of focus:
1, 2, 3, 5, 4

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Determine PD foci through needs assessment using: student work products, qualitative discussion of students academic behavior (discourse), NWEA data, PARCC data, REACH data | Principal, staff | Jun 2, 2016 to Jun 16, 2016 | Developed plan for staff development<br>Note: Plan has been completed. Weekly PD foci calendar will be used as PD schedule | Completed |

**Literacy/Reading, Math, Core Instruction, Assessment, Curriculum Design, Professional Learning, Data Use, Teacher Teams/Collaboration, Personalized Learning**

| | | | | |
|---|---|---|---|---|
| Monitor skills/strategies learned during professional development monthly, through peer observation, using common rubric) to be developed by ILT) based on Fisher & Frey work in alignment with the Danielson Framework | Teaching staff | Sep 7, 2016 to Jun 20, 2017 | Peer observation notes. REACH observation notes | On-Track |

**MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning**

| | | | | |
|---|---|---|---|---|
| Provide opportunities for lesson plan review and peer observation (in-person or via video tape) | Principal, teachers | Sep 7, 2016 to Jun 20, 2017 | Peer observation notes. REACH observation notes | On-Track |

**Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning**

| | | | | |
|---|---|---|---|---|
| Host weekly professional development based on PD foci calendar developed from needs assessment | Principal, Teacher Leader(s), Network coaches | Sep 6, 2016 to Jun 20, 2017 | Peer observation notes, REACH notes, Lesson plan Observations | On-Track |

**Literacy/Reading, Math, Core Instruction, Personalized Learning, Professional learnig, Professional learning community**

| | | | | |
|---|---|---|---|---|
| Monitor skills/strategies learned during professional development on a weekly basis, using common rubric) to be developed by ILT) based on Fisher & Frey work in alignment with the Danielson Framework | Principal | Sep 6, 2017 to Jun 20, 2018 | Weekly formal and informal classroom observations. | On-Track |

**Literacy/Reading, Math, Core Instruction, Professional learning community, Data collection**

| | | | | |
|---|---|---|---|---|
| ILT will develop rubric to be used for weekly and monthly observations of skills/strategies learned during professional development | ILT | Aug 29, 2016 to Aug 29, 2016 | completed rubric | On-Track |

**Instructiion, Data anaysis, Data collection**

| | | | | |
|---|---|---|---|---|
| Principal will share school level results of observations on a monthly basis | Principal | Sep 6, 2016 to Jun 20, 2017 | Report(s) | On-Track |

**Instruction, Data analysis, Data collection**

| | | | | |
|---|---|---|---|---|
| Mid year evaluation of school level observation results | ILT | Nov 30, 2016 to Nov 30, 2016 | Report(s) | On-Track |

**Instruction, Data analysis, Data collection**

Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Teacher professional development on creating rigorous learning tasks for students grade K-8 (during PLC time) in English/Language Arts, Writing and Math using the rigor and relevance framework | common thinking, planning and execution around the creation of rigorous standards based tasks | 100% of teacher proficient according to the Danielson Framework - domains 1 and 3 70% of students performing at mastery based on monthly progress monitoring |

Tags:
Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning

Area(s) of focus:
2, 1, 3, 5, 4

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Monitor skills/strategies learned during Rigor & Relevance professional development teach-back using the Rigor and Relevance Framework | Principal, ILT | Mar 9, 2016 to Jun 17, 2016 | Progress monitoring notes based on teacher created (or supplied) learning tasks that suggests specific quadrant D tasks presented to students | Completed |

**Literacy/Reading, Math, Science, Assessment**

| | | | | |
|---|---|---|---|---|
| On a bi-weekly basis teacher teams will engage in student work product analysis protocol. Results to be shared through Google drive | Teacher teams | Sep 6, 2016 to Jun 20, 2017 | Teacher team notes/feedback on student work product. Guiding questions - did students do/answer/perform as intended? If so, then what/ If nit, then what? Google doc | Not started |

**Math, Science, Assessment, Literacy**

| | | | | |
|---|---|---|---|---|
| Determine PD foci through needs assessment using: student work products, qualitative discussion of students academic behavior (discourse), NWEA data, PARCC data, REACH data | Staff | Jun 2, 2016 to Jun 16, 2016 | PD topics and calendar | Completed |

**MTSS, Instruction, Data analysis, Data collection**

| | | | | |
|---|---|---|---|---|
| Host weekly professional development based on PD foci calendar developed from needs assessment | Principal and Teacher leader(s) | Sep 8, 2016 to Jun 20, 2017 | PD execution with teacher feedback | On-Track |

**MTSS, Instruction, Data analysis, Data collection**

| | | | | |
|---|---|---|---|---|
| Monitor skills/strategies learned during professional development on a weekly basis, using the rigor and relevance framework | Principal | Sep 6, 2016 to Jun 20, 2017 | R&R Framework rubric anecdotal notes | Not started |

**MTSS, Instruction, Data analysis, Data collection**

| | | | | |
|---|---|---|---|---|
| Monitor skills/strategies learned during professional development on a monthly basis, through peer observation, using the rigor and relevance framework | Teachers | Sep 6, 2016 to Jun 20, 2017 | R&R Framework rubric anecdotal notes | Not started |

**MTSS, Instruction, Data analysis, Data collection**

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|---|---|---|---|
| Principal will share school level results of observations on a monthly basis | Principal | Sep 6, 2016 to Jun 20, 2017 | Report(s) | Not started |

**MTSS, Instruction, Data analysis, Data collection**

| | | | | |
|---|---|---|---|---|
| Mid year evaluation of school level observation results | ILT | Nov 30, 2016 to Nov 30, 2016 | Report (s) | Not started |

**MTSS, Instruction, Data analysis, Data collection**

| | | | | |
|---|---|---|---|---|
| Teachers will progress monitor on a monthly basis using assessments provided on the KC | Teachers | Sep 6, 2016 to Jun 20, 2017 | Assessments outcomes/data | Not started |

## Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| provide strategic interventions for student(s) around attendance, academic and behavioral needs | a more targeted process to address attendance, academic and behavioral needs; more informed stakeholders | improvement of overall school attendance to 96% or above and and on-track rate of 70% or above |

Tags:
MTSS, Attendance, College Access and Persistence, On track, Parent engagement

Area(s) of focus:
1, 5

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Provide education to parents, quarterly, regarding what "on-track" means/is and it's importance parallel to students attendance | Principal, counselor | Sep 6, 2016 to Jun 20, 2017 | Agenda, sign-in sheets | Not started |

**MTSS, Attendance, On track, Parent engagement**

| | | | | |
|---|---|---|---|---|
| Provide monthly attendance incentive to students with 0 absences and 0 tardies | Principal, counselor, teacher, clerk | Sep 6, 2016 to Jun 20, 2017 | attendance record in Gradebook | On-Track |

**MTSS, Attendance, Student engagement, Parent engagement**

| | | | | |
|---|---|---|---|---|
| Attendance will be monitored on a weekly basis to identify trends (+/-) to identify early intervention needs or celebarations | Principal, counselor, teacher, clerk | Sep 6, 2016 to Jun 20, 2017 | attendance record in Gradebook | On-Track |

**MTSS, Attendance, Student engagement, Parent engagement**

| | | | | |
|---|---|---|---|---|
| Identify past performance periods of low attendance during particular months and incentive for school participatioin | ILT | Aug 29, 2016 to Sep 30, 2016 | dashboard data review/analysis | On-Track |

**MTSS, Attendance, Incentive, Student engagement, Parent engagement**

| | | | | |
|---|---|---|---|---|
| ILT will implement intervention protocol to be used on a 10 week basis to address on-track/off-track percentages | ILT | Sep 6, 2016 to Jun 20, 2017 | MTSS intervention documentation for student(s) | On-Track |

**MTSS, Intervention, Instruction**

| | | | | |
|---|---|---|---|---|
| Quarterly review of intervention effectiveness | ILT | Sep 6, 2016 to Jun 20, 2017 | Report | Not started |

**MTSS, Intervention**

| | | | | |
|---|---|---|---|---|
| Provide training on MTSS intervention process to staff | Principal | Aug 29, 2016 to Sep 29, 2016 | Training sign-in sheet and agenda | Completed |

**MTSS, Training**

| | | | | |
|---|---|---|---|---|
| Provide access to high school and college fairs | Principal, Counselor | Sep 6, 2016 to Jun 16, 2017 | Participation, high school applications and acceptance letters | On-Track |

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Determine PD foci through needs assessment using: student work products, qualitative discussion of students academic behavior (discourse), NWEA data, PARCC data, REACH data<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, Literacy/Reading, Math, Core Instruction, Assessment, Curriculum Design, Professional Learning, Data Use, Teacher Teams/Collaboration, Personalized Learning | Principal, staff | Jun 2, 2016 | Jun 16, 2016 | Completed |
| ✚ Monitor skills/strategies learned during professional development monthly, through peer observation, using common rubric) to be developed by ILT) based on Fisher & Frey work in alignment with the Danielson Framework<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning | Teaching staff | Sep 7, 2016 | Jun 20, 2017 | On-Track |
| ✚ Provide opportunities for lesson plan review and peer observation (in-person or via video tape)<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning | Principal, teachers | Sep 7, 2016 | Jun 20, 2017 | On-Track |
| ✚ Host weekly professional development based on PD foci calendar developed from needs assessment<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, Literacy/Reading, Math, Core Instruction, Personalized Learning, Professional learnig, Professional learning community | Principal, Teacher Leader(s), Network coaches | Sep 6, 2016 | Jun 20, 2017 | On-Track |
| ✚ Monitor skills/strategies learned during professional development on a weekly basis, using common rubric) to be developed by ILT) based on Fisher & Frey work in alignment with the Danielson Framework<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, Literacy/Reading, Math, Core Instruction, Professional learning community, Data collection | Principal | Sep 6, 2017 | Jun 20, 2018 | On-Track |
| ✚ ILT will develop rubric to be used for weekly and monthly observations of skills/strategies learned during professional development<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, Instructiion, Data anaysis, Data collection | ILT | Aug 29, 2016 | Aug 29, 2016 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Principal will share school level results of observations on a monthly basis<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, Instruction, Data analysis, Data collection | Principal | Sep 6, 2016 | Jun 20, 2017 | On-Track |
| ✚ Mid year evaluation of school level observation results<br>Tags: MTSS, Literacy/Reading, Math, Core Instruction, Assessment, Data Use, Instruction, Data analysis, Data collection | ILT | Nov 30, 2016 | Nov 30, 2016 | On-Track |
| ✚ Monitor skills/strategies learned during Rigor & Relevance professional development teach-back using the Rigor and Relevance Framework<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, Literacy/Reading, Math, Science, Assessment | Principal, ILT | Mar 9, 2016 | Jun 17, 2016 | Completed |
| ✚ On a bi-weekly basis teacher teams will engage in student work product analysis protocol. Results to be shared through Google drive<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, Math, Science, Assessment, Literacy | Teacher teams | Sep 6, 2016 | Jun 20, 2017 | Not started |
| ✚ Determine PD foci through needs assessment using: student work products, qualitative discussion of students academic behavior (discourse), NWEA data, PARCC data, REACH data<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, MTSS, Instruction, Data analysis, Data collection | Staff | Jun 2, 2016 | Jun 16, 2016 | Completed |
| ✚ Host weekly professional development based on PD foci calendar developed from needs assessment<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, MTSS, Instruction, Data analysis, Data collection | Principal and Teacher leader(s) | Sep 8, 2016 | Jun 20, 2017 | On-Track |
| ✚ Monitor skills/strategies learned during professional development on a weekly basis, using the rigor and relevance framework<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, MTSS, Instruction, Data analysis, Data collection | Principal | Sep 6, 2016 | Jun 20, 2017 | Not started |
| ✚ Monitor skills/strategies learned during professional development on a monthly basis, through peer observation, using the rigor and relevance framework<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, MTSS, Instruction, Data analysis, Data collection | Teachers | Sep 6, 2016 | Jun 20, 2017 | Not started |
| ✚ Principal will share school level results of observations on a monthly basis<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, MTSS, Instruction, Data analysis, Data collection | Principal | Sep 6, 2016 | Jun 20, 2017 | Not started |
| ✚ Mid year evaluation of school level observation results<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning, MTSS, Instruction, Data analysis, Data collection | ILT | Nov 30, 2016 | Nov 30, 2016 | Not started |
| ✚ Teachers will progress monitor on a monthly basis using assessments provided on the KC<br>Tags: Literacy/Reading, Math, Core Instruction, Assessment, Professional Learning, Data Use, Personalized Learning | Teachers | Sep 6, 2016 | Jun 20, 2017 | Not started |
| ✚ Provide education to parents, quarterly, regarding what "on-track" means/is and it's importance parallel to students attendance<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement, MTSS, Attendance, On track, Parent engagement | Principal, counselor | Sep 6, 2016 | Jun 20, 2017 | Not started |
| ✚ Provide monthly attendance incentive to students with 0 absences and 0 tardies<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement, MTSS, Attendance, Student engagement, Parent engagement | Principal, counselor, teacher, clerk | Sep 6, 2016 | Jun 20, 2017 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Attendance will be monitored on a weekly basis to identify trends (+/-) to identify early intervention needs or celebrations<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement, MTSS, Attendance, Student engagement, Parent engagement | Principal, counselor, teacher, clerk | Sep 6, 2016 | Jun 20, 2017 | On-Track |
| ✚ Identify past performance periods of low attendance during particular months and incentive for school participatioin<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement, MTSS, Attendance, Incentive, Student engagement, Parent engagement | ILT | Aug 29, 2016 | Sep 30, 2016 | On-Track |
| ✚ ILT will implement intervention protocol to be used on a 10 week basis to address on-track/off-track percentages<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement, MTSS, Intervention, Instruction | ILT | Sep 6, 2016 | Jun 20, 2017 | On-Track |
| ✚ Quarterly review of intervention effectiveness<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement, MTSS, Intervention | ILT | Sep 6, 2016 | Jun 20, 2017 | Not started |
| ✚ Provide training on MTSS intervention process to staff<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement, MTSS, Training | Principal | Aug 29, 2016 | Sep 29, 2016 | Completed |
| ✚ Provide access to high school and college fairs<br>Tags: MTSS, Attendance, College Access and Persistence, On track, Parent engagement | Principal, Counselor | Sep 6, 2016 | Jun 16, 2017 | On-Track |

Fund Compliance

# Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced 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 suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

# NCLB Program

◉ NCLB Schoolwide Program

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

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

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
○ Non-title school that does not receive any Title funds

# Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct
No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement.

Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy                                                                                          Complete

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

Parents will be involved in the development and review of the NCLB, Title I school parents involvement plan through participation in LSC, NCLB, BAC and stakeholder meetings in which opportunities to increase parent involvement, improve school climate and culture and foster a home-school partnership will be discussed and a plan developed. Invitation to meeting will go home with each student and reminder robo-calls made prior to meetings.

SubParents estarán involucrados en el desarrollo y revisión del plan de participación de padres de la escuela NCLB I , Título través de la participación en las reuniones del LSC , NCLB , BAC y de las partes interesadas en la que las oportunidades para aumentar la participación de los padres , mejorar el clima y la cultura escolar y fomentar una asociación hogar-escuela se discutirá y un plan desarrollado . Invitación a la reunión se irá a casa con cada estudiante y recordatorios robo- llamadas realizadas antes de las reuniones .

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

Invitation to meeting will go home with each student and reminder robo-calls made prior to meetings. The annual meeting will be held in early September 2016 at 9:00 a.m. and 5:00 p.m. Other meetings to involve parents/stakeholder will occur throughout the 2016-2017 school year.

The Annual Title I meeting was held on September 29, 2016 at 9:00 a.m. The PAC Organizational meeting was hrkd on September 29, 2016 at 11:00 a.m.

Invitación a la reunión se irá a casa con cada estudiante y recordatorios robo- llamadas realizadas antes de las reuniones . La reunión anual se llevará a cabo a principios de septiembre de 2016. Otras reuniones para involucrar a los padres / los interesados tendrán lugar durante todo el año escolar 2016-2017.

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 receive written notification, information via robo-call and will be able to access information on the schools website.

Los padres recibirán una notificación por escrito , la información a través de robo- llamadas y podrán acceder a la información en el sitio web la escuela.

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.

Plamondon welcomes opportunities to meet/interact with parents. When parents request meetings, either individually or as a group, every allowance will be made to schedule meetings: before school, during school hours (when possible), and after school hours to insure that parent/stakeholder voice is heard.

Plamondon da la bienvenida a la oportunidad de conocer / interactuar con los padres . Cuando los padres solicitan reuniones , ya sea individualmente o en grupo , se hará todo posible para programar reuniones : antes de la escuela , durante el horario escolar ( cuando sea posible ) , y después de las horas de clase para asegurar que se escuche la voz de los padres / los interesados.

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

Parents are provided with notification of their child's progress, across content areas, by way of written communication (i.e. report cards, progress letters, individual teacher correspondence and by GradeBook notification).

Los padres reciben notificación del progreso de sus hijos , a través de las áreas de contenido , mediante comunicación por escrito ( es decir, las boletas de calificaciones , cartas , correspondencia de progreso individual de profesores y de notificación de la libreta de calificaciones ) .

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.

All Plamondon teachers are highly qualified. In the event that a teacher is not HQ, written notification will be sent home with the impacted students.

Todos los profesores están altamente cualificados . En el caso de que un maestro no sea , notificación por escrito será enviado a casa con los estudiantes afectados .

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.

All Plamondon teachers are highly qualified. In the event that a teacher is not HQ, written notification will be sent home with the impacted students.

Todos los profesores están altamente cualificados . En el caso de que un maestro no sea , notificación por escrito será enviado a casa con los estudiantes afectados .

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.

Information, resources, materials and training supports will be provided to parents through LSC, PAC, BAC, NCLB and other parent meetings through Plamondon literacy, numeracy and science nights as well as through outside sources; to assist in providing pointers and strategies for them to work with their children and increase parental environment.

Información , recursos, materiales y soportes de formación se proporcionará a los padres a través de LSC , PAC , BAC , NCLB y otras reuniones de padres a través de Plamondon de alfabetización , aritmética y ciencias , así como a través de fuentes externas ; para ayudar a proporcionar indicadores y estrategias para que puedan trabajar con sus hijos y aumentar entorno paternal

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.

Plamondon teachers communicate frequently with parents regarding the education of their students. Connections and communications are ongoing. Parents will be invited to participate in parent conferences as well as family- literacy, numeracy, science nights, etc.; that will occur throughout the school year.

Profesores de Plamondon se comunican frecuentemente con los padres respecto a la educación de sus estudiantes . Conexiones y comunicaciones están en curso. Los padres serán invitados a participar en las reuniones de padres , así como la alfabetización en la familia , la aritmética , noches de ciencias , etc .; que ocurrirán durante el año escolar .

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.

Plamondon has an ongoing partnership with Mt. Sinai Hospital and is developing a partnership with the Arturo Velasquez Institute, Lisa Madigan's office and Enlace Chicago. These partnerships will assist in provide training and supports to parents on how to fully participate in the academic and socio-emotional lives of their students, as well as develop skills for beneficial for their own lives.

Plamondon tiene una asociación continua con el Hospital Monte Sinai y está desarrollando una alianza con el Instituto Arturo Velásquez , Lisa Madigan y Enalce Chicago . Estas alianzas ayudarán a proporcionar capacitación y apoya a los padres sobre la manera de participar plenamente en la vida académica y socio- emocionales de los alumnos , así como el desarrollo de habilidades para el beneficio de sus propias vidas .

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

All communications, written or through robo-call, are distributed in English and Spanish to ensure that all stakeholders have access to all notifications.

Todas las comunicaciones , escritos oa través de robo- llamadas, se distribuyen en Inglés y Español para garantizar que todos los interesados tengan acceso a todas las notificaciones

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.)

Plamondon School in partnership with parents, students, and community members will provide students with individualized instructional programs within a safe and nurturing environment. We will promote the development of disciplined well rounded students who are motivated to achieve excellence in learning through school-wide instructional strategies supporting literacy and technology across the curriculum. Plamondon staff receives quality professional develop on best instructional practices. Lesson plans and instruction are monitored to insure that students receives high quality instruction.

Escuela Plamondon en colaboración con los padres , estudiantes y miembros de la comunidad proporcionará a los estudiantes con programas de instrucción individualizada dentro de un entorno seguro y acogedor . Promoveremos el desarrollo de los estudiantes disciplinados bien redondeados que están motivados para alcanzar la excelencia en el aprendizaje a través de las estrategias de enseñanza de toda la escuela que apoyan la alfabetización y la tecnología a través del currículo . Personal Plamondon recibe calidad profesional a desarrollar en las mejores prácticas de instrucción . Los planes de lecciones y la instrucción son monitoreados para asegurar que los estudiantes reciben instrucción de alta calidad.

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

Parent-teacher conferences are held at report card pick-up days as scheduled by CPS and also whenever requested by teacher or parent.

Las conferencias de padres y maestros se llevan a cabo en los días de calificaciones/ tarjetas de informe en la fecha prevista por el CPS y también siempre que lo solicite maestro o padre.

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

Parents are provided with progress reports during the 5th week of each marking period and with quarterly report cards. Parents will also receive student work and grades weekly from teachers. Teachers also communicate with parents intermittently.

Los padres reciben informes de progreso durante la quinta semana de cada período de calificación y con las boletas de calificaciones trimestrales . Los padres recibirán también el trabajo del estudiante y las calificaciones semanal de los profesores . Los maestros también se comunican con los padres de forma intermitente

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

Parents may request conferences with teachers and staff during the daily planning times.

Los padres pueden solicitar conferencias con los maestros y el personal durante los tiempos de planificación diaria.

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

Parents are encouraged to act as volunteer chaperones for field experiences and incentives such as movie days and dances as well as learning forums. Parents may also observe in classrooms as requested or required.

Animamos a los padres a actuar como acompañantes voluntarios de experiencias de campo y de incentivos tales como días de cine y danzas , así como foros de aprendizaje . Los padres también pueden observar en las aulas a lo solicitado o requerido .

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

Parents are encouraged to assist students with their daily homework and monitor its completion. They will have students attend school daily and arrive on time, and be a part of the school-community effort to advance student achievement.

Los padres pueden ayudar a los estudiantes con sus tareas diarias y supervisar su realización. Los estudiantes deven de asistir a la escuela todos los días y llegar a tiempo , y ser parte de los esfuerzos de la escuela en la comunidad para avanzar en el logro del estudiante

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 are part of the decision-making process of the school and participate in planning at parent meetings held monthly and at other meetings as scheduled.

Los padres son parte del proceso de tomar decisiones de la escuela y participan en la planificación a las reuniones de padres llevan a cabo mensualmente y en otras reuniones en la fecha prevista.

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 are helped to develop good study habits, good character, service to the school and community, and to act with a positive attitude. Students are expected to complete assignments and attend school daily. Recognition is given to students in these areas.

Los estudiantes se les ayuda a desarrollar buenos hábitos de estudio, buen carácter , el servicio a la escuela y la comunidad , y para actuar con una actitud positiva . Los estudiantes deben completar las tareas y asistir a la escuela todos los días . El reconocimiento se otorga a los estudiantes en estas áreas.

## 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.

Plamondon will Provide workshops, presentations and hands-on activities, for parents, that will promote/foster a home school partnership with goal of increasing student academic achievement and increasing parent knowledge of CCSS.

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

| Account(s) | Description | Allocation |
|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day** <br> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ Amount .00 |
| 53405 | **Supplies** <br> 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. | $ Amount .00 |
| 53205 | **Refreshments** <br> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ Amount .00 |
| 54125 | **Consultants** <br> 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) | $ 1143 .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships** <br> For Parents use only. | $ Amount .00 |
| 54205 | **Travel** <br> Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ Amount .00 |
| 54565 | **Reimbursements** <br> 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 | **Postage** <br> Must be used for parent involvement programs only. | $ Amount .00 |
| 53306 | **Software** <br> Must be educational and for parent use only. | $ Amount .00 |
| 55005 | **Furniture and Equipment** <br> 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 |