



## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Lisa Wissert	teacher (upper grade)	lawissert@cps.edu	Has access
Gloria Escabalzeta	counselor/case manager	gmescabalzeta@cps.edu	Has access
Debra Parsons	teacher (primary)	dparsons@cps.edu	Has access
Poeta Melissa	teacher	mapoeta@cps.edu	No Access
Edith Pereyra-Navarro	bilingual lead teacher	espereyra-navarro@cps.edu	Has access
Nayla Hasan	bilingual teacher (upper grade)	nmhasan@cps.edu	Has access
Lauren Brown	teacher (upper grade)	lrbrown11@cps.edu	No Access
Dooley Meaghan	ESL teacher (primary)	medooley@cps.edu	No Access
Chris Liberos	assistant principal	Cliberos@cps.edu	No Access
Chris Zuniga	teacher (upper grade)	cvzuniga@cps.edu	No Access
Pantip Suankum	special education teacher	psuankum@cps.edu	No Access
William Smiljanich	teacher (middle grade)	wsmiljanich@cps.edu	No Access
Sandra Carlson	administrator in charge	skcarlson@cps.edu	Has access
Sharon Ward	curriculum coordinator	sdward@cps.edu	Has access
Maria Maldonado	parent rep LSC	maldonado.maria736@gmail.com	No Access
Nettie Koster	community rep LSC	nettiesnotions1214@gmail.com	No Access

### Team meetings

Date	Participants	Topic
05/10/2016	Parents	Parent Input
School Excellence Framework		
Culture of & Structure for Continuous Improvement		
		4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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.

1 2 3 4

School employs the skills to effectively manage change but does not use the CPS Framework for Teaching to ground instructional guidance or empower other to make or influence significant decisions.

**Guide for Leadership & Collective Responsibility**

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

**Evidence, Measures, and Standards**

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

**Instructional Leadership Team:**

Score

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

1 2 3 4

No consistent ILT process in place for several years.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

#### Professional Learning:

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

Score

1 2 3 4

No continuous / ongoing professional learning is in place at a school level. Opportunities for collaboration not present.

### Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.

- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 3 4

Outreach efforts in place to engage community members (news letters, school website, neighborhood Clean & Green). Some grade level teams assigned to balance teacher strengths.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a ‘hiring team’ and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers’ previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**

- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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.

1 2 3 4

Few teachers consistently use CPS Frameworks to align units of instruction.

### Guide for Curriculum

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

- Use English and native language development in addition to content standards to differentiate for English learners.
- Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BZLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 3 4

Use of technology provides opportunities to scaffold and differentiate for all students.

## Guide for Instructional Materials

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

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

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

Few teams are consistently analyzing student work and adjusting instruction appropriately.

### Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards

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

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

Score

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

1 2 3 4

No monitoring of student achievement in high school and post-secondary settings. Very little student exposure to academic/professional worlds beyond high school.

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

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



- Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

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

### Expectations for depth & breadth of Quality Teaching

3 of 3 complete

#### Instruction:

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

#### Score

1 2 3 4

Few teachers have necessary experience and effective pedagogical approaches due to poor teacher retention and grade-level reassignments.

### Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

Few systems in place to support student academic and social emotional needs. Interventions and supports for students at risk are limited.

### Guide for Multi-Tiered System of Support

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

### Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

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

Score

1 2 3 4

School uses multiple measures of student achievement but school-wide data analysis to determine instructional effectiveness is limited.

**Guide for Balanced Assessment & Grading**

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

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.

1 2 3 4

Most staff consistently demonstrate a shared belief in the importance of learning and convey high expectations for students. Some teachers review student learning goals and work evidence from rigorous student performance tasks.

### Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

Score

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.

1 2 3 4

Most adult-student interactions are positive based on results of My Voice, My School survey. Limited support and respect in teacher-teacher and teacher-principal relationships.

### Guide for Relational Trust

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

## Evidence, Measures, and Standards

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

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

Score

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.

1 2 3 4

No opportunities for extra-curricular activities such as band, sports, after-school clubs.

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

**Students...**

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

**Evidence, Measures, and Standards**

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

**Safety & Order:**

Score

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.

1 2 3 4

Few students and staff consistently feel physically and emotionally safe from harm. Little modelling and reinforcement of behavior expectation for areas of the school.

### Guide for Safety & Order

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

### Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

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

### Score

1 2 3 4

No proactive / restorative approaches to discipline currently in place. No social emotional instruction provided on a consistent basis.

### Guide for Restorative Approaches to Discipline

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

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

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 3 4

Designated LCC, BAC, NCLB meeting times result in low parent/community turn-out and involvement. Family Reading Night and Talent Show provide parents opportunities to volunteer and participate in school activities.

### Guide for Parent Partnership

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



- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

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

2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

16 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
ILT to examine growth scores by grade level to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	91.00	52.00	70.00	75.00
<b>National School Growth Percentile - Math</b>				
ILT to examine growth scores by grade level to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	55.00	79.00	82.00	87.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
ILT to examine meeting/exceeding growth scores by grade level and sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	57.10	(Blank)	58.50	60.00
<b>African-American Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>				
ILT to examine growth scores by sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	90.00	52.00	60.00	65.00
<b>English Learner Growth Percentile - Reading</b>				
ILT to examine growth scores by sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	(Blank)	23.00	30.00	35.00
<b>Diverse Learner Growth Percentile - Reading</b>				
ILT to examine growth scores by sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	(Blank)	2.00	10.00	30.00
<b>African-American Growth Percentile - Math</b>				
(Blank)	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>				
ILT to examine growth scores by sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	53.00	78.00	82.00	90.00

**English Learner Growth Percentile - Math**

ILT to examine growth scores by sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	31.00	89.00	90.00	92.00
--	-------	-------	-------	-------

**Diverse Learner Growth Percentile - Math**

ILT to examine growth scores by sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	(Blank)	52.00	65.00	70.00
--	---------	-------	-------	-------

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

ILT to examine attainment scores by grade level and sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	64.00	56.00	64.00	70.00
--	-------	-------	-------	-------

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

ILT to examine attainment scores by grade level and sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	67.00	76.00	78.00	80.00
--	-------	-------	-------	-------

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

ILT to examine attainment scores by grade level and sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	81.00	50.00	60.00	70.00
--	-------	-------	-------	-------

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

ILT to examine attainment scores by grade level and sub-group to determine strengths/weaknesses and disseminate to teachers to develop a plan for remediation and advancement.	80.00	67.00	70.00	72.00
--	-------	-------	-------	-------

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

Bilingual teachers to review ACCESS scores with BLT to determine areas of strengths/weaknesses and develop a plan for remediation and advancement.	33.80	40.70	45.00	55.00
--	-------	-------	-------	-------

**Average Daily Attendance Rate**

Attendance rates to be shared with staff and develop incentives to maintain.	95.10	96.00	95.50	95.70
--	-------	-------	-------	-------

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

Well organized.	(Blank)	(Blank)	(Blank)	(Blank)
-----------------	---------	---------	---------	---------

Custom metrics

0 of 0 complete

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

**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

Create an ILT team that: represents all relevant specialties, content areas, related services, bilingual and grade band/departmental teams.  
\*Schedule and structure meetings through flex PD days and bi-weekly administrative meetings.  
\*Provide teacher training through Network PD

Team decisions based on combined knowledge, expertise, and effective analysis of data that improve the teaching and learning school wide. Meetings will be productive, regularly attended and will reflect increased buy-in of teachers and staff. There will be increased and improved monitoring of grade-level and school-

A school-wide improvement in teaching, learning, and effectiveness for teachers and students based on creation and implementation of new strategies and measurable through NWEA scores, ACCESS scores, REACH scores, TRC and teacher observations. This will lead to increased student and teacher success.

\*Use an agenda with a clear focus  
 \* Use an appropriate level of analysis through available data sources (CIM, Dashboard, district reports),  
 \*Perform timely qualitative and quantitative analysis  
 \*Provide time for teacher leaders to inservice teachers on Network initiatives and qualitative/quantitative findings...

wide strategies and identification of teachers, students, and areas in need of support.

Improvement on "Collaborative Teachers" component on 5 Essentials Survey.

Tags:

ILT, Communication, Best practice, Data analysis, Student success, Instructional strategy, Collaboration, Data driven instruction

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Using projected 2016-2017 organizational chart, select ILT members to represent grade band / departmental teams, content areas, related services, and relevant specialties. Confirm commitment to full participation for summer planning and 2016-2017 school year for each team member selected.	Administration	Jun 1, 2016 to Jun 21, 2016	Current ILT configuration	Not started

**ILT, Meetings, Summer, Calendar**

Schedule meeting dates and times for summer planning. Create an agenda prior to each meeting to allow for preparation of members.	Administration ILT members	Jun 1, 2016 to Jun 21, 2016	ILT meeting schedule, agendas, and notes	Not started
---	-------------------------------	-----------------------------	--	-------------

**ILT, Planning, Meetings, Summer, Calendar, Agenda**

Develop and analyze teacher survey data quarterly to identify areas of need for teacher development. Analyze Spring NWEA Reading and Math results to identify areas/grade/sub-groups in need of support. Analyze quarterly student assessments to identify areas in need of support.	Administration ILT All teachers	Jun 21, 2016 to Jun 1, 2017	REACH Teacher Evaluations, REACH Student Assessments, TRC, NWEA data, quarterly Benchmark Assessments, Teacher Survey	Not started
--	---------------------------------------	-----------------------------	---	-------------

**Assessment, Reach, Nwea, Data analysis, Benchmark progress monitoring**

Strategy 2

If we do...

Create Curriculum Team that includes representatives from all grade levels and auxiliary staff, across grade bands. Evaluate current curriculum with focus on CCSS Literacy and Math, analyze effectiveness of programs. Establish needs, determine framework for grade bands and evaluate new curriculum resources.

...then we see...

Strengths and weaknesses of current curriculum and immediate/long-term needs. Work on refinement and consistency making sure that CCSS are being met and scaffold from grade-to-grade across content areas.

...which leads to...

Cohesive instructional goals that are school-wide, rigorous and appropriate at each grade-level. More collaboration and coordination across grade bands. Realization of higher student achievement goals.

Tags:

Literacy/Reading, Math, Curriculum Design, Instruction, Instructional practices, Curriculum, Academic

Area(s) of focus:

2

gain, Differentiated instruction, Aligned resources, Rigorous tasks, Instructional materials, Classroom rigor, Lesson planning, Academic expectations, Balanced grading and assessment, Curriculum maps, Best practice, Expectations, Scope and sequence, Instructional strategy, Cycles of learning, Collaboration, Common core state standards

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Develop content specific curriculum teams (grade level content areas, related services, bilingual and relevant specialties). Confirm commitment to full participation for summer planning and 2016-2017 school year for each team member selected.	Administration Teachers	May 23, 2016 to Jun 3, 2016	Curriculum Team selected	Not started

**Curriculum, Administration**

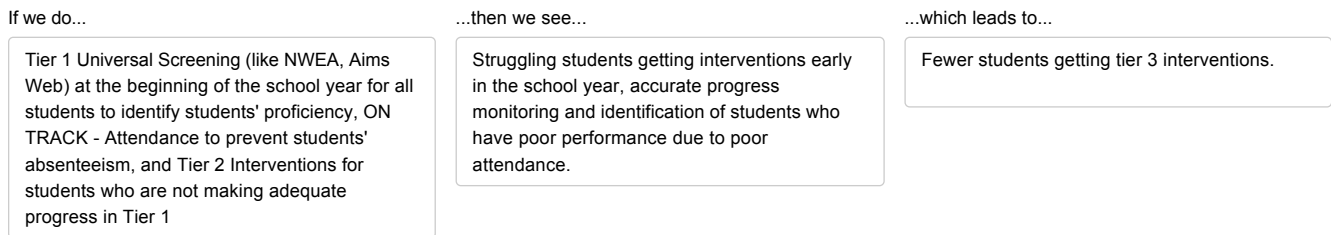
Curriculum Team sets meeting dates and times for summer planning. Creates an agenda prior to each meeting to allow for preparation of members. Meets to evaluate and define needs/goals, researches resources, and selects materials.	Administration Curriculum Team	Jun 6, 2016 to Jun 30, 2016	Curriculum Team final recommendation of materials. Materials ordered as needed.	Not started
---	-----------------------------------	--------------------------------	---	-------------

**Math, Curriculum Design, Curriculum, Differentiated instruction, Aligned resources, Literacy, Instructional materials, Ccss, Classroom rigor, Academic expectations, Goalsetting, Curriculum maps, Data analysis, Data driven instruction, Distributed leadership, Learning objectives**

Curriculum Team aligns curriculum with expectations at each grade level. Provides training to staff.	Administration Curriculum Team	Aug 22, 2016 to Sep 2, 2016	BOY Professional Development for all staff members.	Not started
--	-----------------------------------	--------------------------------	---	-------------

**Math, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Aligned resources, Literacy, Ccss, Academic expectations, Goalsetting, Curriculum maps, Distributed leadership, Learning objectives**

**Strategy 3**



Tags:  
MTSS, Diverse Learners, English Learners, Attendance, Interventions, Social emotional, Differentiated instruction, Parental involvement, Tier 2 & 3, Progress monitoring, Classroom rigor, Behavior, Best practice, Data analysis, Parent engagement, Data tracking, Benchmark progress monitoring, Counseling, Data driven instruction, Tutoring, Growth measures

Area(s) of focus:  
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
---------------	---------------	-------------	-----------------------	--------

MTSS team will provide guidance for school wide MTSS and PD for implementation.	Administrators, Case Manager, counselor, and all teachers	Sep 6, 2016 to Oct 14, 2016	MTSS Plan PD Agendas/sign-ins	Not started
---	---	-----------------------------	----------------------------------	-------------

**MTSS, Interventions, Differentiated instruction**

Teachers will use data to differentiate classroom instruction.	teachers	Sep 6, 2016 to Nov 5, 2016	DIBELS Data, TRC, NWEA Data, Early screening data such as EasyCBM or Scholastic 3-Reading Assessments.	Not started
--	----------	----------------------------	--	-------------

**MTSS, Attendance, Parental involvement**

Tier 2 students receive targeted and intensive instruction/interventions. Interventions should be conducted in small groups (3-6 students), 2-3 times per week, for 30 minutes a session. Progress monitor done by the classroom teacher every two weeks.	Classroom teacher, programs for progress monitoring, teachers	Oct 17, 2016 to Nov 25, 2016	Progress Monitoring Data every two weeks	Not started
---	---	------------------------------	--	-------------

**MTSS, Interventions, Tier 2 & 3, Responsive classroom, Parent partnerships, Student success, Student learning**

Conduct Meetings with attendance clerk, parents and teachers to discuss attendance issues and solutions.	Administration/teachers	Sep 5, 2016 to Jun 5, 2017	Attendance records	Not started
--	-------------------------	----------------------------	--------------------	-------------

**MTSS, Interventions, Tier 2 & 3, Responsive classroom, Parent partnerships, Student success, Student learning**

Institute home visits for students with chronic absences.	Administration	Sep 12, 2016 to Jun 19, 2017	Home Visit Logs	Not started
---	----------------	------------------------------	-----------------	-------------

**Parent partnerships, Student success, Student learning**

Institute school-wide incentive program for classes with highest attendance.	Administration/staff/teachers	Aug 15, 2016 to Jun 19, 2017	Incentive Program Statement/attendance monitoring	Not started
--	-------------------------------	------------------------------	---	-------------

**Strategy 4**

If we do...

Create a School Climate that addresses social and emotional learning. Develop an SEL Team to establish a shared mission and write a school wide pledge.

...then we see...

Programs and initiatives implemented across grade levels that create calmer classrooms; a common language, goals, and purpose; consistency in behavioral expectations; and clear consequences.

...which leads to...

Happier and more successful students, teachers, and staff as a result of: improved relationships and moral; pride in our school and "buy-in"; increased attendance and motivation; common goals; improved parent communication; improved discipline policy and clear consequences.

Tags:  
SEL, Restorative approaches, School climate

Area(s) of focus:  
4

Action step

Responsible

Timeframe

Evidence for status

Status

Create Restorative Approaches / SEL Team that represents the grade bands, departments, and relevant specialties within the school. Confirm commitment of team members to attend summer professional development and planning meetings.	Administration	Jun 1, 2016 to Jun 21, 2016	No team is currently in place.	Not started
--	----------------	-----------------------------	--------------------------------	-------------

**SEL, Restorative approaches**

Create signs with mission statement and post in classrooms and other locations in the school, model and practice expected behaviors.	All Staff	Sep 1, 2016 to Oct 1, 2016	No action has been taken on this step.	Not started
--	-----------	----------------------------	--	-------------

**Climate and Culture, SEL, Restorative approaches**

Recite a daily school pledge / mission.	Restorative Approaches / SEL Team, Students, Auxiliary staff, Classroom teachers	Sep 1, 2016 to Jun 1, 2017	No action has been taken on this step.	Not started
---	--	----------------------------	--	-------------

**Climate and Culture, SEL, Restorative approaches**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Using projected 2016-2017 organizational chart, select ILT members to represent grade band / departmental teams, content areas, related services, and relevant specialties. Confirm commitment to full participation for summer planning and 2016-2017 school year for each team member selected.</p> <p>Tags: ILT, Communication, Best practice, Data analysis, Student success, Instructional strategy, Collaboration, Data driven instruction, ILT, Meetings, Summer, Calendar</p>	Administration	Jun 1, 2016	Jun 21, 2016	Not started
<p>✚ Schedule meeting dates and times for summer planning. Create an agenda prior to each meeting to allow for preparation of members.</p> <p>Tags: ILT, Communication, Best practice, Data analysis, Student success, Instructional strategy, Collaboration, Data driven instruction, ILT, Planning, Meetings, Summer, Calendar, Agenda</p>	Administration ILT members	Jun 1, 2016	Jun 21, 2016	Not started
<p>✚ Develop and analyze teacher survey data quarterly to identify areas of need for teacher development. Analyze Spring NWEA Reading and Math results to identify areas/grade/sub-groups in need of support. Analyze quarterly student assessments to identify areas in need of support.</p> <p>Tags: ILT, Communication, Best practice, Data analysis, Student success, Instructional strategy, Collaboration, Data driven instruction, Assessment, Reach, Nwea, Data analysis, Benchmark progress monitoring</p>	Administration ILT All teachers	Jun 21, 2016	Jun 1, 2017	Not started
<p>✚ Develop content specific curriculum teams (grade level content areas, related services, bilingual and relevant specialties). Confirm commitment to full participation for summer planning and 2016-2017 school year for each team member selected.</p> <p>Tags: Literacy/Reading, Math, Curriculum Design, Instruction, Instructional practices, Curriculum, Academic gain, Differentiated instruction, Aligned resources, Rigorous tasks, Instructional materials, Classroom rigor, Lesson planning, Academic expectations, Balanced grading and assessment, Curriculum maps, Best practice, Expectations, Scope and sequence, Instructional strategy, Cycles of learning, Collaboration, Common core state standards, Curriculum, Administration</p>	Administration Teachers	May 23, 2016	Jun 3, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Curriculum Team sets meeting dates and times for summer planning. Creates an agenda prior to each meeting to allow for preparation of members. Meets to evaluate and define needs/goals, researches resources, and selects materials.</p> <p>Tags: Literacy/Reading, Math, Curriculum Design, Instruction, Instructional practices, Curriculum, Academic gain, Differentiated instruction, Aligned resources, Rigorous tasks, Instructional materials, Classroom rigor, Lesson planning, Academic expectations, Balanced grading and assessment, Curriculum maps, Best practice, Expectations, Scope and sequence, Instructional strategy, Cycles of learning, Collaboration, Common core state standards, Math, Curriculum Design, Curriculum, Differentiated instruction, Aligned resources, Literacy, Instructional materials, Ccss, Classroom rigor, Academic expectations, Goalsetting, Curriculum maps, Data analysis, Data driven instruction, Distributed leadership, Learning objectives</p>	Administration Curriculum Team	Jun 6, 2016	Jun 30, 2016	Not started
<p>✦ Curriculum Team aligns curriculum with expectations at each grade level. Provides training to staff.</p> <p>Tags: Literacy/Reading, Math, Curriculum Design, Instruction, Instructional practices, Curriculum, Academic gain, Differentiated instruction, Aligned resources, Rigorous tasks, Instructional materials, Classroom rigor, Lesson planning, Academic expectations, Balanced grading and assessment, Curriculum maps, Best practice, Expectations, Scope and sequence, Instructional strategy, Cycles of learning, Collaboration, Common core state standards, Math, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Aligned resources, Literacy, Ccss, Academic expectations, Goalsetting, Curriculum maps, Distributed leadership, Learning objectives</p>	Administration Curriculum Team	Aug 22, 2016	Sep 2, 2016	Not started
<p>✦ MTSS team will provide guidance for school wide MTSS and PD for implementation.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Attendance, Interventions, Social emotional, Differentiated instruction, Parental involvement, Tier 2 &amp; 3, Progress monitoring, Classroom rigor, Behavior, Best practice, Data analysis, Parent engagement, Data tracking, Benchmark progress monitoring, Counseling, Data driven instruction, Tutoring, Growth measures, MTSS, Interventions, Differentiated instruction</p>	Administrators, Case Manager, counselor, and all teachers	Sep 6, 2016	Oct 14, 2016	Not started
<p>✦ Teachers will use data to differentiate classroom instruction.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Attendance, Interventions, Social emotional, Differentiated instruction, Parental involvement, Tier 2 &amp; 3, Progress monitoring, Classroom rigor, Behavior, Best practice, Data analysis, Parent engagement, Data tracking, Benchmark progress monitoring, Counseling, Data driven instruction, Tutoring, Growth measures, MTSS, Attendance, Parental involvement</p>	teachers	Sep 6, 2016	Nov 5, 2016	Not started
<p>✦ Tier 2 students receive targeted and intensive instruction/interventions. Interventions should be conducted in small groups (3-6 students), 2-3 times per week, for 30 minutes a session. Progress monitor done by the classroom teacher every two weeks.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Attendance, Interventions, Social emotional, Differentiated instruction, Parental involvement, Tier 2 &amp; 3, Progress monitoring, Classroom rigor, Behavior, Best practice, Data analysis, Parent engagement, Data tracking, Benchmark progress monitoring, Counseling, Data driven instruction, Tutoring, Growth measures, MTSS, Interventions, Tier 2 &amp; 3, Responsive classroom, Parent partnerships, Student success, Student learning</p>	Classroom teacher, programs for progress monitoring, teachers	Oct 17, 2016	Nov 25, 2016	Not started
<p>✦ Conduct Meetings with attendance clerk, parents and teachers to discuss attendance issues and solutions.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Attendance, Interventions, Social emotional, Differentiated instruction, Parental involvement, Tier 2 &amp; 3, Progress monitoring, Classroom rigor, Behavior, Best practice, Data analysis, Parent engagement, Data tracking, Benchmark progress monitoring, Counseling, Data driven instruction, Tutoring, Growth measures, MTSS, Interventions, Tier 2 &amp; 3, Responsive classroom, Parent partnerships, Student success, Student learning</p>	Administration/teachers	Sep 5, 2016	Jun 5, 2017	Not started
<p>✦ Institute home visits for students with chronic absences.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Attendance, Interventions, Social emotional, Differentiated instruction, Parental involvement, Tier 2 &amp; 3, Progress monitoring, Classroom rigor, Behavior, Best practice, Data analysis, Parent engagement, Data tracking, Benchmark progress monitoring, Counseling, Data driven instruction, Tutoring, Growth measures, Parent partnerships, Student success, Student learning</p>	Administration	Sep 12, 2016	Jun 19, 2017	Not started



District priority and action step	Responsible	Start	End	Status
<p>✦ Institute school-wide incentive program for classes with highest attendance.</p> <p>Tags: MTSS, Diverse Learners, English Learners, Attendance, Interventions, Social emotional, Differentiated instruction, Parental involvement, Tier 2 &amp; 3, Progress monitoring, Classroom rigor, Behavior, Best practice, Data analysis, Parent engagement, Data tracking, Benchmark progress monitoring, Counseling, Data driven instruction, Tutoring, Growth measures</p>	Administration/staff/teachers	Aug 15, 2016	Jun 19, 2017	Not started
<p>✦ Create Restorative Approaches / SEL Team that represents the grade bands, departments, and relevant specialties within the school. Confirm commitment of team members to attend summer professional development and planning meetings.</p> <p>Tags: SEL, Restorative approaches, School climate, SEL, Restorative approaches</p>	Administration	Jun 1, 2016	Jun 21, 2016	Not started
<p>✦ Create signs with mission statement and post in classrooms and other locations in the school, model and practice expected behaviors.</p> <p>Tags: SEL, Restorative approaches, School climate, Climate and Culture, SEL, Restorative approaches</p>	All Staff	Sep 1, 2016	Oct 1, 2016	Not started
<p>✦ Recite a daily school pledge / mission.</p> <p>Tags: SEL, Restorative approaches, School climate, Climate and Culture, SEL, Restorative approaches</p>	Restorative Approaches / SEL Team, Students, Auxiliary staff, Classroom teachers	Sep 1, 2016	Jun 1, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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 developing the NCLB Parent Involvement Policy and Parent Compact. Parents will also be involved in the strategic planning committee to give input related to academic success. Scammon holds monthly NCLB meetings to discuss greater parent involvement with their children, their education and activities within the school. Scammon will provide numerous parent workshops, conferences and guest speakers to support parents. All parents are encouraged to participate and additional activities support ELLs, SWDs and their parents.

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

Scammon holds an annual NCLB meeting in September to review the components of NCLB. A copy of the "Parent Right to Know" is distributed to all families and is also bound into each student planner. Funding and budgets are discussed, and allocation of funds is voted on. This process is repeated at other meetings throughout the year. Scammon also holds PAC and BAC meetings each month at different times. A monthly newsletter, in English and Spanish, announces these meetings, as well as our website and flyers distributed to all students identifying all meeting dates and times. These dates are also made available to our local Alderman's offices, in case constituents want to participate.

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.

Scammon's Assistant Principal, Bilingual Coordinator, and Bilingual Lead Teachers work with parents to coordinate meetings, provide a yearly calendar, post agendas on a prominent bulletin board, publish meeting dates via the school newsletter, the website, and school marquee, in both English and Spanish. Agendas range from student academics, understanding assessments, preparing students for academic success, student code of conduct and helping students meet all expectations.

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

Parents have a strong voice in the school and administration and teachers work with the parents on any concerns they may have. Parent ideas are implemented when mutually agreeable. Parent conferences are held whenever a parent requests one with a teacher, and/or administration at the earliest convenience of all parties. Notes are taken at the BAC meeting and distributed to administration and teachers to address topics of concern after the meetings take place. Parents are asked to take surveys and the information is analyzed to ensure any needs are accommodated. Parents are involved on the strategic planning committee which indicates the direction of the school with respect to enrichment curricular activities being offered. Parent involvement throughout the school is strongly encouraged. Communication with parents regarding meetings, activities, and special events are offered in flyers, the newsletter, website, and marquee. Parents also have numerous other opportunities to offer suggestions or ideas through the LSC and NCLB/PAC committee meetings where they can raise concerns or suggestions about the academic direction of the school.

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.

Student reports re: state assessment reports are generated and sent to school. As soon as the school receives the results the reports are sent home immediately. District reports for NWEA are sent home twice a year in winter and spring. Students also receive 4 progress reports a year within 5 weeks of each grading period and 4 student report cards at the end of each quarter. Primary teachers also send home results of DIBELS, TRC, & mClass math 3 times a year.

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.

Scammon works diligently to ensure that all teachers have the necessary endorsements and qualifications to be teaching the students. In the case of a teacher not being highly qualified, and the teacher has taught for more than 4 weeks, the school would send home letters to all the parents of the students being taught by that teacher indicating the status of the teacher's qualifications, as mandated. In the event that letters are generated by the state, letters would be sent to the school and addressed to parents. All parent letters would be given to parents either through mail or through report card distribution. If the case arises that a teacher would be unqualified, then a plan would be worked out with the teacher to make sure that they are on track to becoming highly qualified.

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 NCLB/PAC and BAC meetings that are scheduled at school will have a component that will be designed to help parents understand the requirements of Title 1 and how all assessments are used in determining their child's success at school. Parents will be given access to Parent Portal.

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.

Throughout the year, Scammon will hold parent training classes that will encourage them to become more involved with the school and their child's education. Some of these classes will include English Language classes, computer technology classes, and helping parents understand some of the software programs we are using so that they can assist their children, especially in the primary grades.

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.

In the beginning of the year, Scammon will provide PD for teachers and staff members which will include successful strategies to use with parents, forms for encouraging parent communication, suggestions for how to work with parents, and ideas to involve parents in the classroom. Volunteer packets will be distributed to parents and parent volunteers will be encouraged especially for special events, classroom parties, and field trips.

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.

Scammon will go to great lengths to involve all parents of the pre-school program, and other grades as well. Parents of the pre-school students are asked to volunteer for 30 hours in the classroom. Parents read to students, help with activities, assist with daily classroom responsibilities and help children learn new experiences with a variety of teaching tools. All parents fill out a school volunteer form that is approved by CPS. Approved volunteer forms are carried over to the next year for parents to be able to easily volunteer again.

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 information regarding school policies and procedures, school calendars, LSC, NCLB, PAC and BAC meetings, and all school events are delineated in the student planner which is distributed to all students on the first day of school. All parents sign the second page and return it to school indicating they have read and reviewed all policies with their child. These documents are available in both English and Spanish. Additionally, all other forms of communication such as the newsletter, flyers, report cards, forms, etc. are written in both English and Spanish. Other forms of communication include the website, marquee, parent bulletin board are also in dual languages. All officers of each committee are also phoned 48 hours in advance of any meetings to remind them of the meeting and issues on the agenda.

#### 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.)

"Scammon School students, parents, staff and community work as a team to create knowledgeable and enthusiastic learners. We provide rigorous researched-based curriculum incorporating varied technologies which cater to individual learning styles. Together we will develop as responsible, caring, and contributing members of society."  
Scammon provides a high quality curriculum in all content areas. Literacy and Math comply to CCSS and Science will be aligned to the Next Generation Science Standards this year. Our curriculum is aligned across grade levels and follows Chicago Public Schools Curriculum Guide as well as all of the CPS Frameworks for each content area. Each grade level team works collaboratively to integrate the core subject matter and design units of study that include accommodations and differentiation for all students at their level. In our "blended learning environment" subject matter is supplemented with high-tech computer software programs that enhance the unit of study and reach the students at their highest capacity.

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.

All parents are given the opportunity to pick-up their child's report card and meet with their child's teacher on Report Card Pick-Up Days. This will occur in the first and third quarters. Parents can meet with teachers one-on-one to discuss and collaborate about the students progress and grades and any academic concerns. Parents are also informed that appointments can be made at any given time that is mutually agreed upon, between the teacher and parent, to discuss any issues that may be of concern to the parent regarding their child's performance. Parents are encouraged to leave a message for the teacher and teachers are instructed to return the call within 24 hours. Teachers also communicate with parents through their child's planner on a daily basis. Information can be informally shared using the student planner or through email. Parents also have the ability to keep track of their child's academic progress through the Parent Portal.

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 receive progress reports every 5 weeks along with daily communication in their student's planner. Teachers are also informed to call home to inform parents of any academic or behavioral issues that may be taking place in the classroom. Parent and teacher conferences occur as needed between report card pick-up days. There are multiple assessments given throughout the year and results are given to parents providing information and input as to how their child is meeting standards and goals and their overall success. Parents also have access to the parent portal in which they can access their child's grades at any time and see how they are doing. Email is also available.

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

All parents are invited and instructed to call school if there is a concern regarding their child or are invited to arrange a mutually agreeable time to meet with their child's teacher(s) either before, or after school, or during a teachers prep period. Teachers will avail themselves to parents and try to accommodate as best as possible the parents schedule. Parents can meet with teachers in their home rooms or one of the Administrative Offices. All departmental teachers that instruct as a grade level team, are encouraged to attend any meeting with the parents to discuss how the child is doing across all core subject areas.

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.

Scammon will go to great lengths to involve all the parents of the school beginning with the pre-school program. Currently, all parents of students in the pre-school program volunteer for 30 hours. In the classroom parents read to students, assist with daily classroom responsibilities and help children learn new experiences with a variety of teching tools. All parents fill out a school volunteer packet which is submitted to CPS for approval. Approved volunteer applications are carried over to the next year for parentsto be able to volunteer easily and readily. Once children reach Kindergarten, parents then have opportunities to volunteer in the classrooms, with lunch time, on school wide activities/functions, such as picture day, KID ID cards or school dances. Each child is given a planner where the parent compact is located and delineates the responsibilities for the parents and their role in educating their child. Other parents interested in volunteering at the school can, at any time, ask for an application from the main office or child's teacher. All completed applications are submitted for approval and await CPS background safety checks. Upon approval of the background check, parents are called and notified and welcomed to the school as a volunteer.

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

The student planner will have an NCLB Scammon School Parent Compact that all parents are asked to read and sign. The planner asks that all parents attend parent-teacher conference dates, Open Houses, Family Reading Nights, etc. Parents are also asked to check the planner nightly for any communication from the teacher and to check student homework assignments. They should work with their children to complete assignments if needed, acquire necessary resources to complete school work, and review all parent feedback assessment results from their child's testing scores. All parents are encouraged to call the school and set up meetings either before or after school to discuss how they can assist with their child's learning. Our goal at Scammon is to have all parents work along with the teachers as partners in their child's education.

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 encouraged to actively engage in their child's education by working closely with the classroom teachers to ensure that all children are receiving the best education with additional consideration to ELLs, SWDs, and MTSS modifications that may be required. Parents are always welcome to speak to administrators at any time throughout the day. Parents must prearrange meetings with classroom teachers to accommodate their classroom schedules. Email, notes home, and daily dialogue via student planners are utilized to a great degree in addition to parent teacher conferences that are held in between report card pick-up days.

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).

All students have the responsibility to attend school daily, on time, and in uniform. Once here, they will share in their responsibility of their own academic success by ensuring that they come to school prepared with the necessary materials and supplies, complete all of their homework and class work assignments on time, follow all of the school rules, and work diligently to achieve their own success. These expectations will be written in their school planners for each student to have direct access to and be able to review at any time. A Free planner is given to each student the first day of school.

Parent Budget

Not 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.

(Blank)

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

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