



Mildred I Lavizzo Elementary School (/school-plans/253) / Plan summary

## 2016-2018 plan summary

### Team

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

| Date       | Participants | Topic   |
|------------|--------------|---|
| 02/04/2016 | ILT members  | Reviewing K-8 MOY and Stride PMA Data to guide CIWP priorities and Action Steps |
| 03/03/2016 | CIWP members | School improvement and student data   |
| 03/17/2016 | CIWP members | Student data and summer school  |

03/23/2016 LSC meeting Budget, School improvement and principal evaluation

04/28/2016 CIWP Meeting Priorities Strategies

05/12/2016 Staff and LSC special meeting CIWP Powerpoint on 5 Strategies and Action Plan

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.

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Teachers have been engaged in training peer teachers during grade team meetings and learning C.A.F.Es where teachers communicate and provide demonstration through modeling various strategies. Teachers also conduct weekly teacher performance management data sessions to review student individual data. The staff has opportunities to work on school and academic committees such as literacy, math, assemblies, parent meetings, as well as conducting ILT meetings. Parent Mentor program allows parents to play an important role academically and able to build relationships with students, teachers, and other parents. Our partnership with Far Southside Community Action Council provides monthly leadership awards to our students, staff, and parents. Support staff serves as mentors to upper grade students focusing on topics as finance, college and career, and leadership skills.

Principal creates a system that empowers families and communities by providing a Parent engagement center. Class officers allow students to show leadership and give input on activities, events, and school-wide functions.

#### 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                              | Effective Leaders<br>Collaborative Teachers   |
| CPS Framework for Teaching                   | <a href="#">4d. Growing and Developing Professionally</a><br><a href="#">4e. Demonstrating Professionalism</a>  |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>A5. School Vision and Mission Drive Decision-Making<br>D4. Demonstrates Change Management |

### Instructional Leadership Team:

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.

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Lavizzo's Instructional Leadership Team consist of teachers, support staff, and parents whose knowledge, leadership, and experience is needed to effectively make decisions and follow through with action. ILT make instructional and curriculum decisions based on school and student needs. ILT lead professional development in teams, provide insight on instructional materials and resources. Student spotlight data is tracked, monitored, analyzed. Learning goals are create or adjusted through intervention and enrichment programs such as Saturday Achievement Academy, After School, and Tier II and III support.

### 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<br>Collaborative Teachers  |
| CPS Framework for Teaching                   | <a href="#">4a. Reflecting on Teaching &amp; Learning</a><br><a href="#">4d. Growing and Developing Professionally</a><br><a href="#">4e. Demonstrating Professionalism</a>  |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>B5. Supports Teacher Teams   |

**Professional Learning:**

Score

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

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Principal provides a collaborative environment for professional learning. 75% of Lavizzo’s professional development is teacher-led which promotes job-embedded interest and teacher buy-in. Teachers will also continue to attend CCSS, NWEA, MTSS, and Teachers as Leaders Training supported by the Network or District. Teachers are engaged in surveys, and needs assessments to support the best practice as it relates to “safe practice and space to internalize new knowledge. Teachers have a resource room to collaborate, share materials and a designated room where resources and articles are kept for teacher review and collaboration.

**Guide for Professional Learning**

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

**Evidence, Measures, and Standards**

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

#### Aligned Resources:

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

Score

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Teachers' schedules, school budget, and Network support all provide for aligned resources. Although various situations may arise during the school year that have the potential to alter the school's allocation of resources, there is a clear and consistent focus on ensuring student academic achievement and growth. The school actively seeks out grant opportunities to support our students.

#### 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.

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We encourage the use of complex text through close reading and independent reading through lexiles. Texts used for instruction exposes all students to grade levels of complexity and informational text according to the Common Core Shifts. The curriculum integrates social and emotional learning through the Second Step for emotional learning. During ILT and grade team, we examine the curriculum and have a progress monitoring tool that teachers use to articulate their data and align to standards. The school has developed a re-teaching plan and buffer week between benchmark assessments, and school-wide assessments to focus on in depth standards, skills, and assessment alignment.

### 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                                     | ✓ SQRP Attainment and Growth  |
| 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

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Teachers have been trained to use various sites to incorporate multi-media and task during reading, math, and other related content area lessons as supports. Lavizzo has compiled lessons and strategies for students who need support through listening center and speaking tools (microphones) to support all modalities and styles of learning. Teachers have been trained on various programs for interventions and enrichments using the Technology, LCD projectors, and Elmos during whole and small groups. Grade teams have been actively involved in choosing instructional materials that are aligned with the standards. Literacy coach has supported administration and teachers with aligning supplemental materials for small groups, whole group, vocabulary and writing. Administration and Literacy coach has done various workshops around the Understanding Backwards Designs and have formed systems each quarter through thematic units and plans school-wide. There is a system in place where collaboration of regular and diverse learners will provide short and long term plans to include supports necessary to ensure students with disabilities have access to all supplemental instructional materials. Utilize MTSS lead to improve Tier II and III intervention support and monitoring.

## 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<br>Supportive Environment   |
| CPS Framework for Teaching                   | <a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a><br><a href="#">1b. Demonstrating Knowledge of Students</a><br><a href="#">1c. Selecting Learning Objectives</a><br><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:

Score

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)

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The teachers have been trained on Depth of Knowledge Questioning (DOK) and Walton Questioning Strategy to support with rigorous questions as well as text dependent questions and trained on aligning questions to standards. Our goal is to increase the rigorous student task by creating more Performance Task at and above grade level. This happens during grade team meetings, using the Student Work Protocol to score student samples. The teacher lesson plans are monitored with weekly feedback to ensure standard, question, and task alignment. Administration will observe how teachers use the Gardner Gradual Release of responsibility for scaffolding instruction. Grade teams will create a variety of formative assessments such as bi-weekly skill test, writing samples, MARS and Performance Task, Stride. A performance Management schedule is created for teachers to present their Progress Monitoring Data as evidence of administering formative assessments regularly.

### Guide for Rigorous Student Tasks

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



- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

Score

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

1 2 3 4

Lavizzo partners with the neighboring high schools task students to high school fairs and invites outside agencies geared towards exposing students to the steps and processes needed to gain entry into college to speak with the students. The school also hosts an annual career day to expose students to various careers and training skills. The school has an interactive college and career corner for middle school that has brochures, salaries, majors, and campus information as well as high school and college application. Teachers also teach a variety of skills such as interview skills and essay writing.

The school provides a curriculum that is focused on student achievement while factoring individual student needs. The school has rigorous high-school reading materials such as (Cambridge Non-Negotiable and Triumph High School as well as ThinkCerca to increase task and prepare students. The school also has extracurricular engagement opportunities available to all students based on their individual academic and social and emotional needs. These opportunities include participation in school-wide sports, the First Move Chess Club, student council, and enrichment Saturday School. Each teacher is required to align task the CCR standards so students can receive instruction throughout the school year that prepares them for assessments.

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

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials)

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

The teachers have been trained using the backwards design UDL model as well as trained in the Common Core Instructional Shifts to promote academic rigor. Teachers will continue to meet and collaborate weekly as a whole staff, as well as grade- band meetings to ensure best practices are implemented and formative assessments are aligned to standards and analyzed. Teachers incorporate and integrate ideas from all content-areas as well as use real-world situations and applications. Students are required to have a daily component of writing about reading to explain readings and math problem solving. Specific protocol is designed by the Network to observe instructional practices of whole-group and small group as well as professional developments around questioning and teacher and student discourse where students learn discussion protocols and the use of Socratic seminar approaches through Junior Great Books and ThinkCerca. Through daily walkthroughs and teacher observations, administrators will provide feedback regarding non-negotiables. Teachers have been using high and low-level questioning along with working towards a full implementation of DOK in all contents as well as Walton Questioning Strategy . Teachers have been trained and have been implementing UBL model.

Lavizzo has an instructional coaching model through informal associations that is focused on modeling, co-teaching and instructional strategies. The school has also set up cycles of peer- observations to create a climate where teachers feel safe to share best practices with peers. Teacher coaching is embedded in the REACH recommendations and next step sections. Teacher coaching plans will identify areas of needs, who will provide the coaching and how frequently.

New teachers have a teacher partner for mentoring and acquiring skills needed to be successful at Lavizzo. In addition, grade level chair persons and the literacy coach are available for mentoring. Teachers receive daily feedback through email and face-to face coaching through rich dialogue to provide quality feedback that supports teacher and student growth.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

### Score

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Teachers use progress monitoring tools to track success of students in Tier I instruction using ELA and Math instructional pacing skill guides. Those students that are in the Tier II and Tier III MTSS programs are identified after 10 weeks to have an average of 65% or below on 50% of assignments. If there are no response to bi-monthly buffer weeks or small group instruction 2 to 3 days a week students are referred to a diverse learner specialist to begin classroom observations. At this time the student is also referred to the MTSS team for Tier III interventions. Once students are placed in TIER III intervention the intensity of the interventions are increased to 5 days a week. Students are then given quarterly MTSS report cards that reflect progress. 1. No Gains 2. 5%-49% 3. 50% or more. If there are no gains at the end of the quarter a Tier III technology phonics and fluency component is added until improvements are noted or a formal referral is completed. SEL is incorporated in school wide and classroom activities. Behavioral intervention programs such as Second Steps are used for Tier I support while programs such as Peer Jurors in partnership with CPD District 5 are used for Tier II and III support.

## 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:

Score

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.

1 2 3 4

School-wide data is available for teachers, staff, and parents during Open House, State of the School address, LSC, NCLB, and ILT meetings. Data binders and progress monitoring Tools are accessed by all administration, ILT, and grade level chairs. These data tools are updated after each assessment. The administration has a grade book protocol with feedback forms. One-to one meetings with teachers on how to update, set, navigate, and support teachers with aligning standards to task, assessments, and grades. Each grade level currently utilizes a form of comprehensive assessments to monitor student learning such as STRIDE, ThinkCerca, and TTM. Assessment methods such as performance task, teacher created bi-weekly STRIDE assessments are in place to help meet school-wide and student targeted goals. Student accommodations and modifications are aligned with students' IEP Benchmark goals to ensure student success.

## 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 (CSR).
  - 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

1 2 3 4

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

Administrators, Teachers, and staff members at Lavizzo have embraced and continuously promote high expectations for all students to aspire to succeed with emphasis on college and career readiness. CCR standards are included in weekly lessons and quarterly thematic units. Math practices such as perseverance is embedded in daily math blocks. College and career centers are housed on the Jr. High School floor where information is displayed for students to gain knowledge and conduct research on various colleges and universities.

Classrooms are inviting and consist of library centers to help promote independent reading. One on one technology is implemented to provide a research based learning environment as well as promote independent practices. Students care about their work, not just getting the work completed. Students utilize the targeted themed board to place their expected NWEA targeted scores. Every student are aware of the school's and classroom's expectations. Academic growth and a decrease in student infractions are evident and a part of the school's culture.

The Parent Mentor Program includes our parents as partner advocates for students providing support both academically and Social emotional learning daily.

### Guide for Culture for Learning

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

- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

Score

1 2 3 4

Staff and students contribute to the establishment of relational trust. There is an overall willingness by all individuals to establish and maintain viable relationships. The majority of the interactions between students and adults are ones that reflect a true establishment of trust and a concern for each other's well being. As evidenced in the My School, My Voice Survey, individuals feel comfortable discussing sensitive information with others because they trust that the person they are speaking to will not share the information but will in fact work to ensure that the problem is resolved.

### Guide for Relational Trust

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

|  |  |
|--|--|
| Suggested Evidence                           | ✓ Five Essentials/My Voice, My School Survey<br>✓ School Climate Standards Self-Assessment   |
| Measures                                     | ✓ Five Essentials  |
| Five Essentials                              | Collaborative Teachers<br>Supportive Environment   |
| CPS Framework for Teaching                   | <a href="#">1b. Demonstrating Knowledge of Students</a><br><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<br>E1. Creates a Culturally Responsiveness Climate |

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

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

Score

1 2 3 4

Students have begun to understand the impact that they have on their community and have begun to working on impacting their community in a positive manner by cleaning up trash around the school and in their neighborhood. Students participate in the student council and raise money for various charities such as Pennies for Patients, United Negro College Fund and Young Men of Color. Students have worked with teachers to sponsor events at the school in support of breast cancer awareness, autism, fire prevention, and drug prevention.

### 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><br><a href="#">2a. Creating an Environment of Respect and Rapport</a><br><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><br>Social Emotional Learning Standards  |

**Safety & Order:**

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

Score

1 2 3 4

Every student feels safe once they enter the school building. Students and adults work to maintain safety and order by modeling appropriate behaviors. With the implementation of restorative practices, students are able to have their emotional needs met while learning to establish relationships with adults.

Along with restorative practices, the school utilizes non-verbal cues to get students' attention, emphasizes the importance of maintaining a zero noise level when transitioning through the halls and the need to use an inside voice while in the building aides in the establishment of a safe and orderly environment. Students are often rewarded for exhibiting positive behavior with verbal praise or a tangible reward.

On a daily basis, administration walks the school grounds checking for the physical upkeep of the building. This allows the building to be "physically" a safe place for the students.

**Guide for Safety & Order**

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

**Evidence, Measures, and Standards**

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

Score

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.

1 2 3 4

Lavizzo has a tiered approach to discipline. Classroom management and procedures are practiced for the first 20 days for all classrooms. This establishes best behavioral practices and expectations for all students. Classroom rules are created with a voice from students, group behavioral expectations, as well as School wide rules are reviewed (eg. hallway and lunchroom rules). A student dean works with student teams and teachers to establish restorative practices focusing on teaching students coping and leadership strategies, self-discipline and anger management strategies, and positive transitioning strategies. A school wide discipline casebook system is in place to keep record of misconducts and is also used to communicate specific behaviors to parents. Out of school practices are last resorts used at the school.

**Guide for Restorative Approaches to Discipline**

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

**Evidence, Measures, and Standards**

| EVIDENCE, MEASURES, AND STANDARDS            |  |
|--|--|
| Suggested                                    | ✓ Misconduct data (Dashboard)  |
| Evidence                                     | ✓ My Voice, My School survey responses   |
| Measures                                     | ✓ Five Essentials – Supportive Environment   |
| Five Essentials                              | Supportive Environment   |
| CPS Framework for Teaching                   | <a href="#">2a. Creating an Environment of Respect and Rapport</a><br><a href="#">2d. Managing Student Behavior</a><br><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.

The Parent Mentor Program includes our parents as partner advocates for students providing support both academically and social emotional learning daily. School improvements are made transparent with parent during open house, state of the school address, report card pick up conferences, LSC, NCLB, and Parent Volunteers meetings and workshops. Newsletters, school and classroom flyers, robo calls, parent/student handbook, and parent logs are ways in which administrators, teachers, and staff communicate with parents. A parent engagement center provides a learning environment for parents. The parent engagement center is used for parent workshops, job and/or apartment and housing finds, adult education classes, and parent/child learning center.

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

|   | 2014-2015<br>Actual | 2015-2016<br>Actual | 2016-2017<br>Goal | 2017-2018<br>Goal |
|---|---------------------|---------------------|-------------------|-------------------|
| <b>National School Growth Percentile - Reading</b>  |                     |                     |                   |                   |
| Lavizzo's goal is to have 80% of the total number of students to grow to the 53rd percentile or higher. | 69.00               | 45.00               | 53.75             | 62.50             |
| <b>National School Growth Percentile - Math</b>   |                     |                     |                   |                   |
| Lavizzo's goal is to have 80% of the total number of students to grow to the 87th percentile or higher. | 87.00               | 86.00               | 87.40             | 88.80             |
| <b>% of Students Meeting/Exceeding National Ave Growth Norms</b>  |                     |                     |                   |                   |

|   |       |         |       |       |
|---|-------|---------|-------|-------|
| Lavizzo's goal is to have 70% of students meeting or exceeding national growth norms. | 66.40 | (Blank) | 69.50 | 72.60 |
|---|-------|---------|-------|-------|

**African-American Growth Percentile - Reading**

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Lavizzo's goal is to have 80% of the total number of students to grow to the 53rd percentile or higher. | 66.00 | 45.00 | 53.75 | 62.50 |
|---|-------|-------|-------|-------|

**Hispanic Growth Percentile - Reading**

|     |         |         |      |      |
|-----|---------|---------|------|------|
| N/A | (Blank) | (Blank) | 0.00 | 0.00 |
|-----|---------|---------|------|------|

**English Learner Growth Percentile - Reading**

|     |         |         |      |      |
|-----|---------|---------|------|------|
| N/A | (Blank) | (Blank) | 0.00 | 0.00 |
|-----|---------|---------|------|------|

**Diverse Learner Growth Percentile - Reading**

|   |      |      |      |       |
|---|------|------|------|-------|
| Lavizzo's goal is to have at least 25% of the DL students meeting their growth percentile in reading. | 8.00 | 2.00 | 6.80 | 12.10 |
|---|------|------|------|-------|

**African-American Growth Percentile - Math**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| Lavizzo's goal is to have 80% of the total number of African American students to grow to the 87th percentile or higher. | 87.00 | 86.00 | 87.40 | 88.80 |
|--|-------|-------|-------|-------|

**Hispanic Growth Percentile - Math**

|     |         |         |      |      |
|-----|---------|---------|------|------|
| N/A | (Blank) | (Blank) | 0.00 | 0.00 |
|-----|---------|---------|------|------|

**English Learner Growth Percentile - Math**

|     |         |         |      |      |
|-----|---------|---------|------|------|
| N/A | (Blank) | (Blank) | 0.00 | 0.00 |
|-----|---------|---------|------|------|

**Diverse Learner Growth Percentile - Math**

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Lavizzo's goal is to have at least 25% of the DL students meeting their growth percentile in math. The dynamics of our DL population has changed. We have almost doubled in population, varying in levels of learning disabilities. | 33.00 | 76.00 | 35.70 | 38.10 |
|---|-------|-------|-------|-------|

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

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| Lavizzo's goal is to increase the attainment percentile in reading from 14 to 20.6 | 12.00 | 14.00 | 20.60 | 32.50 |
|--|-------|-------|-------|-------|

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

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Lavizzo's goal is to increase the attainment percentile in math from 28 to 38.4 | 15.00 | 28.00 | 38.40 | 46.70 |
|---|-------|-------|-------|-------|

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

|   |       |       |       |       |
|---|-------|-------|-------|-------|
| Lavizzo's goal is to increase the second grade attainment percentile in reading from 24 to 35.2 | 10.00 | 24.00 | 35.20 | 44.20 |
|---|-------|-------|-------|-------|

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

|  |      |       |       |       |
|--|------|-------|-------|-------|
| Lavizzo's goal is to increase the second grade attainment percentile in math from 23 to 34.4 | 8.00 | 23.00 | 34.40 | 43.50 |
|--|------|-------|-------|-------|

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

|     |         |         |      |      |
|-----|---------|---------|------|------|
| N/A | (Blank) | (Blank) | 0.00 | 0.00 |
|-----|---------|---------|------|------|

**Average Daily Attendance Rate**

|  |       |       |       |       |
|--|-------|-------|-------|-------|
| Lavizzo will continue to increase attendance by 1 percent each year until we reach a goal of 98% | 92.70 | 95.00 | 96.00 | 97.00 |
|--|-------|-------|-------|-------|

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

Lavizzo will maintain the status of Well-Organized on our MSMV survey. Lavizzo will focus on the strategy Culture for Learning and implement an action plan for success...

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

1 of 1 complete

|  | 2014-2015<br>Actual | 2015-2016<br>Actual | 2016-2017<br>Goal | 2017-2018<br>Goal |
|--|---------------------|---------------------|-------------------|-------------------|
| Attendance                                   |                     |                     |                   |                   |
| Increase the percentage of attendance yearly | 95.00               | 96.00               | 97.00             | 98.00             |

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

• All teachers have access to coaching and professional development focused on the core skills of research-based ELA and Math curriculum...

• Then there will be a direct correlation of teacher and student content knowledge and capacity.....

Which will lead to having 50% or more of all students meeting Individual students growth targets....

Tags:  
Professional Learning

Area(s) of focus:  
1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

- Create a school calendar that drives priorities: schedule of assessments, scoring, analysis, and professional development at the beginning of the school year.
- Develop an action plan with a goal of obtaining 50% of students at or above grade level on benchmark assessments
- Utilizing Network and District Professional Development
- Create and follow schedules that support staff collaboration
- Provides observation protocols for teachers to engage in peer observations
- Attend Framework Fest in August

Administrators, ILT, TLI Teachers, Literacy Coach and Network ISL

Sep 6, 2016 to Jun 23, 2017

- Meeting Agendas and Minutes w/next steps
- School-wide PDP Plan/Calendar
- Collaboration Logs and teacher Feedback templates
- Feedback from Weekly Teacher Performance Management Sessions

Not started

**Progress monitoring, Feedback, Accountability, Collaboration, Data driven instruction, Teacher capacity, Teacher leadership**

Strategy 2

If we do...

...then we see...

...which leads to...

• If we...create a school wide system of structure that promote high achievement and perseverance of teacher and student....

• Teachers Grounded in research or evidence-based practice.  
• Importance of Learning and not just completion of lesson

• Student assume responsibility for high quality work and self discipline  
• School-wide collaborations and activities with a focus on college and career options

- Expectations for Learning
- Student Persistence
- Student Ownership of Learning

- Students engaging in STEM-based projects
- Students reaching their individual growth targets
- Increase in student growth and attainment and an increase in student attendance

Tags:  
College Access and Persistence, SEL, Restorative approaches, Trust, Culture of learning

Area(s) of focus:  
2

| Action step  | Responsible                                | Timeframe                   | Evidence for status   | Status      |
|--|--|-----------------------------|---|-------------|
| <ul style="list-style-type: none"> <li>• Student lead learning (student accountability)</li> <li>• Student will participate in visits to a variety high schools and colleges</li> <li>• Increase student participation in programs such as Project Sincere</li> <li>• One-on-one conferences with students about their individual progress report</li> <li>• Partner with organizations that will provide support for student achievement, behavior and attendance; implement school-wide PBIS expectations; incentive and reward system for student achievement, behavior and attendance</li> </ul> | Teachers, administration, all stakeholders | Sep 6, 2016 to Jun 23, 2017 | <ul style="list-style-type: none"> <li>• Increase in students ownership of their educational success</li> <li>• Increase of student acceptance into best match high schools and by 50% and 95% eighth grade on-time graduation rate</li> <li>• Increase in student performance (evidence by final grades) in science, technology, and math by 25%</li> <li>• 25% increase in student reaching their individual growth targets</li> <li>• 50% decrease of student behavior infractions and out-of-school suspensions</li> <li>• Teachers practicing REACH Domain 2B area of Distinguish-attend Framework Fest in August</li> </ul> | Not started |

**Diverse Learners, Climate and Culture, Culture of learning, Behavior supports**

Strategy 3

| If we do...  | ...then we see...  | ...which leads to...   |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Follow the Scope and Sequence of the ELA curriculum are aligned to standards; All students' access to the curriculum will provide opportunities for all to master standards.</li> </ul> | <ul style="list-style-type: none"> <li>• Continuity in reading lessons and structures between DL and Gen Ed teachers</li> <li>• Gen Ed Teachers and DL teachers collaborating on ELA Lesson plans</li> <li>• Focus on improving and mastery of ELA skills of DL students and advanced learners.</li> </ul> | <ul style="list-style-type: none"> <li>• 25% Increase in ELA academic growth of DL students</li> <li>• 10% increase in ELA attainment</li> </ul> |

Tags:  
Diverse Learners, Curriculum Design, Instructional practices, Aligned resources, Critical thinkers, Diverse learner teachers

Area(s) of focus:  
3

| Action step   | Responsible   | Timeframe                   | Evidence for status   | Status      |
|---|---|-----------------------------|---|-------------|
| <ul style="list-style-type: none"> <li>• Create ELA curriculum map that aligns standards(instruction) and interim assessments</li> <li>• Examine the curriculums alignment quarterly and making adjustments needed based on interim assessment results.</li> <li>• Provide opportunities for teachers to participate in Quarterly Vertical planning to ensure scaffolding across grade levels is taking place that will allow for student mastery of concepts.</li> </ul> | All Teachers, Literacy Coach, ILT, and administration | Sep 1, 2016 to Jun 22, 2017 | <ul style="list-style-type: none"> <li>• Curriculum map that show evidence of cohesive instruction.</li> <li>• Collaborative lesson plans</li> <li>• REACH DOMAIN 1d- Designing Coherent Instruction area of Distinguish for 50% of teachers</li> </ul> | Not started |

**Teacher Teams/Collaboration, Academic gain, Curriculum map**

Strategy 4

If we do...

- Create and incorporate focus questions daily during ELA reading block

...then we see...

- Student to student discourse of all students
- Gen Ed Teachers and DL teachers collaborating on ELA Lesson plans
- Continuity in reading lessons and structures between DL and Gen Ed teachers
- Teachers utilizing information gathered from formal and informal assessments to create cognitively challenging tasks and high levels of student engagement. The learning environment will support opportunities for inquiry-based activities and the integration of other content areas as Art Education and Health and Wellness; student input and choice of learning tasks; as well as provide opportunities for students to monitor their individual progress.

...which leads to...

- Increased standardized test attainment scores by 10% across all grade levels.
- 50% of the students will score in the yellow or green by the 3rd STRIDE PMA session.
- Increase the number of students completing on-level ELA assignments by 25% for grades 3rd – 8th
- Increase in teacher capacity

Tags:

Arts, Data Use, Student Health & Wellness, Instructional practices, Academic gain, Differentiated instruction, Instructional material, Tier 2 & 3, Academic expectations, Instructional planning, Data analysis, Expectations, Student tasks, Academic supports, Data driven instruction, Daily objectives, Inquiry based learning, Common core state standards, Achievement, Vertical alignment, Small group instruction

Area(s) of focus:

4

Action step

- Focus on improving and mastery of ELA skills of DL students.
- Monitoring instruction through lesson plan feedback, formal and informal observations (REACH), daily learning walk, and one on one conferences.
- Monitor instruction with a specific focus aimed at improving individual teachers' strengths and weaknesses.
- Provide teachers with a coherent instructional design model, which consists of aligning the standards, objectives, resources, tasks and assessments.
- DL and Gen Ed. teachers collaborate on lesson plans and provide access and 70% grade level instruction for all learners during ELA and Math blocks.
- Create an instructional environment in which the student is able to have his or her individual needs met.
- All teachers will incorporate specific strategies to enhance students' understanding of the concept being taught.

Responsible

- Administration, teachers, Network ISL

Timeframe

Sep 6, 2016 to Jun 22, 2017

Evidence for status

- There will be an increase in the percentage of DL students meeting and exceeding individual growth targets, increase in students meeting and/or exceeding school-wide targets and an increase in the number of students working at or above their respective grade specific attainment level(SQRP).
- There will be evidence in the lesson plan and delivery of instruction of alignment between standards, learning objectives, teacher resources, instructional practices/strategies, and assessments(Framework for Teaching).
- Collaboration Logs
- MSMV- Ambitious Instruction

Status

On-Track

**Academic gain, Aligned resources, Academic expectations, Observations, Learning walk, Academic supports, Academic perfor, Approaches to teaching and learning, Learning objectives, Model**

Strategy 5



If we do...

- Create tasks that are aligned with CCSS and student learning objectives
- Create tasks that are cognitively challenging to all students but do not cause them to become totally frustrated with the concept and allow students to have choice in selecting tasks they will complete.

...then we see...

- Will create an instructional environment that has teachers' creating lessons that are paced and sequenced to build students' depth of understanding of those standards and objectives.
- Will create an instructional environment that promotes student engagement and allows all students to explore the content at their pace.
- Create learners that are able to work with productive struggle to demonstrate mastery of the concept or skill being taught.
- Consistent growth in student knowledge of content as they analyze, synthesize and evaluate the information presented by the teacher.

...which leads to...

- Students emerging as critical thinkers and are able to apply various strategies to solve problems.
- Will create an instructional environment in which all students are engaged in productive struggle that takes them to the brink of frustration yet yields success.
- Self-disciplined learners.
- An increase in content knowledge and increase in academic growth for all students as it relates to NWEA.

Tags:

Rigorous tasks, Classroom rigor, Academic rigor, Analysis

Area(s) of focus:

5

Action step ⓘ

- Teachers varying questions using the Depth of Knowledge question stems to challenging student thinking and forcing them to think deeper. (Level 3 and 4 questions)
- Teachers creating questions to engage enrich and remediate students as needed
- Increase in teacher capacity in their respective content area
- Teachers removing misconceptions and replacing them with specific knowledge needed to deepen conceptual understanding
- Creating a culture of high expectations with teacher support.

Responsible ⓘ

Teachers, administration, Network ISL

Timeframe ⓘ

Sep 6, 2016 to Jun 22, 2017

Evidence for status ⓘ

- Lesson is designed to carefully support students in moving to higher levels of thinking (such as justifying responses with evidence), ensuring that all students have an opportunity to respond.
- Students engage with peers in daily academic conversations focused on analysis, synthesis, and evaluation of content-driven topic, using academic language to express their thinking.
- Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others

Status

Not started

**Enrichment, Depth of knowledge, Student engagement, Content, Expectations**

Action Plan

| District priority and action step  | Responsible   | Start       | End          | Status      |
|--|---|-------------|--------------|-------------|
| <p>✚ • Create a school calendar that drives priorities: schedule of assessments, scoring, analysis, and professional development at the beginning of the school year. • Develop an action plan with a goal of obtaining 50% of students at or above grade level on benchmark assessments • Utilizing Network and District Professional Development • Create and follow schedules that support staff collaboration • Provides observation protocols for teachers to engage in peer observations • Attend Framework Fest in August</p> <p>Tags: Professional Learning, Progress monitoring, Feedback, Accountability, Collaboration, Data driven instruction, Teacher capacity, Teacher leadership</p> | Administrators, ILT, TLI Teachers, Literacy Coach and Network ISL | Sep 6, 2016 | Jun 23, 2017 | Not started |

| District priority and action step  | Responsible   | Start       | End          | Status      |
|--|---|-------------|--------------|-------------|
| <p>✦ • Student lead learning (student accountability) • Student will participate in visits to a variety high schools and colleges • Increase student participation in programs such as Project Sincere • One-on-one conferences with students about their individual progress report • Partner with organizations that will provide support for student achievement, behavior and attendance; implement school-wide PBIS expectations; incentive and reward system for student achievement, behavior and attendance</p> <p>Tags: College Access and Persistence, SEL, Restorative approaches, Trust, Culture of learning, Diverse Learners, Climate and Culture, Culture of learning, Behavior supports</p>  | Teachers, administration, all stakeholders            | Sep 6, 2016 | Jun 23, 2017 | Not started |
| <p>✦ • Create ELA curriculum map that aligns standards(instruction) and interim assessments • Examine the curriculums alignment quarterly and making adjustments needed based on interim assessment results. • Provide opportunities for teachers to participate in Quarterly Vertical planning to ensure scaffolding across grade levels is taking place that will allow for student mastery of concepts.</p> <p>Tags: Diverse Learners, Curriculum Design, Instructional practices, Aligned resources, Critical thinkers, Diverse learner teachers, Teacher Teams/Collaboration, Academic gain, Curriculum map</p>   | All Teachers, Literacy Coach, ILT, and administration | Sep 1, 2016 | Jun 22, 2017 | Not started |
| <p>✦ • Focus on improving and mastery of ELA skills of DL students. • Monitoring instruction through lesson plan feedback, formal and informal observations (REACH), daily learning walk, and one on one conferences. • Monitor instruction with a specific focus aimed at improving individual teachers' strengths and weaknesses. • Provide teachers with a coherent instructional design model, which consists of aligning the standards, objectives, resources, tasks and assessments. • DL and Gen Ed. teachers collaborate on lesson plans and provide access and 70% grade level instruction for all learners during ELA and Math blocks. • Create an instructional environment in which the student is able to have his or her individual needs met. • All teachers will incorporate specific strategies to enhance students' understanding of the concept being taught.</p> <p>Tags: Arts, Data Use, Student Health &amp; Wellness, Instructional practices, Academic gain, Differentiated instruction, Instructional material, Tier 2 &amp; 3, Academic expectations, Instructional planning, Data analysis, Expectations, Student tasks, Academic supports, Data driven instruction, Daily objectives, Inquiry based learning, Common core state standards, Achievement, Vertical alignment, Small group instruction, Academic gain, Aligned resources, Academic expectations, Observations, Learning walk, Academic supports, Academic perfor, Approaches to teaching and learning, Learning objectives, Model</p> | • Administration, teachers, Network ISL               | Sep 6, 2016 | Jun 22, 2017 | On-Track    |
| <p>✦ • Teachers varying questions using the Depth of Knowledge question stems to challenging student thinking and forcing them to think deeper. (Level 3 and 4 questions) • Teachers creating questions to engage enrich and remediate students as needed • Increase in teacher capacity in their respective content area • Teachers removing misconceptions and replacing them with specific knowledge needed to deepen conceptual understanding • Creating a culture of high expectations with teacher support.</p> <p>Tags: Rigorous tasks, Classroom rigor, Academic rigor, Analysis, Enrichment, Depth of knowledge, Student engagement, Content, Expectations</p>  | Teachers, administration, Network ISL                 | Sep 6, 2016 | Jun 22, 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 the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

NCLB Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the

plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

#### Parent Involvement Policy

Complete

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

NCLB/PAC meets at the beginning of the year to plan a yearly calendar which is adjusted as the year progresses to meet the needs of the school. NCLB/PAC meets monthly and invites parents to workshops, shares the needs of our students as well as shares tips on how parents can support students with classroom work and district assessments.

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

Title I Annual Meeting and the Title I PAC Organizational Meeting was held on September 21, 2016. All of our parents are invited and encouraged to attend all of our monthly NCLB/PAC and Title I meetings. This is accomplished by sending robocalls to parents, posting flyers at the school entrances/exits as well as sending flyers home with the students. School information is also posted on our School marquee, website, and twitter page. Our State of the School Annual Meeting is held the second week of September 2017 and another one midyear in February.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parents will be invited to a school-wide open house before school begins on August 27, 2016. Parents will have the opportunity to meet with classroom teachers and discuss the curriculum that will be utilized this school year. Parent workshops will also be held to expose parents to lessons that their child will experience in math, literacy and science. Parent Portal will be explained to parents and every parent will be encouraged to sign-up. This will allow parents to monitor attendance, behavior and academic status. Information presented at Open House will also be shared again with parents during various school events.

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.

As the requests come to the attention of School Administration, parents will be notified and invited to upcoming PAC meetings and inform parents that the meetings are on-going and monthly.

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.

At the end of the EOY testing window, once the data has been compiled and reviewed, each homeroom teacher will send home a progress report for each student. This progress report will identify the student's math, language arts and reading progress for that current school year as well as identify academic goal for the upcoming year based on his/her performance. This information will be shared again at the first and third quarter report card pick-up sessions.

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.

When a student has been assigned to or taught by a teacher that is not "highly qualified", the student will be given a letter to take home to his/her parents as well as a letter will be mailed home. Fortunately enough, Lavizzo's administration works with HR during the vetting process to ensure that the hiring of a teacher that is not "highly qualified" is not a common occurrence.

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.

Bi-annual State of the School (SOS) addresses are held at the beginning of the school year in September and after Middle of the Year assessment in February. The SOS allow parents to participate in descriptive conversations around individual and school assessments and data.

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.

At first and third quarter report card pick up, a Staff person is available in the Parent Room to instruct parents how to access Parent Portal to monitor student grades. Additionally, Parent Mentors are also available to recruit additional Parent Volunteers. Stride Academy is a resource that is used at our school to increase higher-level thinking. Students may access Stride Academy on any smart device allowing parents to monitor student's progress at home. Think Through Math (TTM), which provides adaptive instruction is another resource that can be accessed on any smart device allowing parents to monitor student's progress at home.

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.

At the beginning of the school year, included in Principal-Directed Professional Development, the Principal and/or Assistant Principal will share with Staff the importance of collaborating with parents and strategies to do so, included but not limited to calling parents to share strengths about a student and notifying parents about what is being taught in class.

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.

PreK parents volunteer on a monthly basis in classroom activities, any fieldtrips, assemblies, and workshops.

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.

Newsletters are sent home with students quarterly. Information related to school and parent programs is given to parents multiple ways. Flyers are posted at the entrances/exits of the building, flyers are given to students to take home, the information is posted in the office and Parent Room, and robocalls also go out.

#### 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.)

We believe that through professional development and collaboration, teachers will create and implement an environment of academic excellence through rigorous data-driven instruction and assessment. All students will receive a well-rounded educational experiences that address the whole child by focusing on their educational, social, and emotional needs. In partnership with families and the community, Lavizzo will continue to foster educational opportunities, social involvement and collective endeavors that will empower all of our students.

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

Parent-teacher conferences will be held whenever a parent or teacher deems necessary. Teachers will provide suggestions on how the students may improve and commend students for the positive behavior and grades. There are two scheduled CPS report card pick-up dates which will be in November and April of the 2016-2017 school year.

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

Progress reports are sent home every five weeks so that parents are informed on their child's progress. Parents will also be able to sign up for Parent Portal to monitor the progress of the student's grades. Parents may also email teachers through the school's website. Parents also participate in open house and parent conferences.

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

Parents are able to meet with teachers before and after school by appointment. There is a parent-teacher conference request form in the main office that parents can complete to request a conference. Teachers are available during their preparation periods to return phone calls or to make calls to parents.

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.

All parents can complete a request to volunteer. The Parent Mentor Program allow 8-10 parents to participate assisting teachers in the classroom during instructional time daily. They will continue to be processed through CPS parent volunteer program. Parents may volunteer in the morning, during lunch time and in the afternoon. If other parents (not apart of The Parent Mentor Program) would like to volunteer in their child's classroom, the parent must contact the teacher to set up a scheduled time to volunteer.

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

Parents will monitor their child's homework and work with staff to ensure that students are completing their homework assignments on a regular basis through the CPS Parent Portal system or teacher contact. 66 new parents signed up for the Parent Portal and the school will have a goal of having 50% of the parents signed up for Parent Portal by the end of 2016-17 school year.

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 participate in the decision making process during NCLB,. Parents may call the school office to set up and appointment to meet with the school team. The counselor, nurse and social worker are also available to participate and provide inpute at these meetings.

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

Student incentive programs are in place for student attendance, academic achievement and student behavior. Student input is solicited to encourage a successful incentive program.

Parent Budget

Complete

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

Each month, our committee will provide a guess speaker to present information to our parents in the areas of Health & Nutrition, Financial Assistance Programs, Parenting Classes, Extended Education Programs,Well Being Programs and additional information in regards to our school and how it impacts their student(s). We have also upgraded our parent room to make sure that our parents have access to modern technology.

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

| Account(s)      | Description   | Allocation |        |     |
|-----------------|---|------------|--------|-----|
| 51130,<br>52130 | <b>Teacher Presenter/ESP Extended Day</b><br>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><br>In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$         | 1400   | .00 |
| 53205           | <b>Refreshments</b><br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.   | \$         | 800    | .00 |

|       |  |    |        |     |
|-------|--|----|--------|-----|
| 54125 | <b>Consultants</b><br>For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)  | \$ | 280    | .00 |
| 54505 | <b>Admission and Registration Fees, Subscriptions and memberships</b><br>For Parents use only.   | \$ | 475    | .00 |
| 54205 | <b>Travel</b><br>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><br>Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ | 1045   | .00 |
| 53510 | <b>Postage</b><br>Must be used for parent involvement programs only.   | \$ | Amount | .00 |
| 53306 | <b>Software</b><br>Must be educational and for parent use only.  | \$ | Amount | .00 |
| 55005 | <b>Furniture and Equipment</b><br>Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.                                      | \$ | 200    | .00 |