James Ward Elementary School (/school-plans/456) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic

03/08/2016	Anderson, Norville, Saunders, Danaher, Goetz, Jian, Czochara, Healy, Rewers	ILT Effectiveness rubric and begin SEF (evidence completion)
03/22/2016	Anderson, Norville, Saunders, Danaher, Goetz, Jian, Czochara, Healy, Rewers	CIWP evidence for SEF
04/05/2016	Anderson, Norville, Saunders, Danaher, Goetz, Jian, Czochara, Healy, Rewers	Supportive Schools Certification (share out) and SEF (School Excellence Framework) completion and prioritization
04/26/2016	Anderson, Saunders, Danaher, Goetz, Jian, Czochara, Healy, Rewers	ILT ratings and feedback (preliminary), Off-Track for Q3 (students), and Continue SEF (School Excellence Framework) completion and prioritization
05/02/2016	Anderson, Norville, Danaher, Randle, Tolefree, Hooper, Hung, Gunawan, Saunders PARENTS: Horning, Don, Ollie, Ghasemi, Chiu	Overview of CIWP (inform parents)
05/03/2016	Anderson, Norville, Danaher, Chacon, Weil, N. Moy, Jian, PARENTS: Don, Martinez, Horning, G. Chen	CIWP Strategies/Action Steps (staff and parents)
05/04/2016	Anderson, Norville, Danaher, Hung, Chacon, Slowik, Kao, Czochara, Rewers, I. Yau, PARENTS: R. Don, D. Don, Horning, Kee, STUDENTS: Zhao, Zhou, J. Chen, Lau, L. Li, Y. Yu, Y, Huang, A. Ho, R. Lo, Y, Liang, Y. Jiang, M. Kuang, W. Zhu, A. Chen, Hudson, Hong, Mei, Johnson, Washington, Tian, Au, Brion, Scott, S. Chen	CIWP Strategies/Action Steps (staff, parents and students)
05/05/2016	Anderson, Norville, Chacon, Weil, Healy, Danaher, Hung, PARENTS: Horning, Don, STUDENT: S. Chen	CIWP Strategies/Action Steps (staff, parents and students
05/06/2016	Healy, Rewers, PARENTS: Don, Hernandez, Johnson. Horning	CIWP Strategies/Action Steps (staff, parents and students

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1   2   3   **4**

> JAMES WARD ELEMENTARY SCHOOL provides a high quality instructional program that includes a comprehensive, standard/research-based curriculum, which challenges students, utilizes effective literacy strategies, and embraces cultural diversity. These best practices, coupled with the use of differentiated instruction, aim to increase the achievement level of all students, including students with disabilities and English Language Learners (ELL), in order to promote continuous progress in an inclusive, least restrictive, and safe environment. We maintain our efforts to develop and address the social and emotional needs of our students through various school-wide initiatives and special opportunities for growth. We also strive to maintain a strong school-home-community relationship.
>
> -REACH Data: 96% of Teachers rated at Proficient or higher on REACH Framework, Domain 4.
>
> -5 Essentials Level (Green=Organized) for Collaborative Teachers and Effective Leaders

Guide for Leadership & Collective Responsibility
- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.

- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   3   **4**

- ILT Effectiveness Rubric score of 23 (as of 3/2016) demonstrates an Effective ILT.
- 5Essentials Instructional Leadership Score of 65 (strong/green)
- ILT calendar is consistently followed for topics of discussion and agenda is distributed prior to each ILT meeting.
- Data analysis protocol is used and relevant data is shared with teacher teams in a timely manner to impact instruction.
- Opportunity to improve on deep dive into specific data (ie, 5 Whys in Root Cause Analysis) and ensuring that teacher team meetings directly reflect current ILT topics.
- Students are directly impacted by ILT through identification for MTSS (referral to BHT, need for after-school support).
- Using quarterly benchmark assessments to aid teacher teams in evaluating student performance and inform instruction.
- ILT participates in SEL certification.

Guide for Instructional Leadership Team

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

- Schedule and structure frequent meetings.
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
- Collaborate effectively, value transparency, and inform and engage stakeholders.
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
- Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

- 5Essentials: Collaborative Teachers score of 69 (strong/green)
- SQRP Growth and Attainment:
--National School Growth Percentile – Reading 78th Percentile
--National School Growth Percentile – Math 93rd Percentile
--% of Students Meeting/Exceeding National Average Growth Norms 60.7%
--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile
- Administration provides and staff follows PD agendas for professional learning.
- Weekly pod meetings are devoted to collaboration on specific topics (assessing student work, MTSS/SEL, unit planning, assessment design).
- Lack of time is a barrier to meeting as full staff to discuss vertical alignment opportunities.

Guide for Professional Learning

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

outcomes.
- Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1   2   3   **4**

- Teacher Retention Rate of 92.4% (ISBE school report card 2015) vs. CPS rate of 81.8%
Scheduling puts a priority on literacy and math, as well as language learner support.

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

Evidence, Measures, and Standards

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

Curriculum:

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

Score

1   2   **3**   4

- SQRP Growth and Attainment:
--National School Growth Percentile – Reading 78th Percentile
--National School Growth Percentile – Math 93rd Percentile
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--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile

- REACH Data: 100% of teachers scored Proficient or Higher in 1a. Demonstrating knowledge of content and pedagogy
- REACH Data: 96% of teachers scored Proficient or Higher in 1d. Designing coherent instruction
- REACH Data: 97% of teachers scored Proficient or Higher in 3a. Communicating with Students
- REACH Data: 82% of teachers scored Proficient or Higher in 3c. Engaging students in learning

- 5Essentials: Collaborative Teachers score of 69 (strong/green)
- 5Essentials: Ambitious Instruction score of 47 (yellow/neutral)

All teachers provide unit plans on a monthly basis that are aligned to CCSS and science to NGSS. K-3 participates in weekly instructional coaching to develop balanced literacy in all primary classrooms. 4th through 8th grade literacy classes are aligned vertically in their use of CCSS. All grade levels use literature and informational text differentiated to meet needs of diverse and English learners. When possible, create interdisciplinary units (for example, 8th grade Holocaust unit and XXX - check with Rich). Group work, partner work, class discussions at all levels focus on SEL standards to promote positive speaking and listening skills. All grade levels participate in Second Step curriculum as part of SEL

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=Y3BzLmVkdXxrY3xneDoyYjllNGl4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   3   **4**

- SQRP Growth and Attainment:
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--National School Growth Percentile – Math 93rd Percentile
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--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile

- 5Essentials: Ambitious Instruction score of 47 (yellow/neutral)

- REACH Data: 100% of teachers scored Proficient or Higher in 1c: Selecting learning objectives
- REACH Data: 100% of teachers scored Proficient or Higher in 1b: Demonstrating knowledge of students

School wide initiatives for learning paths from K through 8th grade include Words Their Way vocabulary study, Everyday Math (through 6th grade) and Connected Math (for 7th and 8th grade). The vocabulary study is intended to meet students at their individual readiness level to develop vocabulary. Everyday and Connected Math have a spiraling curriculum in which topics are revisited, reinforced and built upon each year. Literacy teachers in 4th through 8th grade utilize Accelerated Reader to monitor student-selected independent reading as part of the balanced literacy program. With Accelerated Reader, students select texts that interest them at their reading level, then take a quiz to demonstrate comprehension of the material. Teachers add reflection assignments to supplement these quizzes. 5th through 8th grade math classes also use Think Through Math, Kahn Academy, and LearnStorm to supplement classroom learning. Social studies instruction includes primary and secondary source materials in multimedia formats while science classes include hands-on labs that support inquiry based learning.

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

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

1 2 **3** 4

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)

Teacher teams meet weekly, with one meeting per month devoted to evaluating student work. Teachers bring assessments (formative or summative) from each content area to evaluate. Teachers probe work from students at all ability levels to assess levels of learning. Teachers then use this data to inform additional instruction, determining if there are students in need of reinforcement or enrichment.

- SQRP Growth and Attainment:
--National School Growth Percentile – Reading 78th Percentile
--National School Growth Percentile – Math 93rd Percentile
--% of Students Meeting/Exceeding National Average Growth Norms 60.7%
--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile

- REACH Data: 96% of teachers scored Proficient or Higher in 1d. Designing coherent instruction
- REACH Data: 88% of teachers scored Proficient or Higher in 3b. Using questioning and discussion techniques
- REACH Data: 94% of teachers scored Proficient or Higher in 2b: Establishing a culture for learning

- 5Essentials: Ambitious Instruction score of 47 (yellow/neutral)

Guide for Rigorous Student Tasks

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

- Analyze models with students to build a vision of quality.
- Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

Students are offered a range of learning opportunities beyond the core classroom including foreign language for all grades, music and art for all grades and wealth of field trips to provide exposure to a multitude of careers and opportunities for the future.

7th and 8th grade students have opportunities to consider college paths during their last two years at Ward. 7th graders take a field trip to tour the UIC campus. There is a focus on high school admissions with emphasis on college/career readiness for our 8th grade students. The school counselor meets 2-3 times/month with 8th graders to help them through in the CPS high school application process. These students also spend the end of the year researching and creating posters to share with classmates about different colleges.

- School Attendance Rate: 98.3%
- Week 30 On Track Students: 80.7%

- 5Essentials: Ambitious Instruction score of 47 (yellow/neutral)
- 5Essentials: Supportive Environment score of 35 (red/weak)

- REACH Data: 94% of teachers scored Proficient or Higher in 2b: Establishing a culture for learning

Guide for Transitions, College & Career Access & Persistence

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

- Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1   2   **3**   4

The unit plans connect in social science, reading, and writing. WIDA and bilingual standards are included on unit plans as well. NWEA scores allow teachers to create leveled reading groups with emphasis on lowest strands. Guided reading across the building creates opportunities for differentiation in resources and questioning. These groups also foster independent learning. Grades K-4 have lexile leveled libraries to meet gender, bilingual, and reading interest of students. Accelerated Reader is also available for grades 4-8 to check reading comprehension.

Student progress is monitored with a minimum of 2-4 summative assignments in gradebook per quarter. Students participate in math challenges, problems of the month, 3 reads to promote critical thought. Math groups are also created by pretesting and NWEA scores.

- SQRP Growth and Attainment:
--National School Growth Percentile – Reading 78th Percentile
--National School Growth Percentile – Math 93rd Percentile
--% of Students Meeting/Exceeding National Average Growth Norms 60.7%
--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile

- REACH Data: 97% of teachers scored Proficient or Higher in 3a. Communicating with Students
- REACH Data: 88% of teachers scored Proficient or Higher in 3b. Using questioning and discussion techniques
- REACH Data: 82% of teachers scored Proficient or Higher in 3c. Engaging students in learning
- REACH Data: 90% of teachers scored Proficient or Higher in 3d. Using assessment in instruction
- REACH Data: 100% of teacers scored Proficient or Higher in 3e: Demonstrating flexibility and responsiveness

- 5Essentials: Effective Leaders score of 61 (strong/green)
- 5Essentials: Ambitious Instruction score of 47 (yellow/neutral)
- 5Essentials: Supportive Environment score of 35 (red/weak)

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1   2   **3**   4

Monday morning first period begins each week with SEL support. Children across the building are learning social and emotional skills through Second Step. Teachers remind children to use these skills throughout the rest of the week.

- SQRP Growth and Attainment:
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--National School Growth Percentile – Math 93rd Percentile
--% of Students Meeting/Exceeding National Average Growth Norms 60.7%
--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile

- School Attendance Rate: 98.3%
- Week 30 On Track Students: 80.7%

On/Off Track data is used to determine students who need additional supports. Teacher teams identify students in need of MTSS in regularly scheduled pod meetings. A one-page form is used school wide to communicate issues and interventions that were implemented.

The school Dean and Counselor work with a behavioral health team to support children on Tier 2 and Tier 3. The administration meets with parents who are at risk during first quarter report card pick-up. Parent and staff communication is constant for children with attendance or failure concerns.

Based on 2015 My Voice, My School Survey Results, only 29% of the students in grades 4-8 strongly agreed that there was evidence of academic personalism at James Ward School. As a result, I will increase the percentage of students that strongly agree by 21% as measured on 2016 results. Initially, I will survey current 4-8th grade students utilizing an anonymous survey monkey format with similar questions to determine areas of needed improvement as measured by percentage of students who disagree .

After analysis of survey results, I will meet with the ILT and develop specific action steps to address student concerns and ensure an increase in the number of students feeling supported by the end of year. Consequently, these action steps will be shared with all teachers in grades 4-8 as well as the specialist team. Inclusive in the action plan, teachers will complete a self reflection, determine ways to improve student-teacher relationships and receive ongoing professional development to ensure growth.

James Ward recently received Exemplary Status in Supportive School Certification through a rigorous review process.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

- SQRP Growth and Attainment:
--National School Growth Percentile – Reading 78th Percentile
--National School Growth Percentile – Math 93rd Percentile
--% of Students Meeting/Exceeding National Average Growth Norms 60.7%
--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile

- 5Essentials: Ambitious Instruction score of 47 (yellow/neutral)

- REACH Data: 100% of teachers scored Proficient or Higher in 1c: Selecting learning objectives
- REACH Data: 96% of teachers scored Proficient or Higher in 1e.. Designing student assessment
- REACH Data: 90% of teachers scored Proficient or Higher in 3d. Using assessment in instruction
- REACH Data: 96% of teachers scored Proficient or Higher in 4a. Reflecting on teaching and learning

From Ward Staff Handbook:
ASSESSMENTS
All teachers are expected to accumulate assessment information. Pupil progress will be checked by both the parent and school administration. Suggested assessment tools: portfolios, projects, norm referenced tests, criterion reference tests, videos, audio tapes, observations, "hands on" demonstrations, journals, logs, grades, assignments, homework and classroom participation. A classroom grading policy and expectations should be discussed with the students. Assessments should be given on a weekly basis to ensure that students are making adequate progress or the appropriate interventions are provided for them.

GRADING SCALE
GRADEBOOK CATEGORIES
A = 100 – 90 (Substantially exceeding the standard)
B = 89 – 80 (Exceeding the standard)
C = 79– 70 (Meeting the standard)
D = 69 – 60 (Less than acceptable performance)
F = 59 & Below (Does not meet the standard)
Please take note of our updated gradebook categories for the 2015-2016 school year:
Summative- 35%
Formative- 55%
Homework- 10%

GRADES IN IMPACT
Administration will be checking IMPACT every week to ensure grades are being entered. As discussed at the end of last year, as well as Ms. Anderson consulting other schools' policies, the following are the MINIMUM number of grades in each category by quarter:
1st-8th Math, Literacy & 5th-8th Science & Social Studies
Summative (4-5 minimum)
Formative (6-10 minimum)
Homework (5-10 minimum)
1st-4th Science, Social Studies & Specialists
Summative (3 minimum)
Formative (5 minimum)
Homework (2 minimum)

NWEA growth and attainment scores in Reading and Math show school wide progress each year. Benchmark tests are given quarterly to help teachers facilitate learning. Testing accommodations and modifications are implemented according to IEP. Results are analyzed and utilized to determine student needs and drive further instruction.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.

- Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1 2 **3** 4

- SQRP Growth and Attainment:
--National School Growth Percentile – Reading 78th Percentile
--National School Growth Percentile – Math 93rd Percentile
--% of Students Meeting/Exceeding National Average Growth Norms 60.7%
--National School Attainment Percentile – Reading (Grades 3-8) 86th Percentile
--National School Attainment Percentile – Math (Grades 3-8) 99th Percentile
--National School Attainment Percentile – Reading (Grade 2) 91st Percentile
--National School Attainment Percentile – Math (Grade 2) 99th Percentile

- 5Essentials: Ambitious Instruction score of 47 (yellow/neutral)

- REACH Data: 94% of teachers scored Proficient or Higher in 2b: Establishing a culture for learning

Shared value placed on continuing education for staff: Administrators are supportive and encourage staff Professional Development Opportunities, school has hosted cohorts for ESL endorsements, school provides funding assistance, when possible, to help support strong teacher development.

Growth Mindset: Classroom teachers use strategies to promote a growth mindset in all students. Teachers engage students in the Second Step program, and support students in developing strong SEL skills including perseverance, organization, and problem solving.

School Environment Supports Growth, not just achievement: School field trips, special events, and Honor's Day Awards Assembly promote and celebrate students who make the greatest academic growth (not just the highest performers). Classroom instruction is differentiated to promote the greatest amount of growth for students at varied levels.

High Level Cognition: Classroom learning objectives (posted) and learning goals (unit plans) mostly demand that student are engaged in high level cognitive tasks.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards

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

Relational Trust:

Score

1   2   **3**   4

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.

- REACH Data: 100% of teachers scored Proficient or Higher in 1b: Demonstrating knowledge of students
- REACH Data: 100% of teachers scored Proficient or Higher in 2a: Creating an environment of respect and rapport

- 5Essentials: Collaborative Teachers score of 69 (green/strong)
- 5Essentials: Supportive Environment score of 35 (orange/weak)

Relational trust is a strength of our school community. Both teachers and parents rate James Ward's Relational Trust highly on the 5 Essentials Survey.

Foundations: We are in the third year of implementing and utilizing a strong "Foundations" system for school routines, procedures, and behavior expectations. These high expectations for student conduct help students develop the skills to communicate effectively and respectfully with staff and their peers.

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

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

- 5Essentials: Supportive Environment score of 35 (orange/weak)

- REACH Data: 100% of teachers scored Proficient or Higher in 1b: Demonstrating knowledge of students
- REACH Data: 100% of teachers scored Proficient or Higher in 2a: Creating an environment of respect and rapport
- REACH Data: 82% of teachers scored Proficient or Higher in 3c. Engaging students in learning

Student Engagement and Voice: Students are engaged as leaders through NJHS, Student Council, and Newspaper Club.

Rigor:
- Advanced Math Opportunities: Students performing above grade level in math (grades 5-6) have the opportunity to participate in weekly pull-out and after-school sessions to engage in advanced math coursework.
- Students who demonstrate readiness for a higher level of rigor in the arts have the opportunity to sign up for "Arts Electives" that meet weekly, including choir and ceramics.

Community Outreach:
- School clubs, including Student Council and Choir, participate in an annual outreach event and the senior living center in our community.
- 2nd, 5th, and 6th grade students frequently utilize the staff and services as our local public library as part of their literacy curriculum.
- The student body participates in other service learning opportunities including "Jump Rope for Heart" through the American Heart Association, Earth Hour, Pennies for Patients, and St. Jude Math-a-Thon.
- Students also participate in Chicago Run before and after school; Urban Initiatives collaborates with the school for a 3-5 grade soccer program; Common Threads comes to school to provide a hands-on cooking program with 3-5 graders.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

- REACH Data: 91% of teachers scored Proficient or Higher in 2d: Managing student behavior
- REACH Data: 95% of teachers scored Proficient or Higher in 2c: Managing classroom behavior procedures

- 5Essentials: Safety score of 44 (yellow/neutral)
- 5Essentials: Supportive Environment score of 35 (orange/weak)

Students engage in school-wide presentations (Power of One), and Second Step curriculum that help students and staff build a safe and supportive school culture.

All staff utilize Foundations to ensure a safe and orderly school environment.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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.

- Misconduct: 8.95 (Dashboard)
- 5Essentials: Supportive Environment score of 35 (orange/weak)

- REACH Data: 91% of teachers scored Proficient or Higher in 2d: Managing student behavior
- REACH Data: 100% of teachers scored Proficient or Higher in 2a: Creating an environment of respect and rapport

Our school focuses on positive behavior. We use Foundations to put rules and regulations in place to try to stop discipline issues before they start.

The counselor and dean of students conduct anger coping groups, friendship groups and other small group restorative practices with those student involved in issues of misconduct in an effort to provide alternative approaches for coping and response to stress and other challenging situations.

The school always uses respect toward the student and their families when using discipline. Parents are usually contacted even if the only discipline given is restorative conversation. We try, at all costs, to avoid giving out of school suspensions.

Guide for Restorative Approaches to Discipline

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

classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
    - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1   2   3   **4**

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.

-5Essentials: Involved Families score of 62 (green/strong)
-5Essentials: Teacher-Parent Trust score of 61 (green/strong)

We have established the most active PAC and BAC that we have ever had. Many parents volunteer on a daily basis, and even more for special school events. There are monthly Coffee with the Principal meetings. As a part of our 2nd Step Program, we have instituted parent days and grandparent days where the parents and grandparents can come and join their child or grandchild in their 2nd Step class. The parents and grandparents really enjoyed these days. Written communication, the school website and weekly robo calls are provided in English and Chinese to meet the needs of our diverse school population. We embrace all cultures as a World Language Magnet school. We participate annually in Black History Month, Chinese New Year (local parade and luncheon planned by BAC), and Dia de Los Ninos. We invite parents and the community to participate in our annual Multicultural Celebration each spring.

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Our goal is to increase reading growth by 12% in order to reach the 90th percentile by 2017-18 school year.	87.00	78.00	84.00	90.00
National School Growth Percentile - Math				
Our goal is to increase math growth by 2% in order to reach the 95th percentile by 2017-18 school year.	45.00	93.00	94.00	95.00
% of Students Meeting/Exceeding National Ave Growth Norms				
2015-16 Actual is 60.7%. our goal is to increase those students meeting/exceeding national average growth norms by 5% in order to reach 65th by 2017-18 school year.	49.30	*(Blank)*	63.00	65.00
African-American Growth Percentile - Reading				
Our goal is to increase reading growth among our African-American population by 8% in order to reach the 70th percentile by 2017-18 school year.	69.00	62.00	66.00	70.00
Hispanic Growth Percentile - Reading				
Hispanic population is not large enough to measure.	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Reading				
Our goal is to increase reading growth among our English Learner population by 28% in order to reach the 31st percentile by 2017-18 school year.	*(Blank)*	3.00	30.00	31.00
Diverse Learner Growth Percentile - Reading				
Diverse learner population is not large enough to measure.	*(Blank)*	*(Blank)*	0.00	0.00
African-American Growth Percentile - Math				
Our goal is to increase math growth among out African-American population by 4% in order to reach the 71st percentile by 2017-18 school year.	13.00	67.00	70.00	71.00
Hispanic Growth Percentile - Math				
Hispanic population is not large enough to measure.	*(Blank)*	*(Blank)*	0.00	0.00
English Learner Growth Percentile - Math				
Our goal is to increase math growth among our English Learner population by 1% to reach the 99th percentile and maintain it through the 2017-18 school year.	*(Blank)*	98.00	99.00	99.00

Diverse Learner Growth Percentile - Math

Diverse learner population is not large enough to measure.	(Blank)	(Blank)	0.00	0.00

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

Our goal is to increase attainment in reading (Grades 3-8) by 5% to reach the 90th percentile by the 2017-18 school year.	86.00	86.00	88.00	90.00

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

Our goal is to maintain attainment in math (Grades 3-8) at 99th percentile through 2017-18 school year.	97.00	99.00	99.00	99.00

National School Attainment Percentile - Reading (Grade 2)

Our goal is to increase attainment in reading (Grade 2) by 2% to reach the 93rd percentile by the 2017-18 school year.	91.00	91.00	92.00	93.00

National School Attainment Percentile - Math (Grade 2)

Our goal is to maintain attainment in math (Grade 2) at 99th percentile through 2017-18 school year.	99.00	99.00	99.00	99.00

% of Students Making Sufficient Annual Progress on ACCESS

Our goal is to increase the % of student making sufficient annual progress on ACCESS by 1.6% to reach 63% by the 2017-18 school year.	58.50	61.40	62.00	63.00

Average Daily Attendance Rate

Our goal is to increase our daily attendance rate by 0.1% to 98% in 2016-17 and maintain that rate through 2017-18 school year.	97.90	97.90	98.00	98.00

My Voice, My School 5 Essentials Survey

Our goal is to improve Supportive Environment from 35 to 60 and Ambitious Instruction from 47 to 60 by 2017-18 school year.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Utilize backward design unit planning, where grade level teachers will begin by developing one common formative and one common summative assessment per unit (Year 1: K-3 Literacy; 4-8 Literacy/Math; 5-8 Science/SS. Year 2: K-3 Math). All other unit planning will progress learning to demonstrate mastery on final summative assessment.	Units and lessons that include grade-appropriate levels of texts and other materials so every student can access the content/skills. The lesson or unit has a clear structure that incorporates student choice when appropriate, allows for different pathways of instruction aligned with diverse student needs, and uses instructional groupings intentionally.	increased number of students on-track by 5% each year, so that our on-track rate is 90% by the end of 2017-18 school year.

Tags:
Teacher Teams/Collaboration, Academic gain, Balanced grading and assessment, Vertical aligned, Assessment design, Backwards design

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Identify at least one common summative and formative assessment at grade level in Literacy (K-8), Math-Science-SS (5-8)	All teachers and administrators	Jun 1, 2016 to Jun 22, 2018	Samples of common assessments	On-Track

Balanced grading and assessment, Assessment design

Action step	Responsible	Timeframe	Evidence for status	Status
Identify teachers leaders who will prepare and deliver staff PD on backward design unit planning for staff prior to end of 2015-16 during which teachers will revise existing units using backward design.	All teachers and administrators	Jun 1, 2016 to Jun 21, 2016	PD materials and samples of newly revised units	Completed

Assessment policy, Backwards design

Action step	Responsible	Timeframe	Evidence for status	Status
Monthly vertical meetings from K-8 during flex meeting times with purpose of establishing scope & sequence, evaluating current units, using that information to adjust current units as needed or planning subsequent units	All teachers and administrators	Sep 6, 2016 to Jun 19, 2018	Scope & sequences, sample unit plans	On-Track

Assessment design, Vertical alignment, Backwards design

Action step	Responsible	Timeframe	Evidence for status	Status
At end of each quarter, evaluate common assessment results, gather teacher feedback on process and make adjustments that will improve practice.	All teachers and administrators	Nov 4, 2016 to Jun 19, 2018	Minutes, action plan changes	On-Track

Vertical alignment, Teacher feedback, Common assessment

Strategy 2

If we do...	...then we see...	...which leads to...
Implement differentiated instruction in all subjects (Year 1: K-3 Literacy; Pre-K-4 Science; 4-8 Literacy/Math; 5-8 Science/SS. Year 2: K-3 Math) by providing teachers with specific tools from which to choose, including Depth of Knowledge, Universal Design for Learning, and Rigor/Relevance Framework with monthly training and planning time to address the need for rigorous student tasks for students of every ability level.	Tasks align with standards-based learning objectives and are tailored so that virtually all students are intellectually engaged in challenging content. Tasks and text are complex and promote student engagement through inquiry and choice when appropriate. Teacher scaffolds and differentiates instruction so that all students access complex, grade-level, and/or developmentally appropriate text and/or tasks. The teacher's pacing of the lesson is appropriate, and tasks are sequenced to build students' depth of understanding.	Increased growth in NWEA reading (13% to 91st percentile) and math (2% to 95th percentile); increase in "distinguished" ratings in 3c: engaging students in learning from 21% to 30%; MVMS survey increase 13pts in Ambitious Instruction from 47 to 60 by the 2017-18 school year.

Tags:
Differentiated instruction, Rigorous tasks, Standards-based instruction, Student engagement, Growth measures

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Action step	Responsible	Timeframe	Evidence for status	Status
Administration to provide PD to educate staff on programs that outline rigorous, differentiated instruction to apply to learning tasks in backwards designed units	Teacher and administration	Aug 31, 2016 to Sep 2, 2016	PD agenda, samples of programs	Completed

Professional Learning, Rigorous tasks, Student engagement

Teachers will implement minimum of 2 differentiated/rigorous learning tasks with rubrics in their current unit of instruction and self-evaluate for effectiveness before the end of the third quarter.	Teachers	Jan 12, 2017 to Apr 6, 2017	Samples of differentiated tasks, rubrics and student performance on those tasks	Behind

Differentiated instruction, Rigorous tasks, Student engagement, Rubrics

At specified weekly team meeting each month, teachers will share and evaluate learning tasks and rubrics for rigor and differentiation	Teachers and administration	Sep 6, 2016 to Jun 19, 2018	Samples of differentiated tasks and student performance on those tasks	On-Track

Teacher Teams/Collaboration, Differentiated instruction, Rigorous tasks, Rubrics, Evaluation

Evaluate learning tasks and rubrics in each unit of instruction for effective rigor differentiation; apply learning to subsequent unit development	Teachers	Nov 4, 2016 to Jun 19, 2018	Learning tasks, unit plans	Behind

Differentiated instruction, Rigorous tasks, Rubrics, Teacher reflection, Evaluation

Strategy 3

If we do...	...then we see...	...which leads to...
Incorporate WIDA standards, MPI and Language Objectives into unit planning and utilize EL best practices in classrooms (word walls, anchor charts, native language books/support) to differentiate instruction to reach EL students at their individual levels.	Increased student access to content, improved performance in speaking, listening, reading and writing across disciplines and increased assignment completion with more independence.	Increase reading growth among our English Learner population by 28% in order to reach the 31st percentile, math growth by 1% to reach the 99th percentile and maintain it through the 2017-18 school year, and the % of student making sufficient annual progress on ACCESS by 1.6% to reach 63% by the 2017-18 school year.

Tags:
Professional Learning, Differentiated instruction, Rigorous tasks, Wida, Assessment design, Learning objectives, Units of study, English language learners, Mpi

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
In addition to EL PD provided in April 2016, administration and ELPT will establish a series of PD opportunities to clearly understand and implement EL strategies in classroom instruction and environment.	Administration, Teacher team	Aug 31, 2016 to Jun 19, 2018	PD agenda, minutes	On-Track

Professional Learning, Wida, English language learners

WIDA standards, MPI and language objectives will be incorporated into all unit plan as required in 2015-16 year; refining each component based on PD topics throughout the current school year.	All teachers	Aug 31, 2016 to Jun 19, 2018	Examples of unit plans	On-Track

Differentatied instruction, Wida, Learning objectives, English language learners, Mpi

With assistance from members of the Bilingual Education Committee, teachers will implement EL best practices in teaching (ie, dual language word walls and anchor charts, native language materials) adding at least 1 new strategy per quarter.	Bilingual committee, teachers, administration	Sep 6, 2016 to Jun 19, 2017	Classroom environment pictures	Postponed

Wida, English language learners, Classroom environment

Monthly evaluation of EL presence in unit plans; quarterly walk-throughs for evidence of best practices in classroom environment.	Administration, all teachers	Oct 3, 2016 to Jun 20, 2017	Samples of unit plans and classroom environment ILT Walk Throughs	Postponed

Wida, English language learners, Evaluation

Strategy 4

If we do...	...then we see...	...which leads to...
Continue implementing Tier 1 SEL supports including Foundations and Second Step school wide with fidelity, providing those students in need with Tier 2 and/or Tier 3 supports as recommended by the Behavior Health Team. Tier 1/2/3 academic support will be provided and monitored by classroom teachers with recommendations from MTSS team.	Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful. Purposeful academic instruction is sensitive to students as individuals, appropriate to the age and development of individual students, and to the content area.	Increase Supportive Environment in 5Essentials from 37 to 60, maintain 98% attendance rate, a decrease in the number misconduct reports in Verify from 45 to 35, and increase number of students on-track by 5% each year, so that our on-track rate is 90% by the 2017-18 school year.

Tags:
Social emotional, Behavior supports, Academic supports

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Review/revise Foundations policies with Foundations team including student leaders. Once approved by LSC, staff and students will review, practice, and implement daily the current and revised policies.	Foundations Team, administration, teachers, Student Leaders, LSC	Jun 1, 2016 to Sep 16, 2016	LSC minutes and vote of approval	Completed

Social emotional, Professional development, Behavior supports

Identify staff for MTSS team (representative across grades/disciplines) and BHT for 2016-18 school years.	Administration, MTSS and BHT teams	Jun 1, 2016 to Jun 21, 2016	Team member lists	Completed

Social emotional, Behavior supports, Academic supports

In an effort to separate SEL/behavior supports from academics supports, which are currently under one umbrella, MTSS and BHT will work together to create separate referral processes, interventions and implementation plans.	Administration, MTSS and BHT teams	Sep 6, 2016 to Jun 19, 2018	MTSS and BHT responsibilities document	On-Track

Interventions, Social emotional, Behavior supports, Academic supports

Create monthly schedules for MTSS and BHT meetings to identify roles and establish common processes for collecting data and progress monitoring.	MTSS and BHT team members and administration	Sep 6, 2016 to Jun 19, 2018	MTSS and BHT meeting minutes	On-Track

Interventions, Social emotional, Progress monitoring, Behavior supports, Academic supports

Teachers refer students in need of MTSS or BHT support and implement classroom interventions or request other interventions/ recommendations as appropriate to each individual student.	All teachers, administration	Sep 6, 2016 to Jun 19, 2018	Teacher referral forms	On-Track

Interventions, Social emotional, Progress monitoring, Behavior supports, Academic supports

Separate MTSS and BHT progress monitoring every grading period (5wk intervals) or as needed to determine success of interventions and necessary follow up steps.	All teachers, administration	Sep 6, 2016 to Jun 19, 2018	MTSS and BHT minutes	Behind

Interventions, Social emotional, Progress monitoring, Behavior supports, Academic supports

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Identify at least one common summative and formative assessment at grade level in Literacy (K-8), Math-Science-SS (5-8) Tags: Teacher Teams/Collaboration, Academic gain, Balanced grading and assessment, Vertical aligned, Assessment design, Backwards design, Balanced grading and assessment, Assessment design	All teachers and administrators	Jun 1, 2016	Jun 22, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Identify teachers leaders who will prepare and deliver staff PD on backward design unit planning for staff prior to end of 2015-16 during which teachers will revise existing units using backward design. Tags: Teacher Teams/Collaboration, Academic gain, Balanced grading and assessment, Vertical aligned, Assessment design, Backwards design, Assessment policy, Backwards design	All teachers and administrators	Jun 1, 2016	Jun 21, 2016	Completed
✚ Monthly vertical meetings from K-8 during flex meeting times with purpose of establishing scope & sequence, evaluating current units, using that information to adjust current units as needed or planning subsequent units Tags: Teacher Teams/Collaboration, Academic gain, Balanced grading and assessment, Vertical aligned, Assessment design, Backwards design, Assessment design, Vertical alignment, Backwards design	All teachers and administrators	Sep 6, 2016	Jun 19, 2018	On-Track
✚ At end of each quarter, evaluate common assessment results, gather teacher feedback on process and make adjustments that will improve practice. Tags: Teacher Teams/Collaboration, Academic gain, Balanced grading and assessment, Vertical aligned, Assessment design, Backwards design, Vertical alignment, Teacher feedback, Common assessment	All teachers and administrators	Nov 4, 2016	Jun 19, 2018	On-Track
✚ Administration to provide PD to educate staff on programs that outline rigorous, differentiated instruction to apply to learning tasks in backwards designed units Tags: Differentiated instruction, Rigorous tasks, Standards-based instruction, Student engagement, Growth measures, Professional Learning, Rigorous tasks, Student engagement	Teacher and administration	Aug 31, 2016	Sep 2, 2016	Completed
✚ Teachers will implement minimum of 2 differentiated/rigorous learning tasks with rubrics in their current unit of instruction and self-evaluate for effectiveness before the end of the third quarter. Tags: Differentiated instruction, Rigorous tasks, Standards-based instruction, Student engagement, Growth measures, Differentiated instruction, Rigorous tasks, Student engagement, Rubrics	Teachers	Jan 12, 2017	Apr 6, 2017	Behind
✚ At specified weekly team meeting each month, teachers will share and evaluate learning tasks and rubrics for rigor and differentiation Tags: Differentiated instruction, Rigorous tasks, Standards-based instruction, Student engagement, Growth measures, Teacher Teams/Collaboration, Differentiated instruction, Rigorous tasks, Rubrics, Evaluation	Teachers and administration	Sep 6, 2016	Jun 19, 2018	On-Track
✚ Evaluate learning tasks and rubrics in each unit of instruction for effective rigor differentiation; apply learning to subsequent unit development Tags: Differentiated instruction, Rigorous tasks, Standards-based instruction, Student engagement, Growth measures, Differentiated instruction, Rigorous tasks, Rubrics, Teacher reflection, Evaluation	Teachers	Nov 4, 2016	Jun 19, 2018	Behind
✚ In addition to EL PD provided in April 2016, administration and ELPT will establish a series of PD opportunities to clearly understand and implement EL strategies in classroom instruction and environment. Tags: Professional Learning, Differentiated instruction, Rigorous tasks, Wida, Assessment design, Learning objectives, Units of study, English language learners, Mpi, Professional Learning, Wida, English language learners	Administration, Teacher team	Aug 31, 2016	Jun 19, 2018	On-Track
✚ WIDA standards, MPI and language objectives will be incorporated into all unit plan as required in 2015-16 year; refining each component based on PD topics throughout the current school year. Tags: Professional Learning, Differentiated instruction, Rigorous tasks, Wida, Assessment design, Learning objectives, Units of study, English language learners, Mpi, Differentatied instruction, Wida, Learning objectives, English language learners, Mpi	All teachers	Aug 31, 2016	Jun 19, 2018	On-Track
✚ With assistance from members of the Bilingual Education Committee, teachers will implement EL best practices in teaching (ie, dual language word walls and anchor charts, native language materials) adding at least 1 new strategy per quarter. Tags: Professional Learning, Differentiated instruction, Rigorous tasks, Wida, Assessment design, Learning objectives, Units of study, English language learners, Mpi, Wida, English language learners, Classroom environment	Bilingual committee, teachers, administration	Sep 6, 2016	Jun 19, 2017	Postponed

District priority and action step	Responsible	Start	End	Status
✚ Monthly evaluation of EL presence in unit plans; quarterly walk-throughs for evidence of best practices in classroom environment. Tags: Professional Learning, Differentiated instruction, Rigorous tasks, Wida, Assessment design, Learning objectives, Units of study, English language learners, Mpi, Wida, English language learners, Evaluation	Administration, all teachers	Oct 3, 2016	Jun 20, 2017	Postponed
✚ Review/revise Foundations policies with Foundations team including student leaders. Once approved by LSC, staff and students will review, practice, and implement daily the current and revised policies. Tags: Social emotional, Behavior supports, Academic supports, Social emotional, Professional development, Behavior supports	Foundations Team, administration, teachers, Student Leaders, LSC	Jun 1, 2016	Sep 16, 2016	Completed
✚ Identify staff for MTSS team (representative across grades/disciplines) and BHT for 2016-18 school years. Tags: Social emotional, Behavior supports, Academic supports, Social emotional, Behavior supports, Academic supports	Administration, MTSS and BHT teams	Jun 1, 2016	Jun 21, 2016	Completed
✚ In an effort to separate SEL/behavior supports from academics supports, which are currently under one umbrella, MTSS and BHT will work together to create separate referral processes, interventions and implementation plans. Tags: Social emotional, Behavior supports, Academic supports, Interventions, Social emotional, Behavior supports, Academic supports	Administration, MTSS and BHT teams	Sep 6, 2016	Jun 19, 2018	On-Track
✚ Create monthly schedules for MTSS and BHT meetings to identify roles and establish common processes for collecting data and progress monitoring. Tags: Social emotional, Behavior supports, Academic supports, Interventions, Social emotional, Progress monitoring, Behavior supports, Academic supports	MTSS and BHT team members and administration	Sep 6, 2016	Jun 19, 2018	On-Track
✚ Teachers refer students in need of MTSS or BHT support and implement classroom interventions or request other interventions/ recommendations as appropriate to each individual student. Tags: Social emotional, Behavior supports, Academic supports, Interventions, Social emotional, Progress monitoring, Behavior supports, Academic supports	All teachers, administration	Sep 6, 2016	Jun 19, 2018	On-Track
✚ Separate MTSS and BHT progress monitoring every grading period (5wk intervals) or as needed to determine success of interventions and necessary follow up steps. Tags: Social emotional, Behavior supports, Academic supports, Interventions, Social emotional, Progress monitoring, Behavior supports, Academic supports	All teachers, administration	Sep 6, 2016	Jun 19, 2018	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> Our annual NCLB Title 1 parent meeting will be held in September 2016. Periodically, evening meetings are held to solicit input from all of our parents and school community members in the revision process of our school improvement plan and NCLB parent involvement policy. Parents are formally invited to the meeting via our newsletter/flier and during the monthly LSC meeting. These sessions are held at convenient times to encourage full participation from all stakeholders.

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

> The annual NCLB informational meeting(to inform the parents of the school's participation in all Title 1 programs) will be held on September 27, 2016. The organizational meeting will be held on October 25, 2016. Monthly parent involvement meetings are held during the instructional day from 8-9 am to accommodate those parents who escort their children to school in the morning. In addition, several meetings are frequently held after school from 4-6 pm to provide opportunity for our working parents to get involved in our Title 1 programs. Monthly, reminders are distributed to all parents by our NCLB chairperson to encourage their participation in the planning of future NCLB parent meetings and/or events as well as to provide pertinent update information on our NCLB programs and funds.

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 are invited to attend Meet the Teachers Night at the start of the school as well as quarterly workshops to inform them about our school wide curriculum as well as the tools used to measure the academic progress of their children. The workshops are held at convenient times for our working parents during the morning hours from 8-10 am and evening hours from 4-6 pm. Parents have access to email of all teachers through the school website and are encouraged to contact teachers directly with any questions or concerns.

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

> Parents are encouraged to participate in the planning of school wide events and parent meetings. In addition, parents may request a special meeting to discuss topics which are pertinent to our educational program by submitting a formal request in writing to our principal. Upon approval from the principal and local school council members, a special meeting will be called to address any parental concerns relating to the education of their children.

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.

> Standardized and formative test results which include NWEA, PARCC, Dibels, TRC, and ACCESS assessments are distributed and explained to each parent during our scheduled teacher parent conferences on Report Card Pickup Day to provide prompt and accurate feedback on each child's academic progress. Teachers conduct additional workshops to explain the language and score reports of specific tests (TRC and Dibels with Kindergarten teacher).

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

Currently, all members of our instructional staff are highly qualified to teach in their respective programs as defined in the Title 1 Final Regulations. However, if any future assignment is afforded to a teacher who is not highly qualified to teach a particular group of students, a letter of notification issued by the Chicago Board of Education will be distributed immediately to the appropriate parents to inform them of this temporary decision.

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.

Quarterly parent workshops are held which provide parents with effective learning strategies to assist their children in school and ensure academic success for all of our students . The workshops are aligned to support our school curriculum as well as all district/state mandates for assessments and academic achievement.

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.

During our quarterly parent workshops, members of our instructional staff as well as other board approved consultants will provide various forms of training including literacy and technology support to assist our parents in working with their children in school and help to ensure academic success. All necessary resources and/or materials are made available to all participants. MATH WAS THE FOCUS THIS YEAR... THERE HASN'T BEEN LITERACY TRAINING RECENTLY.

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.

All members of our staff participate in monthly professional development activities which equip them to work effectively with parents and foster ongoing collaboration through weekly newsletters, emails, phone contacts and parent-teacher conferences. Our administrative team, which includes the principal, assistant principal , counselor, and Dean is available during parent-teacher conferences to assist the teacher in strengthening the home-school connection. In addition, teachers are encouraged to provide numerous opportunities for parents to volunteer in their classrooms as well as assist during class field trip and special school events.

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.

Quarterly parent meetings are held for our preschool parents to assist them with preparing their children for Kindergarten. The workshops address pertinent issues such as proper immunization/nutrition, and early literacy acquisition, which allows them to become more knowledgeable and involved in ensuring their child's academic success. These workshops are primarily geared for our preschool parents and usually solicit the assistance of several community based organizations to provide the necessary resources.

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

All information pertaining to our school and parent involvement programs are translated into Chinese and Spanish to accommodate our non-English speaking parent population. Also, Chinese and Spanish translators attend each meeting to provide additional assistance and support to these parents. A weekly robo call is placed to all school households in English and Chinese mentioning the activities and meetings that are scheduled for the upcoming week.

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.)

Mission: JAMES WARD ELEMENTARY SCHOOL provides a high quality instructional program that includes a comprehensive, standards/research -based curriculum, which challenges students, utilizes effective literacy strategies and embrace cultural diversity. These best practices, coupled with the use of differentiated instruction, aim to increase the achievement level of all students, including students with disabilities and English Language Learners(ELL) in order to promote continuous progress in an inclusive, least restrictive, and safe environment. We maintain our efforts to develop and address the social and emotional needs of our students through various school wide initiatives and special opportunities for growth. We also strive to maintain a strong school-home -community partnership. Vision: James Ward School believes that all children are entitled to the best possible education. We are committed to ensuring an educationally enriched environment. As a Multicultural School, we respect and embrace diversity and cultural understanding through foreign language education. All children, including students with diverse learning needs, deserve to develop their unique interests, assume responsibility for their learning, and work cooperatively to reach their fullest potential and their life goals.

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.

Parents will be invited to attend the following parent -teacher conferences: Meet The Teacher's Night; 1st quarter Report Card Pickup; and 3rd Quarter Report Card Pickup.

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 report and/or report cards will be distributed to students or picked up by parents every five/ten weeks as follows: 1st Quarter Progress Report in September; 1st Quarter Report Card Pickup in November; 2nd Quarter Progress Report in December; 2nd Quarter Report Card Distribution in January; 3rd Quarter Progress Report in February; 3rd Quarter Report Card Pickup in April; 4th Quarter Progress Report in May and 4th Quarter Report Card Distribution in June.

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

Teachers are available to meet with parents each morning, Monday-Friday from 7:00-7:45 am. Parents can also make appointments to meet with their child's teacher during teacher's preparation periods and after school when necessary. In addition, our principal and assistant principal are available to consult with parents and discuss school related issues to support their child's academic progress, Monday-Friday from 7:30-4:30 pm. Parents can call the school during these hours and receive support and clarity from our clerks, teachers and principals. Also, there are several events held throughout the school year to encourage parents to consult with their child's teacher such as Meet The Teacher's Night, and Report Card Pickup days. Finally, when students return from a suspension as a result of a disciplinary action, parents are required to attend a conference with the child's teacher to discuss suggestions for improvements.

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

Parents may volunteer in their child's classroom on a daily basis to assist in tutoring children who need additional academic support as well as to provide support and assistance to the teachers during any of their culminating activities. Also, parents can volunteer to attend any of their child's scheduled field trips by stating his/her intentions on a release form prior to the specific date of the trip. There are several school wide events held where parents are needed to assist the teachers with classroom displays; student supervision and literacy support such as We Are Great Day, Sports Day, and Multicultural Day. Finally , parents can join our nonfunctional parent patrol and commit to walking neighboring children to and from school to ensure their continued safety.

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

Parents will assist in their children's learning by assisting them with their daily assignments and ensuring that they attend school daily. If students are absent, parents are required to call the office as well as send a note explaining their absence when they return to school. Parents are also encouraged to sign their child's homework assignment book and weekly parent folder to ensure that they are aware of their child's daily learning requirements.

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

Parents are encouraged to attend quarterly parent advisory meetings as well as the monthly local school council sessions to provide input and discuss pertinent educational issues relating to their children. Also, parents can call the school office from 7 am-5 pm or send emails to their child's teachers or administration team to inquire about school policies and tate their concerns relating to the education of their child. Parents can also request conferences with teachers, school counselor, social worker, etc to initiate in-depth evaluations related to their child's academic achievement.

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

All students will be expected to attend school daily, turn in all homework and class assignments and demonstrate good citizenship. Students who fail to meet these requirements will be required to get additional assistance from the teacher, parent and administrative team. These students may be required to remain after school for tutoring or counseling to ensure their future academic success. Our monthly incentive programs which include perfect attendance and student of the month awards will recognize individuals who attend school daily and display exemplary qualities as well as social and academic achievement.

Parent Budget   Complete

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

Beginning in September 2016 , parents will attend monthly PAC meetings to plan parent support activities such as PARCC/NWEA related workshops to ensure student growth and academic achievement,

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

Account(s)	Description		Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$	0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	1000	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	650	.00
54125	**Consultants** 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)	$	0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.00
54565	**Reimbursements** 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.	$	0	.00
53510	**Postage** Must be used for parent involvement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	1000	.00