Jackie Robinson Elementary School (/school-plans/374) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic

03/04/2016	Cristine Stancescu, Myra Marsaw, Anita Hill, Lalah Clark, Gwendolyn Gibson Kinnard, Tracie Davis	SEF and Framework Priorities
03/09/2016	Tracie Davis, Gwendolyn Gibson-Kinnard	SEF and Framework Priorities
03/11/2016	Cristine Stancesu, Tracie Davis	SEF and Framework Priorities
03/18/2016	Debra Bonds-Donald, Myra Marsaw, Cristine Stancescu, Tracie Davis, Anita Hill	SEF and Framework Priorities
04/07/2016	Regina Thompson, Diannah Minefee, Joyce McGhee, Gary Brown, Demika Banks, Samantha Moore, Sheila Sanders, Samuel Sanders, Sr., Samuel Sanders, Jr., Dorothy Sanders, Tracie Davis	Strategies, Parent Plan
04/13/2016	Tremayne Scott, Monique Ford, Terrell Anderson, Myra Marsaw, Katina Allen, Cristine Stancescu, Tracie Davis	Strategies, Parent Plan, Action Plans
04/26/2016	Tracie Davis, Cristine Stancescu, Anita Hill	SEF, Priorities
04/26/2016	Anita Hill, Angela Fisher, Demika Banks, Joyce McGhee, Caneal Rule, Gary Brown, Tracie Davis	Strategies, Action Plan
04/28/2016	Kristin German, Cristine Stancescu, Anita Hill, Tracie Davis	Strategies, Action Plan
05/05/2016	Jacquelin Harris, Regina Thompson, Sonya Spears, Barbara Camp, Nathaniel Robinson, Justin Moreland, Joyce McGhee, Tarsha Glenn, Therese McGee, Amon McGhee, Julie Nisivaco, Ann Frierson, David Swanson, Torrence Williamson, Kiesha Williamson, Tamonisha Jackson, Michael McGehee, LaVance McMath	Strategies, Action Plan, Parent Plan
05/06/2016	Cristine Stancescu, Therese McGee, Joyce McGhee, Regina Thompson, Tracie Davis	Fund Compliance, Parent Plan, Strategies, SEF, Action Plan
08/31/2016	Entire Staff	Strategies, Action Plan

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

> The staff is aware of where the school needs to go. Everyone needs to consistently promote success for all stakeholders in the process. School-wide professional development focused on areas of need with the opportunity to share ideas for ways of improvement. Additional development around instruction is necessary to optimize learning goals. All staff needs to prioritize curriculum and instruction areas to increase rigor and raise achievement. All staff members must engage and have the same priorities to see improvement quickly.

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

> The ILT team was recently restructured. Since restructuring, the main focus has been on the vision and goals for the ILT team. Detailed discussion on student data and next steps has been progressing slowly. There has been a problem of practice identified for a learning cycle. The team is meeting twice a month with an Agenda. Teachers need to take more ownership of leading this work.

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

> There is a professional development calendar in place that includes weekly grade level meetings, monthly professional development sessions, and biweekly Instructional Leadership Team meetings.
> We meet regularly once a month, and there is an agenda that is emailed to the staff before the Professional Development begins. The sessions have been fun, engaging, encouraging and informative In addition, the sessions allows the staff to reflect on the school's purpose and goals.
>
> CHAMPS
> Power of Play "Playworks"
> Implementing Burst - Reading Literacy Interventions
> OSEL Second Step
> Data-Driven Small Group Instruction in Math
> Student to Student Discourse Math, Moving Beyond Turn and Talk

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

> Highly qualified teachers were hired to provide effective, differentiated instruction in order to help students move to the next level.
> Students are receiving daily intervention for reading which includes, Leveled Literacy Instruction, Burst Reading Program, Reading In Motion coaches, and Tutormate volunteers.
> The school needs to develop a hiring team and develop an interview protocol that is specific to the population that we serve.
> All staff members are willing to perform their duties; however, there is an insufficient number of staff members to meet the instructional Related Service Providers assist as necessary in the classroom.
> The community has been actively involved in the success of the school. Volunteers come on a weekly basis.
> The school partnered with Children's Literacy Initiative and Strategic Learning Initiatives.

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

Expectations for depth & breadth of Student Learning

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

> The School Curriculum Maps reflect adherence to the CPS Content Frameworks (Math, Science, Social Science, and Literacy) to ensure alignment of scope and text and task complexity. The Maps provide a range and depth to knowledge and understanding of learning experiences that are language and content rich across grade levels.
>
> There are areas that need more development to ensure a quality education and create a climate for learning:
> Develop an instrument to monitor the consistent usage of Curriculum maps at all grade levels. Aligned units of instruction (horizontally/vertically) to scope and sequence maps which pace units and lessons appropriately.
> Develop assessment instruments to determine mastery.
> Have consistent time to examine formative data to determine the Mastery and the pace of the goals and objectives from the unit.
> 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 Needs to be added to weekly plans along with identifying the essential understandings.
> There is a need for teachers to revise the current lesson plan template to reflect the use of the curriculum maps.
> Use of text at various levels of complexity.
> Develop teacher friendly unit plans which can be used to create daily and weekly lesson plans.
> To have professional development quarterly to reflect on the implementation of Curriculum Maps and monitor fidelity.
>
> Integrate social emotional and academic learning into all content areas. While classrooms do go on field trips for Real World Learning we need to align these resources to the curriculum so it is done in a more purposeful and meaningful way and becomes a part of the school culture. Some classrooms have Incorporated web capabilities for interactivity and information sharing, but this is not consistent throughout the entire school. Some classrooms have developed Partnerships with City institutions such as third grade has partner with Chicago Children's Choir to integrate field-based learning.
> There is a need for each grade level to have partnerships that are aligned to each grade level academic and social goals.

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), 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

There are a variety of resources available for the staff. However, there is a need for a universal curriculum. The school adopted Envision Math 2.0 this school year. There needs to be additional training for the use of the new resources. Additionally, the resources that were purchased meet Common Core standards and provide rigor.

Revised Curriculum maps need to realign the curriculum to the resources the school has including technology across all grade levels.

Available Resources :
CHAMPS , Burst - Reading Literacy Interventions, OSEL - Second Step, Creative Curriculum, Heggerty , IXL Math (as additional support), Reading Eggs (as additional support), Achieve 3000, and Storia

The available resources are varied and flexible, teachers select the resources based on the objectives and the needs of their learners. There's a variety of quality media manipulatives and supplies that can be used to achieve learning outcomes. For example, staff have access to document cameras, smart boards, classroom library books at various levels, manipulatives to support students with Hands-On, math games to support students with learning, online digital resources as well as paper resources. There is a need to align the resources to the current map to make sure they are being used in the most strategic ways consistently across grade levels. New resources were assigned to classrooms based on the student developmental appropriateness. For example, netbooks were assigned to grades two and three while Ipads are used in lower grade classroom. Children's Literacy Initiative coach resources and materials were assigned to prek, kindergarten, first, second, and third grade teachers. New materials for Math and literacy were added and update it and response to new understandings.Additional resources are needed for the diverse learner teacher.
Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources That has been purchased by the school.

Students interact with instructional materials On a daily basis to engage all modalities in the learning process. Students use pencil and paper as well as manipulative and Technology resources each day.

Technology is integral to students learning experiences. However the school needs to a strategic school-wide plan to consistently provide learning experiences that gives students the opportunity to be users and creators of Technology. Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills. Classroom teachers use guided reading materials which provides students with look at their independent reading level teachers use on grade level math which is supplemented by resources such as IXL which provides students with the opportunity to work at different grade levels to improve their skills. The materials the school utilizes include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge and include alternative pathways especially choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning. Student have daily access to digital resources such as Reading Eggs, IXL Math , Achieve 3000 , teacher created WebQuests and hands on materials such as high quality literacy books that they are allowed to choose and use each day in the classroom to read as well as take home library books, Math manipulatives and games that provides students with a choice of materials to use each day as a part of their learning these materials meet the cognitive linguistic social emotional physical and aesthetic needs of the students. In addition, teachers use consumables both print and nonprint to promote active Hands-On learning. For example, the school is a part of the healthy fruit and vegetable program and get samples of healthy fruits and vegetables two to three times each week that they eat. Teachers use these as opportunities to teach students about the fruit and vegetables and how they are a part of your healthy diet and a healthy lifestyle.
All classrooms have received a brand new library with carry-home bags for the students to encourage reading between Parent and Child.

We have brand new IPads to encourage online literacy (Reading Eggs) and math (IXL) skills. They are fun and very interactive for the students. We have puppets, dolls, career gear in our dramatic play area, visual times, and emotional cards to help children grow, learn, and develop in Social Emotional 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

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:

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

Score

1 **2** 3 4

The teachers are required to have at least three grades per content area. This allows the teachers to examine the students' work, analyze their deficits, and plan to either re-teach or provide enrichment.

Teachers create lesson plans each week that reflect the belief that all students can learn. Teachers are required to plan for students at their instructional level in addition to modifying the task so that students are successful with their grade level assignments, convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

Teachers have strived to 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, There is a need to revise the curriculum so that students understand that learning is a process. It takes time to get to the right answer and incorrect answers can be seen as learning opportunities.

Teachers and administration consistently communicate the necessity of attendance and engagement everyday in order to succeed. Monthly incentives are given out from the principal for attendance classroom teachers provide daily and weekly incentives to encourage attendance through the use of ClassDojo and the school store. Classroom teachers use time each week to assist students with catching up if they've been absent and encouraging them to come each day so they can be successful. Teachers utilize the assessment tools, such as Performance Tasks provided by CPS along with unit tools provided with the purchased materials to plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning. These tasks are aligned with standards-based learning objectives that reflect the depth of knowledge expectations and are Integrative to draw on multiple standards. The school has been more successful with using the math instructional units and the task align with those there is a need to identify and develop similar tasks and literacy to be consistent across each grade level.

Classrooms use math talks and the mathematical practices along with math stations to Teach for Robust Understanding in Mathematics (TRU Math). There is a need to monitor the consistent implementation of these practices across each grade level.

Students in grades K- 3 are taught using Literacy Strategies Based on the work of Harvey and Goudavis which require students to cite evidence from text and write to sources in grade/ age appropriate manners.
The Comprehension Tool -Kit which is a core part of the school's curriculum, also requires 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.
This 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. There is a need to develop a system to 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 and to consistently analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

Suggested Evidence	✓ 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:

Score

1 **2** 3 4

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

As a pre-k through third grade school we have structures in place to ensure that when students arrive in preschool and kindergarten that they make the transition from being at home to being comfortable in school. Since our students leave us at third grade, we provide some structures to make sure that they transition to their new school when they leave us at 3rd grade the administrative staff has developed relationships with our feeder school so that they speak about the students and are made to feel welcome when they go to their new school. There is a plan in place to try to take the third-graders over to visit the new schools prior to them leaving us.

The school has made a concentrated effort to retain students that come to us and preschool so that they stay for kindergarten. This way they make a smoother transition and are comfortable with being here as a place of learning. The school has formed a partnership with a Community Church to have a back to school fair at the beginning of the year before school opens so that the community and all students are made to feel welcome to come to the campus come into the school and meet their teachers.

The school counselor organizes an annual career fair in conjunction with the staff so that students have an opportunity to see people from other careers and open themselves up to other possibilities. Teachers also take students out on field trips each quarter and invite guests into the school to speak to the students. This provides students with exposure to the wider community so they have opportunities to see other careers and college paths. Readers come in to read stories to the classrooms and these readers are also asked to tell about their career and college path..

To support students with being successful, the school offers and has put in place an extensive Intervention Program so that students are successful as readers. Staff have been trained to provide instruction with leveled literacy intervention and with both so students are successful as readers than they feel more comfortable moving on to other places. In the area of map the school has made efforts to obtain supplemental materials and resources to provide daily math intervention.. The school has increased partnerships and resources to provide after-school programming that engages students both academically socially and emotionally and program that give them support with math reading then provide dance, drama, and cooking as ways to improve themselves as Learners and thinkers. It provides students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. It exposes 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.

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

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 staff is composed of a veteran and new teachers, Teachers post lesson plans on a shared drive that everyone is able to see.The lesson plans reflect that some teachers can plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions. Teachers have also received extensive coaching through Children's Literacy Initiative this year to improve their planning.

The majority of student work shows that teachers are able to effectively communicate with students to understand and demonstrate mastery of an objective. Many of the students that are new to the school arrived severely behind their grade level. Therefore,teachers have spent additional time on Intervention and trying to get the students caught up.There are constant interruptions, such as the students' behavior, that do not always allow us to probe as deeply as needed to extend their learning. Teachers need continued development around engaging instruction.

Through writing, student work reflects that teachers are able to guide students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experiences. The use of Comprehension Toolkit provides opportunities for students to contribute to extending the content by explaining concepts to their classmates. Students also participate in Morning Meeting which gives opportunities for students to build on their language development, academic, and social emotional learning. Teachers use vocabulary appropriately for students' ages and development, Students also contribute to the correct use of academic vocabulary. However, there is a need to monitor the use of academic vocabulary across all grade levels.

Morning Meeting, Comprehension Tool Kit and Math talks are vehicles to provide teachers with opportunities to use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advanced high level thinking and discourse, and promote metacognition. They also provide daily opportunities for students to engage in authentic discussions about content; to formulate their own questions; and to respectfully challenge one another using viable arguments based on evidence. Additionally, they offer daily opportunities for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers. There is a need to monitor consistent use by all teachers through lesson plans and assessment tools.

Several teachers received extensive training to differentiate instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks. The selection of materials and resources along with the presentation in the classroom reflects some teachers excel in this area; however, there is a need to train new teachers and retrain other teachers to differentiate instruction.

Teachers persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated, by providing instruction reteaching concept and giving students multiple opportunities to be successful. Teachers intervene in a timely and effective way to help students who are struggling, This is met with limited the success due to the interruptions by some students who display extreme emotional distress in the classroom. Teachers' lesson plans and instruction reflect that when formative assessments show a need for intervention or enrichment, they make effective impromptu adjustments that individualize instruction. Also, teachers utilize electronic resources such as Reading Eggs and IXL along with leveled materials that focus on different concepts, as well as learning games. Teachers utilize progress monitoring data to trace effectiveness of interventions and student response to intervention, however progress monitoring needs to be more strategic and consistent.

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:

Score

1 2 **3** 4

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.

> The Support Plan was drafted by the school's Educational Support Team which included the Diverse Learners' Teacher, Counselor, School Psychologist, Nurse, Social Worker, and Speech Language Pathologist. The plan was implemented through conducting Domain Meetings; including information in the enrollment packet; and implementing Intervention Plans.
>
> Evidence:
> Tier 1 - Bullying and Respect inservices
> Tier 2 - During the current school year, at least eight students received academic interventions.
> Tier 3 - Staff members met with students for "Check In-Check Out:, Intensive Reading Intervention, and One-on-One Counseling
>
> Systems of support are evident but need to be implemented in a more timely manner and with fidelity

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

> Most teachers are assessing the students and using the data to plan for instruction.
>
> Evidence: The Early Childhood Program requires staff to do formal assessments at the beginning of the school year. Also, observations are documented in Teaching Strategies GOLD and students are assessed on a quarterly basis on all areas of development (social - emotional, physical, language, cognitive, literacy, mathematics, science, technology, social studies, and the arts). The EC program utilizes the Creative Curriculum for instruction which provides for formal and informal observations and assessments.
>
> All other programs utilize TRC, DIBELS and NWEA to monitor progress and check for understanding for individual students. In addition, teacher-made assessments, such as weekly quizzes are used to develop intervention plans and lesson plans. The analysis of student work provides data to plan targeted supports for individual or groups of students based on their identified needs.Also, teacher's grouping of students for guided reading and math shows they change instructional practice based on analysis of current data. These assessments are universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective. The school wide grading policy needs further development so students have more opportunities to improve their grades.

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

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

Consistently monitoring plans that we implement. For example, ClassDojo is a consistent school-wide effort that we can use to foster a growth mindset, social emotional learning and academic success. It is a way for students to consistently see what they're doing. There has been an effort to have parents use Gradebook by encouraging them to log on and used computers in the school however parents do not consistently utilize the grade book.

Some teachers send bi-weekly information home with students on paper to let them know how they're doing in class, papers are graded and returned in a timely manner. However from checking some students book bags it is noted that parents and students are not going through these materials together. It was suggested that Dojo be used to encourage parents to support their students and be able to receive quarterly Rewards for student Improvement academically and in attendance.

There is opportunity for teachers to collaborate around academic goals and the curriculum. However, the one hour prep period is interrupted because teachers need to transfer student from character Ed to physical education, quite often there are student issues that arise during this transition. Teachers have to deal with the student issues so there is a lost of preparation time for focusing on student goals and the academic curriculum. At the beginning of the school year we had several days of professional development that focused on social emotional learning. The next step is to connect curriculum mapping in the academic area to the social emotional area.

In order to improve attendance at our school, several suggestions have been made through committees to ensure students are there on time and each day. The staff encouraged: the use of tardy slips; a morning person to call as soon as children are absent; and efforts are made to get kids in even if they're late; and a unified implementation of the use of tardy slips to track students who come in late as a way to monitor and follow up. Random "pop in" incentives (school already has a supply of toys) can be used as a strategy for improving attendance.

A display of school-wide goals and academic success should be posted throughout the building. There are opportunities to have bulletin boards that focus on individual student goals and academics successes.

Students receive awards at quarterly assemblies for attendance and improving on assessments such as NWEA and moving up in levels for TRC. We need to develop and implement a consistent way to celebrate and focus on academic goals that remains highly visible and more frequent.

In order to determine which lesson plans are effective and those that ineffective, teacher teams should review lesson plans along with the principal.We have in place emphasis on intervention for students. An emphasis on effective lesson planning combined with instructional planning will greatly enhance teaching and learning to meet the needs of our students.

Students are encouraged 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 . However this can be difficult for some of our students.
While some students take ownership of their work and accept redirection we need to develop resiliency in our students. Many of them have socio-emotional issues that cause them to have negative responses when corrective feedback from a peer or an adult. As a part of our culture for learning the administration, staff and parents needs to develop a plan whereby giving corrective feedback becomes acceptable to promote student growth and a positive culture for learning in the school.

The staff needs more professional development around differentiated teaching and learning to address the disparity in reading and math skills of our students. All staff may need support on how to monitor differentiated instruction and continue to have resources and tools to differentiate instruction as students make progress. Then a thorough system can be developed that has goals in place at each grade level to track and monitor which students are accomplishing those goals.

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:

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

Score

1 **2** 3 4

Some adults provide check-ins with some students
Positive adult-student interactions have increased with most.
Most staff are willing to offer extra assistance outside of their job description.
Staff works together to help students facing challenging situations.

There is a positive relationship between most families and teachers. There is respect between most families and teachers. This is evident from the positive interaction between the teachers and parents parents willingness to volunteer to work in classrooms, attend field trips, checking in on their students. Most staff members were trained to use Second Step and develop that as a common language that we all use.
There is a need and an opportunity to further develop a Common Language so that we are all consistent in using those tools and supporting each other in order to get by in from all of the stakeholders, this includes staff, parents and students.

There are one or two families that need more intervention than most. Staff members have worked at building relationships with families by providing positive interactions through phone calls face-to-face and notes home so that communication between the school and the family can be a positive one.

Some teachers use Dojo as a form of instant communication with parents and this seems to be successful. Parents are able to receive positive and negative feedback.

The changes in the administration has caused some confusion between the new principal and the staff. Additional, communiques, directives and plans are needed to build trust and communication between the staff, administration, parents, and the community.

Guide for Relational Trust
- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.

- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
  - **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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

> Many of our young students struggle with intrinsic motivation to do well in school.
>
> There are some students that have social emotional issues that impede their desire to be interested and engaged in learning. A plan and training for the parents and staff is needed to help these students to develop the the skills to communicate their feelings, deal with their anger, and cope with their family situations.
>
> This year the after-school program provides several extracurricular activities and rigorous courses to support students in academic and social learning. The after-school program provides technology skills so students can continue to work and reading a map, drama, dance chess. tThere is a need to develop a survey to discover what children would be interested in doing so that the school can provide more activities and courses that the students would like to have during the school day. The students have access to a rock band and choir through Chicago Children's Choir. There has been an increase of volunteers to come in to support time that's focused on learning with students read aloud Library activities. All students have access to these resources.

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

> Some students have a high need for additional social emotional support. This sometimes impedes the learning of others because student outburst impact the entire class.
>
> The staff needs to take more ownership of explicitly implementing PBIS, CHAMPS, and Second Step by using the common language and expectations consistently.
>
> As much as possible incidents should be managed in the classroom by creating an engaging culture that students want to be part of. Office assisted behavior should only be used in extreme cases.

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.

> Teachers follow restorative practices when addressing behavior within their classroom, but there is not a clear process for the extreme behavior that has increased in occurrence since the beginning of the year. The school store is one process in place to reward positive behaviors.
> There is an opportunity to use Class Dojo as part of how we track data. The staff was trained on how to use Student Logger as another way to input data. There is a need to have training for staff, students and families about restorative justice. Many families are teaching children to react in ways to situations that can cause harm to them or someone else in order to solve their problems.
>
> Culture and climate team meets regularly; action items have been developed. Climate team organized an expectation walk-through at the beginning of the year, posters were made and posted in common areas.
>
> Staff attended CHAMPS training, Second Step, and Second Step Bullying Prevention

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

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

1   2   **3**   4

> The staff is utilizing Classdojo.com to inform parents about their children's behaviors. The classroom teachers prepare a monthly newsletter that is sent to the parents. There has been a greater emphasis to encourage parents to attend PAC, LSC meetings, and school assemblies. Parents are encouraged to get their Gradebook access codes to follow their children's academic progress.
>
> Classroom teachers use two-way communication such as phone calls, emails, and texts. There's an opportunity for parents to participate as a chaperone on field trips and volunteer in the classroom. Class Dojo offers an opportunity for parents and teachers to engage in two-way communication. There are lots of resources in place for families to communicate and be involved in school. They take advantage of it in limited ways.
>
> Some teachers send home positive notes to parents about their students behavior.
>
> There are monthly Family Celebrations and Events.

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

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

3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We anticipate a 30% increase each year based on the progress between BOY and MOY for the current school year.	4.00	29.00	60.00	90.00
National School Growth Percentile - Math				
We anticipate a 30% increase each year based on the progress between BOY and MOY for the current school year.	4.00	28.00	60.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We anticipate a 5% increase each year based on the progress between BOY and MOY for the current school year.	34.30	*(Blank)*	43.00	49.00
African-American Growth Percentile - Reading				
We anticipate that all students will grow during the current year based on the differentiated instructional model being implemented.	*(Blank)*	*(Blank)*	79.00	99.00
Hispanic Growth Percentile - Reading				
NA	*(Blank)*	*(Blank)*	0.01	0.05
English Learner Growth Percentile - Reading				
NA	*(Blank)*	*(Blank)*	0.01	0.05
Diverse Learner Growth Percentile - Reading				
We anticipate that all students will grow during the current year based on the differentiated instructional model being implemented.	*(Blank)*	*(Blank)*	50.00	50.00
African-American Growth Percentile - Math				
We anticipate that all students will grow during the current year based on the differentiated instructional model being implemented.	*(Blank)*	*(Blank)*	79.00	99.00
Hispanic Growth Percentile - Math				
NA	*(Blank)*	*(Blank)*	0.01	0.05
English Learner Growth Percentile - Math				
NA	*(Blank)*	*(Blank)*	0.01	0.05
Diverse Learner Growth Percentile - Math				

We anticipate that all students will grow during the current year based on the differentiated instructional model being implemented.	(Blank)	(Blank)	50.00	50.00

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

We anticipate a 7% increase each year based on the progress between BOY and MOY for the current school year.	1.00	32.00	39.00	46.00

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

We anticipate a 9% increase each year based on the progress between BOY and MOY for the current school year.	2.00	11.00	20.00	29.00

National School Attainment Percentile - Reading (Grade 2)

We anticipate a 10% increase each year based on the progress between BOY and MOY for the current school year.	11.00	3.00	10.00	20.00

National School Attainment Percentile - Math (Grade 2)

We anticipate a 10% increase each year based on the progress between BOY and MOY for the current school year.	3.00	2.00	10.00	20.00

% of Students Making Sufficient Annual Progress on ACCESS

NA	(Blank)	(Blank)	0.01	0.05

Average Daily Attendance Rate

The current rate for this year is 90%. We anticipate a 1% increase this year and our goal is a 2% increase in year 2.	90.40	89.90	91.00	93.00

My Voice, My School 5 Essentials Survey

Due to the grade band of PK-3 our students do not complete this survey.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   6 of 6 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
TRC Reading Levels				

90% of the students move at least 3 book levels at Kindergarten, 4 book levels at 1st Grade, and 3 book levels at 2nd Grade from the BOY TRC to the EOY TRC.	14.00	38.00	62.00	72.00

OSS per 100 (all students)				

The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100. The goal is to reduce this metric by at least 7% annually.	0.00	0.72	0.25	0.12

OSS per 100 (Diverse Learners only)				

The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100. The goal is to reduce this metric by at least 14% annually.	0.00	5.60	0.25	0.14

Number of Group 4, 5, 6 Infractions

This metric shows the total number of times in a school year that a school reports behaviors that violate the Student Code of Conduct in Group 4, 5, and 6. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. This metric is calculated by summing the total number of times a Group 4, 5, or 6 code is assigned to any incident reported for the given year. NOTE: This number may be higher than than the actual number of incidents reports as sometimes multiple violations of the Student Code of Conduct may be indicated per misconduct report. The goal is to reduce this metric by at 5% the first year and 10% the following year.	51.00	11.00	2.00	1.00

Use of Codes 3-6 and 4-9

This metric indicates the number of times a school reports behaviors that violated codes 3-6 or 4-9 of the Student Code of Conduct. These codes are considered "catch-all" codes and should only be used when absolutely necessary an no other codes are appropriate. 3-6 is "Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the education process." 4-9 is "Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process." This metric is calculated by summing the total number of times a code 3-6 or 4-9 is assigned to any incident reported for the given year. The goal is reduce this metric by at least 80% the first year and another 60% the second year.	14.00	12.00	2.00	1.00

% of Misconducts Resulting in a Restorative, Instructive, or Corrective Response as the Highest-level of Response Taken

This metric shows the percent of incidents that result in a restorative, instructive, or corrective response and does not also result in a in-school or out-of-school suspension. This metric is calculated by taking the number of incidents reported that do not have an in-school or out-of-school suspension assigned to the incident number and dividing it by the total number of incidents for a given year. The goal is to increase this metric to at least 100% over a 3-year period.	100.00	98.50	100.00	100.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
curriculum alignment that fully integrates academic and social emotional learning opportunities for all students, give students access to a rigorous academic program that will allow them to think and create high quality work that is rigorous in all content areas	vertical and horizontal curriculum maps with pacing through instructional units across all content areas, a comprehensive assessment plan to monitor progress, a weekly review of student work during Teacher Team Meetings, a positive attitude towards learning through intrinsic motivation, higher self-esteem and a sense of accomplishment from students	a 20% increase in NWEA math and reading growth and attainment, 75% of K-2 students meeting the DIBELS Benchmark, 50% of K-2 students meeting/exceeding the TRC Benchmark.

Tags:
Curriculum

Area(s) of focus:
1

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

Administer a brief attitudinal survey to students at the beginning, middle and end of the school year	Culture and Climate Team Classroom Teacher	Sep 6, 2016 to Jun 15, 2018	This action was cancelled due to change in administration and teachers had no plan or tool for implementation.	Cancelled

Culture for learning

Math - Gather all the resources for the Math Instructional Units and create a pacing calendar for the school year	Classroom Teacher	May 2, 2016 to Aug 26, 2016	See N-9 Binder and reflected in lesson plans submitted weekly. N-9 provided the pacing chart for mathematics. Teachers reviewed their materials to structure BOY mathematics instruction.	Completed

Math, Curriculum Design, Common core, Math talks, Math curriculum

Literacy - Gather all the resources to create instructional units and create a pacing calendar for the school year	Classroom Teacher	Aug 1, 2016 to Aug 26, 2016	See N-9 Binder and reflected in lesson plans submitted weekly. N-9 provided the pacing chart for mathematics. Teachers received new reading series - reading Street then aligned to the Network's pacing.	Completed

Literacy/Reading, Curriculum Design, Common core, Literacy curriculum

Create a brief attitudinal survey to students at the beginning, middle and end of the school year	All Staff	May 2, 2016 to Sep 2, 2016	Administration changed and during the 2016 opening teachers shared that the spring survey had not been administered.	Cancelled

Culturally relevant, Culture for learning

Biweekly review of curriculum and assessments at Teacher Team Meetings and ILT meetings	All Staff	Sep 5, 2016 to Jun 15, 2018	See Pink Binder for agendas dated from 9/16 - 01/17 (TT have been cancelled until April 17th due to furlough day make-ups). Teachers have been meeting with administration to discuss data points - BOY 2016/MOY 2017. Teachers developed an instructional plan that will guide instruction for MOY using BOY data/EOY using MOY data.	On-Track

Curriculum Design, Teacher Teams/Collaboration, ILT, Assessment design

Continue work with External partners (SLI, RIM, CLI)	All Staff	Jul 1, 2016 to Jun 30, 2018	See Binder for Reading in Motion (RIM)MOY data. RIM provides weekly Coaching for teachers.	On-Track

Professional Learning, Professional development

Identify and use a standard protocol to analyze student work at Teacher Team Meetings	Classroom Teachers Administration	Aug 29, 2016 to Jun 15, 2018	TT Meeting agenda dated 9/20/16 - see Pink Binder	Completed

Protocols, Student work protocol

Weekly communication sent home to parents about curriculum with Homework Calendar	Classroom Teachers	Sep 6, 2016 to Jun 15, 2018	DoJo is being used to communicate with parents daily - see White Binder	On-Track

Curriculum, Parent partnerships, Home connection

Use ClassDojo to connect with parents about curriculum	All Teachers	Sep 6, 2016 to Jun 15, 2018	See White Binder	On-Track

Parent engagement, Home connection

Strategy 2

If we do...	...then we see...	...which leads to...
close monitoring of instructional outcomes from the implementation of balanced literacy curriculum and math instructional units, a schoolwide focus on teaching and assessing foundational literacy skills and strategies, more focused and consistent collaboration between staff and collaborative partners	intentional/targeted comprehension instruction tailored to individual students' needs, instruction that allows for integration across disciplines, rigorous performance tasks, students engaged in authentic lessons allowing for more student collaboration and higher order thinking, collaboration and job embedded professional development between teachers and instructional coaches	a 20% increase in NWEA math and reading growth and attainment, 75% of K-2 students meeting the DIBELS Benchmark, 50% of K-2 students meeting/exceeding the TRC Benchmark.

Tags:
Instruction

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Adopt a new literacy core program	Classroom Teachers Administration	Jun 1, 2016 to Aug 1, 2016	Reading Street was ordered 8/10/2016 after the budget came on-line. Teachers had agreed on this series during the regular school year.	Completed

Math, Math talks

Monitor the implementation of Math Instructional Units	ILT	Sep 6, 2016 to Jun 15, 2018	Gradebook Audits Learning Walk Notes	On-Track

Literacy curriculum

Monitor the implementation of new literacy core program	ILT	Sep 6, 2016 to Jun 15, 2018	Data from Progress Monitoring - DIBELs NWEA MOY data See Pink Binder	On-Track

Balanced literacy, Literacy curriculum

Monthly peer observations around problem of practice - Questioning	Teachers ILT	Oct 3, 2016 to May 25, 2018	Kagan will be introduced in February to connect DOK questions + lesson plans + student engagement = improved data. Teachers will have a weekly check-in on Mondays on their progress. See the White Binder	Behind

Teacher-teacher trust & support, Teacher reflection, Peer observation

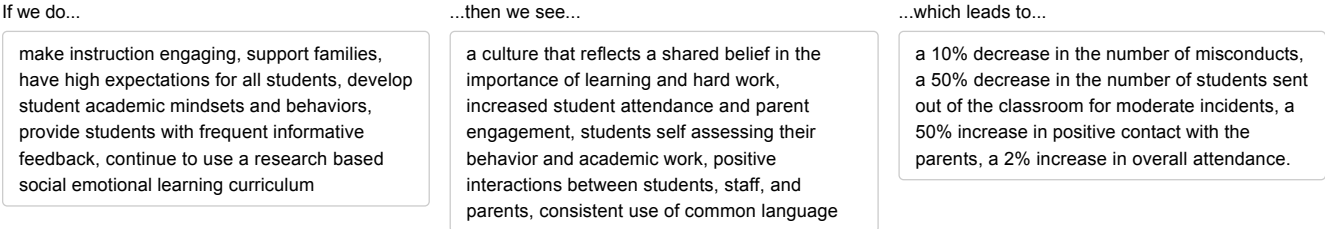| Action step	Responsible	Timeframe	Evidence for status	Status
Weekly communication sent home to parents about academic progress through feedback on student work and updating Gradebook weekly	Classroom Teacher	Sep 6, 2016 to Jun 11, 2018	10% of participation in the Parent Portal. - March's goal is 40%.	Behind

Parent engagement, Academic learning, Home connection

Use ClassDojo to connect with parents about academic progress	Classroom Teacher	Sep 6, 2016 to Jun 15, 2018	About 80% of our parents are registered and communicate regularly with teachers.	On-Track

Parent engagement, Home connection

Strategy 3

If we do...	...then we see...	...which leads to...
make instruction engaging, support families, have high expectations for all students, develop student academic mindsets and behaviors, provide students with frequent informative feedback, continue to use a research based social emotional learning curriculum	a culture that reflects a shared belief in the importance of learning and hard work, increased student attendance and parent engagement, students self assessing their behavior and academic work, positive interactions between students, staff, and parents, consistent use of common language	a 10% decrease in the number of misconducts, a 50% decrease in the number of students sent out of the classroom for moderate incidents, a 50% increase in positive contact with the parents, a 2% increase in overall attendance.

Tags:
Culture of learning

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
All staff members and students use Second Step language throughout the building	All Staff	Aug 29, 2016 to Jun 15, 2018	Reduced number of incidents in Verify FY17. Calm environment whenever you enter the building.Z	On-Track

Second step, Common language

Send the Second Step newsletter home to parents at the beginning of each unit	Classroom Teacher	Sep 6, 2016 to Jun 8, 2018	*(Blank)*	Behind

Second step, Home connection

Conduct two Second Steps Workshops each year for families	Counselor	Sep 6, 2016 to May 31, 2018	Notice/Sign-in Sheet February 2017 March 2017 April 2017	Behind
Host a Back-to-School Open House during the summer and September 14th during the school day.	All Staff	Sep 6, 2016 to May 1, 2018	See Pink Binder Open House was conducted on September 14, 2016	Completed

Family and Community Engagement, Curriculum, Parent partnerships, Parent engagement

Host celebrations and family gatherings connected to the curriculum	All Staff	Sep 6, 2016 to Jun 15, 2018	See Pink Binder Literacy Breakfast Math Breakfast Black History Assembly Parent Make-n-Take	On-Track

Family and Community Engagement, Curriculum, Community events, Parent engagement

Use academic and social games for Fun Fridays to promote positive behaviors and perfect attendance Monthly	All Staff	Sep 16, 2016 to Jun 15, 2018	School Schedule and Teacher Scoop	On-Track

Student engagement, Behavior

Use ClassDojo to communicate with families	Teachers	Sep 6, 2016 to Jun 15, 2018	*(Blank)*	On-Track

Parent engagement

Use monthly school newsletter to highlight learning and promote curriculum	All Staff	Sep 6, 2016 to Jun 8, 2018	See Pink Binder	On-Track

Parental involvement, Communication

Use multiple media to communicate with parents (paper, phone calls, emails, texts, website, Dojo, etc.)	All Staff	Sep 6, 2016 to Jun 15, 2018	Robo call Record - see Pink Binder Website is under development	Behind

Technology, Parental involvement, Parent engagement

Hire an ESP and/or miscellaneous employee to support Attendance and Parent Engagement	Principal	Jul 1, 2016 to Jun 30, 2018	Budget does not permit additional hires at this time.	Cancelled

Attendance, Parent engagement

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Administer a brief attitudinal survey to students at the beginning, middle and end of the school year Tags: Curriculum, Culture for learning	Culture and Climate Team Classroom Teacher	Sep 6, 2016	Jun 15, 2018	Cancelled
✚ Math - Gather all the resources for the Math Instructional Units and create a pacing calendar for the school year Tags: Curriculum, Math, Curriculum Design, Common core, Math talks, Math curriculum	Classroom Teacher	May 2, 2016	Aug 26, 2016	Completed
✚ Literacy - Gather all the resources to create instructional units and create a pacing calendar for the school year Tags: Curriculum, Literacy/Reading, Curriculum Design, Common core, Literacy curriculum	Classroom Teacher	Aug 1, 2016	Aug 26, 2016	Completed

District priority and action step	Responsible	Start	End	Status
✚ Create a brief attitudinal survey to students at the beginning, middle and end of the school year Tags: Curriculum, Culturally relevant, Culture for learning	All Staff	May 2, 2016	Sep 2, 2016	Cancelled
✚ Biweekly review of curriculum and assessments at Teacher Team Meetings and ILT meetings Tags: Curriculum, Curriculum Design, Teacher Teams/Collaboration, ILT, Assessment design	All Staff	Sep 5, 2016	Jun 15, 2018	On-Track
✚ Continue work with External partners (SLI, RIM, CLI) Tags: Curriculum, Professional Learning, Professional development	All Staff	Jul 1, 2016	Jun 30, 2018	On-Track
✚ Identify and use a standard protocol to analyze student work at Teacher Team Meetings Tags: Curriculum, Protocols, Student work protocol	Classroom Teachers Administration	Aug 29, 2016	Jun 15, 2018	Completed
✚ Weekly communication sent home to parents about curriculum with Homework Calendar Tags: Curriculum, Curriculum, Parent partnerships, Home connection	Classroom Teachers	Sep 6, 2016	Jun 15, 2018	On-Track
✚ Use ClassDojo to connect with parents about curriculum Tags: Curriculum, Parent engagement, Home connection	All Teachers	Sep 6, 2016	Jun 15, 2018	On-Track
✚ Adopt a new literacy core program Tags: Instruction, Math, Math talks	Classroom Teachers Administration	Jun 1, 2016	Aug 1, 2016	Completed
✚ Monitor the implementation of Math Instructional Units Tags: Instruction, Literacy curriculum	ILT	Sep 6, 2016	Jun 15, 2018	On-Track
✚ Monitor the implementation of new literacy core program Tags: Instruction, Balanced literacy, Literacy curriculum	ILT	Sep 6, 2016	Jun 15, 2018	On-Track
✚ Monthly peer observations around problem of practice - Questioning Tags: Instruction, Teacher-teacher trust & support, Teacher reflection, Peer observation	Teachers ILT	Oct 3, 2016	May 25, 2018	Behind
✚ Weekly communication sent home to parents about academic progress through feedback on student work and updating Gradebook weekly Tags: Instruction, Parent engagement, Academic learning, Home connection	Classroom Teacher	Sep 6, 2016	Jun 11, 2018	Behind
✚ Use ClassDojo to connect with parents about academic progress Tags: Instruction, Parent engagement, Home connection	Classroom Teacher	Sep 6, 2016	Jun 15, 2018	On-Track
✚ All staff members and students use Second Step language throughout the building Tags: Culture of learning, Second step, Common language	All Staff	Aug 29, 2016	Jun 15, 2018	On-Track
✚ Send the Second Step newsletter home to parents at the beginning of each unit Tags: Culture of learning, Second step, Home connection	Classroom Teacher	Sep 6, 2016	Jun 8, 2018	Behind
✚ Conduct two Second Steps Workshops each year for families Tags: Culture of learning	Counselor	Sep 6, 2016	May 31, 2018	Behind
✚ Host a Back-to-School Open House during the summer and September 14th during the school day. Tags: Culture of learning, Family and Community Engagement, Curriculum, Parent partnerships, Parent engagement	All Staff	Sep 6, 2016	May 1, 2018	Completed
✚ Host celebrations and family gatherings connected to the curriculum Tags: Culture of learning, Family and Community Engagement, Curriculum, Community events, Parent engagement	All Staff	Sep 6, 2016	Jun 15, 2018	On-Track
✚ Use academic and social games for Fun Fridays to promote positive behaviors and perfect attendance Monthly Tags: Culture of learning, Student engagement, Behavior	All Staff	Sep 16, 2016	Jun 15, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Use ClassDojo to communicate with families Tags: Culture of learning, Parent engagement	Teachers	Sep 6, 2016	Jun 15, 2018	On-Track
✚ Use monthly school newsletter to highlight learning and promote curriculum Tags: Culture of learning, Parental involvement, Communication	All Staff	Sep 6, 2016	Jun 8, 2018	On-Track
✚ Use multiple media to communicate with parents (paper, phone calls, emails, texts, website, Dojo, etc.) Tags: Culture of learning, Technology, Parental involvement, Parent engagement	All Staff	Sep 6, 2016	Jun 15, 2018	Behind
✚ Hire an ESP and/or miscellaneous employee to support Attendance and Parent Engagement Tags: Culture of learning, Attendance, Parent engagement	Principal	Jul 1, 2016	Jun 30, 2018	Cancelled

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.

> Annual Tittle I Parent Meeting, Monthly PAC and LSCMeetings, Back to School Event, Parent/Teacher Conferences, State of the School, Open Houses, Family Dinners and Other Events for Parents (Club Events), Informal events to Increase Social Relationships Among Parents

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> Annual Title I Meeting will be held by September 20, 2016. PAC organizational meeting will be held Thursday, October 6, 2016. Monthly PAC meetings will be scheduled during the organizational meeting. Information will be shared through the website, flyers, monthly calendar, newsletters, and two way communication systems. Parents will have at least 2 opportunities each month to participate in these types of activities.

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.

> The school will provide this information via newsletters, State of the School Addresses, Open Houses, Parent/Teacher Conferences, and at school-wide Family Events.

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

> PAC meetings will be scheduled monthly at the organization meeting. Parents will make recommendations each month about suggestions that they have. Parents will provide verbal and/or written suggestions to the principal. Parents can put their ideas in the suggestion box.

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.

> Information will be shared with parents at Report Card Pick-up and Mandatory Parent Meetings after Beginning of the Year and Middle of the Year data is received.

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

> The principal will send parent letters home to communicate when their child is assigned to a teacher who is not "highly qualified".

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> Parents will receive ongoing communication about their child's progress through two way communication systems such as parent/teacher conferences, report cards, progress reports, goal setting, benchmark reports,

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.

> Increase opportunities for parents to see the curriculum in action through assemblies, celebrations, and a parent shadow day. Share simple strategies with parents through handouts, quick videos, and in class demonstrations. Develop a parent literacy program.

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.

> Use a BOY, MOY, and EOY parent survey, PAC and LSC meetings, Family nights and events, State of the School address, digital portfolios that give parents access to what is happening in the classroom and allows them to give feedback to their child and the teacher.

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.

> The students in the Early Childhood program will be invited to participate in all school-wide activities.

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 that is communicated to parents will be communicated with all staff so that everyone is able to clarify questions that may come up. Where needed we will reach out for information to be translated.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact   Complete

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

We envision a school of choice, where students, parents, staff and community partners collaboratively facilitate academic, physical and emotional growth by incorporating Jackie Robinson's 9 Values (Courage, Determination, Teamwork, Persistence, Integrity, Citizenship, Justice, Commitment,Excellence) through a rigorous curriculum that empowers ALL students to achieve their highest potential.
Teachers will design a cohesive curriculum aligned to the CCSS that provided engaging instruction that leads to learning opportunities beyond the classroom walls. As a school, we will adapt instruction to meet each child's learning needs and styles with the ultimate goal of preparing them for success in the intermediate grades, college, career and life.

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.

District Parent-Teacher conferences will be held on Wednesday, November 9, 2016 and Wednesday, April 19, 2017. Additional time will be scheduled with parents to have meaningful Data discussions with the parents about ongoing assessments.

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

Teachers will provide daily and/or weekly progress reports through our two-way communication systems, progress monitoring, goal settings, and Parent Portal.

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

Parents will have access to parents before and after school and during preparation periods. As necessary, the principal can provide coverage for teachers to conference with parents. Teachers and parents will use 2 way digital platforms with training. Room Parents will provide necessary communication between teacher and parents.

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

School staff will communicate with parents how they can volunteer and participate in their child's class through activities such as, Parent Volunteer Day, Parent Readers - Mystery Reader, a minimum of 2 suggested volunteer hours for the year. The Room Parent will help coordinate some volunteer activities. Parents will be allowed too observe classroom activities that are approved by the teachers or principal.

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

Parents will ensure that their scholar is in school everyday and ready to learn. The expectations are outlined in the Parent Handbook and different expectations will be highlighted in the monthly newsletter. The counselor with communicate with parents as needed. Attendance and academic expectations will be the focus of parent meetings and workshops.

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

Parents will participate in parent-teacher conferences, IEP meetings, student goal setting meetings, LSC meetings, PAC meetings. Learning outcomes will be sent home on a weekly basis and teachers will allow space for parent comments and suggestions.

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).

The school will host daily, weekly, monthly, and quarterly celebrations to recognize student growth, achievement, attendance, etc. The names will be shared publicly in classrooms and throughout the hallways of the schools. Information will be shared during morning announcements, in newsletters, and daily communication folders. Students will be responsible for sharing their own achievement through a digital portfolio.

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.

Host monthly parent workshops and create learning opportunities that will equip parents with additional resources to help their children at home. Increase parent and community knowledge of SQRP and its impact to enable parents and the community to provide more support to the school. Topics will include attendance, practical strategies to help your child to be a better reader, the ABC's of testing, etc.

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.	$	Amount	.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.	$	1091	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	Amount	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	Amount	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.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.	$	Amount	.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.	$	Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.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.	$	Amount	.00