



Dr. Martin L. King Jr Academy of Social Justice (/school-plans/241) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
04/13/2016	Parents Community and CIWP Team 1pm	Promotion, NWEA and CIWP
04/04/2016	ILT and CIWP Team	On track CIWP priorities and Benchmarks
04/13/2016	Parents Community and CIWP Team 5pm	Promotion, NWEA and CIWP

**Leadership & Collective Responsibility:**

Score

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

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\*Mission and Vision: To establish a culture of integrity that supports academic success to reach and teach the whole child creating a community of lifelong learners. The Dr. Martin Luther King Jr. Academy of Social Justice will concentrate its efforts to achieve its mission through utilizing the common core standards, use data to drive instruction, develop college and career ready students and use collaboration to foster team work. This will cultivate active, capable, independent and socially aware learners. A curriculum infused with social justice themes school wide will allow students to develop a voice utilizing literacy, writing, and technology.

\*Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.  
In the mission and vision.

\*Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).

Our partnership with Communities in Schools that provide many social justice and socially awareness trainings and events for students. We also have Salvation Army as a partner to provide counseling and other services of support. Also we utilize the PBIS structure, as supported by the network, to ensure we are teaching the whole child.

\*Empower others to make or influence significant decisions.

Teachers utilize data to determine small groups for instruction. We also have teacher leaders for data and instructional planning who share reports with teachers.

\*Employ the skills to effectively manage change.

Through the consistent use of data analysis, teachers are able to determine the effectiveness of mastery of skills for students.

\*Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.

With unit plans, teachers create coherent instruction, aligned to the Network's scope and sequence.

\*Use the CPS Framework for Teaching to ground instructional guidance and coaching.

Teachers receive the appropriate guidance, through feedback provided in network-directed weekly pop-ins.

\*Enable staff to focus and prioritize what matters most.

GLMs provide opportunities for re-alignment of instructional skills and strategies for small groups in addition to reference to the DDI progress reports every 5 weeks.

**Guide for Leadership & Collective Responsibility**

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

**Evidence, Measures, and Standards**

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

### Instructional Leadership Team:

Score

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

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\*Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.  
 Weekly, data is discussed in GLMs to support the continuous improvement of learning for students. Teachers adjust small group instruction to support mastery of CCSS skills and strategies.

\*Share leadership for improving teaching and learning with representative school members.  
 There are lead teachers who are responsible for data acquisition and learning at their grade bands. This is a continued area of growth for the school in growing teacher leaders for this work

\*Use protocols and ask probing questions.  
 We have utilized school-created protocols for data analysis, and small group instruction templates for analysis in GLMs.

\*Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.  
 We used school created templates DDI cycles students progress reports and the Network created BAG reports to determine small group and individual instruction.

\*Use timely and relevant data/evidence sources.  
 Meeting monthly has provided the ILT the opportunity to look for trends in the data.

\*Schedule and structure frequent meetings.  
 ILT meetings are held monthly.

\*Collaborate effectively, value transparency, and inform and engage stakeholders.  
 All ILT members are encouraged to provide constructive feedback and suggestions for improvement, either through discussion or through survey data to help improve the process.

\*Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.  
 Teachers lead data analysis efforts and instructional planning.

### Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

### Professional Learning:

Score

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

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\*Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.  
Our

\*Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)  
Teachers attend Network-sponsored Teacher PD on an ongoing basis.  
\*Structure time for teachers to collaborate and learn together.  
Teachers across grade-bands have common planning time everyday to collaborate.  
\*Make 'safe practice' an integral part of professional learning.  
Teachers have opportunity to practice new learning and receive feedback through network-required pop-ins.  
\*Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.  
Done through weekly pop-ins with feedback provided to teachers  
\*Provide induction and support for new teachers.  
Teachers attend New Teacher Cohorts held by the Network and also through the New Teachers Center. Principal also has an open-door policy to support any questions new teachers might encounter.

### Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

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\*Design a school day that is responsive to student needs.  
Students have the district required minutes allocated for the instructional day. With our partnership with Community in Schools extends the school day for students to provide social justice and SEL for students.

\*Align the budget to the CIWP priorities and the mission of the school.  
The school's priority in literacy and math small group instruction are evident in the purchasing of our instructional materials for online for individual instruction. These include Think Cerca, Read 180, Compass Learning, in addition to the intervention supports teachers have in LLI and Failure Free Reading programs for MTSS Tier 2 and 3 instruction.

\*Streamline purchase procedures to minimize lapses between ordering and receiving materials.  
Purchasing is done as needed to support students.

\*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.  
Through the DDI cycle, teacher evaluate the mastery of skill, related to the usage of programs to determine effectiveness.

\*Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.  
The AP and Coordinators go to job fairs and pre-select individuals for school vacancies, at which time group interviews are conducted with stakeholders from each group.

\*Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.  
Teachers are provided the mandatory preference sheet and the administration weighs these preferences with the skills sets of the teachers, and recent data, to determine the best placement.

\*Effectively utilize Related Service Providers at the classroom level.  
All RSPs do observations for students to determine needs and have students that they work with on an on-going basis to support learning.

\*Use data including teacher evaluations and exit interviews to inform a retention strategy.  
The MTSS process includes an in-depth data analysis for all students and includes many data sources.

\*Make outreach efforts to engage community members as partners and resources.  
Through Community In Schools and the Salvation Army provides additional support for students in SEL.

\*Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.  
Achieved through the partnerships with Community in Schools and Salvation Army.

### 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

**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

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\*Adhere to the CPS Content Frameworks (Math, Science, Social Science, and Literacy) to ensure alignment of scope and text and task complexity.

All teachers unit map to the content frameworks and the Network 11 scope and sequence.

\*Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately. Done in alignment with the Network 11 scope and sequence.

\*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.

Teachers determine essential questions based on the unit plans, which allows for an "at-a glance" at skills taught.

\*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.

All teachers utilize guided reading and the intervention block to support the instructional level to determine the materials students use on a daily basis.

\*Engage all learners in content areas by fully integrating opportunities for all learners.

Learners are engaged in learning across the content areas.

\*Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP, gifted, etc.)

\*Integrate academic and social emotional learning.

With Community in Schools, one of our partners, we are able to address the social emotional learning needs of our students. We also implement PBIS, in an effort to support students' learning.

\*Reach outside of the classroom for real world (or simulated) application.

## 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

Score

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)

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\*Aligned to curricular plans and expectations of the standards.  
 All instructional materials are aligned to CCSS for instruction  
 \*Varied and flexible.  
 Through the use of small group instruction, students received varied instructional materials and strategies to support learning.  
 \*Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.  
 There are several technology programs utilized to meet students needs, including ThinkCerca, Read 180, Study Island and Rally Instructional supports.  
 \*Equitably available and accessible to all teachers and students.  
 All classrooms, including Diverse learners are provided the instructional supports needed.  
 \*Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.  
 Through the use of the Rally software, students were exposed to PARCC-like assessment questions, to assist them in the embedded multimedia they are to demonstrate mastery in using.  
 \*Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.  
 Through integrated units and projects, students display learning across all higher, order thinking fields.

### Guide for Instructional Materials

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

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



**interest and motivation – for engaging and learning.**

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

**Evidence, Measures, and Standards**

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

**Rigorous Student Tasks:**

Score

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

1 2 **3** 4

\*Begin with the belief that all students can learn. (see Culture for Learning)  
Please see mission and vision

\*Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.  
Based on on-going data analysis, instruction is modified to meet the individual needs of students.

\*Tasks reflect the key shifts in literacy.  
All instructional materials are aligned to CCSS

\*Tasks reflect the key shifts in mathematics.  
All instructional materials are aligned to CCSS

\*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.  
Teachers provide presentation/project opportunities for students throughout the school year.

\*Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students. Done in the DDI cycle, every 5 weeks.

**Guide for Rigorous Student Tasks**

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

- Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

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

Score

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

1 2 3 4

\*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).  
 Students will participate in a step up day and visit their new teachers the last week of school. Counselor provides seminars for preparation to HS.

\*AWARENESS - Expose students early to academic/professional worlds beyond K-12.  
 Through the career development prep, students are engaged in learning more about opportunities for development in college and career.

\*READINESS – Ensure equitable access to college preparatory curriculum.  
 This is met through individualized instruction for students.

\*SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS) NA

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

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

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

\*Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.  
 Teachers utilize several CCSS aligned resources to support learning for students.  
 \*Effectively communicate with students.  
 Teachers are provided feedback on this indicator in the network-required pop-ins weekly and in their evaluations.  
 \*Use questioning and discussion as techniques to deepen student understanding and challenge.  
 Teachers are engaged in professional development around questioning and discussion through network-sponsored PD.  
 \*Engage students in learning.  
 As indicated in pop-ins and review of student work at GLMs.  
 \*Monitor the effect of teaching on student learning and integrate formative assessment into instruction.  
 Through the DDI cycle, formative assessment information is analyzed to determine the effectiveness of teaching and areas where re-teach is necessary.  
 \*Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.  
 As needed through data analysis

### Guide for Instruction

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student

**misconceptions.**

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

**Evidence, Measures, and Standards**

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

**Multi-Tiered System of Support:**

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

**Score**

1 2 **3** 4

\*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.

All teachers have a core instructional program aligned to CCSS, which is to be implemented with fidelity for all students.

\*TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').

Teachers have access to several personalized learning tools to assist students with needed support/enrichment, including ThinkCerca, Read 180, Study Island, Failure Free and LLI

\*ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)

There are weekly incentives for students to maintain high attendance rates throughout the school. There is also an awards ceremony at the end of each semester to recognize students for academic achievement. Teachers also keep track of incentives for students in the classrooms to encourage good attendance and grades on a weekly basis.

\*TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support

Case manager and resource teacher work with RSPs to ensure data is collected in 6-week intervals, and is used to determine next steps for students.

\*TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

This is maintained by the assistant principal.

## Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

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

Score

1 2 3 4

\*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. Teachers provide formative and summative assessments to students on an on-going basis to ensure mastery of content and determine where needs/gaps are and if interventions are necessary.

\*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) The guidance for this is provided by the district and is supported per their directive.

\*Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications  
All accommodations and modifications are provided for students as directed by the IEP.

\*Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)  
All assessments come either from the CPS- Benchmark assessment bank, or from other CCSS-aligned frameworks to ensure rigor for students.

\*Utilize assessments that measure the development of academic language for English learners.

NA

\*Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs  
During GLMs and team meetings, school-wide data is analyzed to determine instructional trends and looks for ways to provide more support.

\*Improve and promote assessment literacy.

\*Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.  
Teachers were given a framework for Gradebook that weights assignments, projects and assessments to prepare students for the multiple tasks that they will have in college and career.

**Guide for Balanced Assessment & Grading**

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student

Tasks)

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

## Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

\*Create a culture that reflects a shared belief in the importance of learning and hard work. The culture at King Academy is centered around students striving for excellence. Students are encouraged to set goals academic and attendance.

\*Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student. All students are provided with opportunities to persevere through challenges and to seek opportunities to grow.

\*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 are encouraged to take ownership in all that they do and are encouraged to support each others socio-emotional well-being.

\*Provide students frequent, informative feedback. Students conference with teachers on an on-going basis to determine areas for improvement in feedback sessions around their data and achievement.

\*Develop academic mindsets and behaviors. Expectations are set for all students to maintain the academic mindsets necessary for improvement and growth.

## 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	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

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

### Score

1 2 3 4



\*Develop trusting relationships with students so each student has at least one trusted adult in the school. Students and staff are expected to maintain a professional, yet nurturing relationship with students. Teachers are to be a student's first line of support for all students.

\*Adult-student interactions are positive, caring, and respectful and student interactions are mutually supportive and respectful, with strong norms for positive behavior. It is the expectation that all interactions with students are respectful, positive and caring. Students are to maintain the same demeanor with their peers as well. We cultivate this through the use of PBIS and incentive programs that recognize those who have exhibited targeted behavior.

\*Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.

All students at King are supported and are expected to excel to the best of their ability. Teachers recognize differences in learning styles and preferences and develop differentiated lesson plans to ensure mastery.

\*Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)

By providing all the tools necessary to support learning for students. Teachers are encouraged to collaborate on instructional tools for learning and can come to the principal for support of instructional endeavors.

\*Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

### 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	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

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

\*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.  
Our community partners provide after-school programs for our students to build academic supports and socio-emotional learning. We also support the attendance and engagement of students through specific incentives.

\*Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).

Students are advanced through the use of differentiation of learning outcomes and expectations in each classroom.

\*Have a choice and have a voice and take informed action.

Students are able to speak to their teachers regarding their concerns and suggestions, which are shared school-wide and will support the overall growth and development of the school.

\*Connect to decision-makers.

Students are able to access administration as there is an open door policy for all students.

\*Make positive contributions to the school and community.

Students are encouraged to be good citizens and to provide positive energy into the community.

\*Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.

Students do this through engagement in the curriculum and engaging in discussions of current events as a part of the curriculum.

\*Consider how people in a democratic society effect change.

Through unit study, students have an opportunity to engage in conversation around the democratic process and what it means to be an agent of change.

\*Consider their roles and responsibilities as a member of the community.

Students are encouraged to continue to take on roles in their classrooms and in the community.

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

### Students...

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

## Evidence, Measures, and Standards

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

**Safety & Order:**

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

\*Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school. We have a culture of PBIS in our school to support a feeling of social, intellectual and emotional safety throughout the school.

\*Provide clear procedures for reporting and responding to safety concerns. All staff members are aware of the procedures for reporting and responding to safety concerns.

\*Manage efficient and orderly transitions between activities. Teachers are responsible for all transitions of students between activities.

\*Provide a framework for positive behavior throughout the school based on shared values and expectations. Positive behavior is reinforced by the acknowledgement of students of the month and other incentives designed to promote a positive learning environment.

\*Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school. The school follows the PBIS model. Students are provided incentives for their positive displays of behavior.

\*Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)

\*Clarify criteria for office referrals versus classroom managed behavior. All staff are aware of expectations.

**Guide for Safety & Order**

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

Evidence, Measures, and Standards

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

**Restorative Approaches to Discipline:**

Score

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

1 2 **3** 4

\*PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures. This is set forth in PBIS

\*INSTRUCTIVE - Integrate universal SEL skills instruction and core content. Students are supported in learning the SEL skills through the Community in Schools After-School program, and in the Career Development classes each week with the case manager.

\*RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior. This curriculum is explored through our partnerships with Community in Schools and with career development.

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

### Parent Partnership:

Score

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

1 2 3 4

\*Establish a non-threatening, welcoming environment that is warm, inviting, and helpful. We strive to provide this everyday and in every way to students and staff.

\*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). Parent communications are sent home via students and also displayed on the marquee.

\*Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback. Parents have monthly meetings, facilitated by the Assistant Principal as a platform.

\*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). Parents are encouraged to support the learning environment in any way they can.

\*Frequently communicate with families about class and individual activities and individual student's progress. Done at quarterly parent-teacher conferences and also as needed, at the request of the parent and/ or teacher.

\*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. Security and Assistant Principals provide tier 2 and 3 support to families in need. The Salvation Army has also partnered with King to provided much needed counseling services for families in need.

\*Provide proactive communication (e.g. parent handbook and resources). Communications are sent in a timely fashion to parents, in addition to the parent handbook each parent receives at the beginning of the year.

### Guide for Parent Partnership

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

## Evidence, Measures, and Standards

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

## School Excellence Framework Priorities

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

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	89.00	43.00	60.00	75.00
<b>National School Growth Percentile - Math</b>				
Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	31.00	33.00	50.00	75.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	60.00	(Blank)	70.00	80.00
<b>African-American Growth Percentile - Reading</b>				
Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	89.00	43.00	60.00	75.00
<b>Hispanic Growth Percentile - Reading</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>African-American Growth Percentile - Math</b>				
Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	31.00	33.00	50.00	75.00
<b>Hispanic Growth Percentile - Math</b>				
NA	(Blank)	(Blank)	0.00	0.00

**English Learner Growth Percentile - Math**

NA	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

NA	(Blank)	(Blank)	0.00	0.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	12.00	13.00	25.00	45.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	6.00	8.00	20.00	30.00
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**National School Attainment Percentile - Reading (Grade 2)**

Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	7.00	1.00	20.00	30.00
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**National School Attainment Percentile - Math (Grade 2)**

Through the use of the DDI cycle to inform Tier 1, 2 and 3 instruction and by providing adequate instructional materials and support to teachers and classrooms, MLK students will continue to meet and exceed both local and national growth and attainment percentages in Reading and Math.	2.00	3.00	15.00	30.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

NA	(Blank)	(Blank)	0.00	0.00
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**Average Daily Attendance Rate**

Through high-quality instruction and the engagement of all stakeholders, we will continue growth in this area.	95.30	95.60	96.00	97.00
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**My Voice, My School 5 Essentials Survey**

Engaging all stakeholders in the building of community will help us continue to work towards well-organized in all components of the 5 Essential survey.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Provide multiple opportunities for parents to engage in workshops to learn more about supporting their students instructional and emotional needs

...then we see...

Students who are more vested in the opportunities they have at school to learn

...which leads to...

Greater overall achievement for all students.



Tags:  
Parent engagement, Parent involvement

Area(s) of focus:  
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Set up monthly meetings to engage parents in the learning community. Hear about concerns	Assistant Principal	Sep 7, 2015 to Jun 15, 2018	Sign-in sheets, agendas, handouts	On-Track

### Strategy 2

If we do...	...then we see...	...which leads to...
provide support to teachers in building the instructional capacity of all teachers	improvement in the instructional planning for all teachers.	More focused instruction and greater achievement for students.

Tags:

Area(s) of focus:

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
provide on-going professional development to teachers around unit planning.	ILT/ Principal	select	(Blank)	On-Track

### Strategy 3

If we do...	...then we see...	...which leads to...
Continue to build strong MTSS structures of support	An increase in high-quality data to support appropriate instructional decisions for students.	higher quality instruction for all students, aligned to their instructional need.

Tags:

Area(s) of focus:

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
MTSS Team meets to determine effectiveness of programs and determine next steps	Case Manager/ MTSS Coord/ Principal	select	MTSS data analysis, monthly	On-Track

### Action Plan

District priority and action step	Responsible	Start	End	Status
+ Set up monthly meetings to engage parents in the learning community. Hear about concerns Tags: Parent engagement, Parent involvement	Assistant Principal	Sep 7, 2015	Jun 15, 2018	On-Track
+ provide on-going professional development to teachers around unit planning.	ILT/ Principal			On-Track
+ MTSS Team meets to determine effectiveness of programs and determine next steps	Case Manager/ MTSS Coord/ Principal			On-Track

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

This will be accomplished by sending information regarding the meetings home to the parents. Meetings dates will be set for the year at the first meeting and a monthly calendar with this information is sent home. Meetings will be held during the school day and after school hours for parent convenience. A parent room has been designated for this purpose. Each new student to the building during the school year will also be provided with such information. Parents will also receive information describing the programs and how vital their input is to academic success of the students. Additional information not listed will be available on the school website once completed.

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

This will be accomplished by sending information regarding the meetings home to the parents. The Annual meeting date was September 28th, 2016, and the Organizational Meeting date was October 18th, 2016. Meetings dates will be set for the year at the first meeting and a monthly calendar with this information is sent home. Meetings will be held during the school day and after school hours for parent convenience. A parent room has been designated for this purpose. Each new student to the building during the school year will also be provided with such information. Parents will also receive information describing the programs and how vital their input is to academic success of the students. Additional information not listed will be available on the school website once completed.

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

Parents will be provided information at the beginning of the school year about the programs and monthly as developed. They will be invited to attend parent meetings; meetings held on report pick up days, assemblies, grade level parent meetings and additional meetings as necessary during the school year. Notices will also be sent home with the students. The school will make this information available upon request in the main office. Include more hands-on activities, and make sure copies are provided for parents of students who transfer in during the school year. Program information will also be provided on the school's web site once completed

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

Parents will be provided information at the beginning of the school year about the programs. They will be invited to attend parent meetings; meetings held on report pick up days, assemblies, grade level parent meetings and additional meetings as necessary during the school year. Notices will also be sent home with the students. Meetings will be scheduled at a time convenient for parents to attend as determined by parental input Parents will be given an opportunity to share their suggestions. The school encourages participation and input from all parents. Any decisions made will be shared the next PAC meeting. Program information will also be provided on the school's web site when completed

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.

This information will be disseminated once the school receives and reviews it. Parents will be invited to attend a parent meeting where the information will be shared. Students will be given the assessment information to take home to their parents. Information will also be distributed on report card pick up dates

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.

This information will be distributed once the school receives it. The student will be given the information in a sealed envelope to take home to the parent. or available upon request from the main office.

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 be invited to attend various meetings held at the school to share the information; at assemblies; grade level parent meetings and workshops. Information will be provided on report card pickup nights, and sent home with the students during the school year. This will also be accomplished by placing various forms of information on the school's web site when completed Information will be available in the schools main office. A data wall is also presenting each classroom. It contains current data from BAS ,mClass and MAP assessments.

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.

This will be accomplished by welcoming parents to attend literacy night, scheduled computer and resume building workshops in our computer lab; parent meetings and workshops will be scheduled at convenient times for all parents to attend. Helpful material and information will also be sent home with students; parents will receive information on report card pick dates. As parent arrive for scheduled parent/teacher conferences information will be on the table in the hall as they sign in.

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.

This will take place on professional development days when students are not in attendance, by the administration, school social worker, and counselor and other providers. Test data will be analyzed to make the best decisions and plan for Hinton students. Comparisons may be made and realizations that students with the strongest parental support tend to outperform their peers. Our LRE plan professional development will also supplement this Teachers will be encouraged to maintain regular communication with parents, and keep detailed log of all parent contact

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.

Monthly, information is sent to parents informing them of the programs and or workshops offered at various locations including at MLK Academy. Parents are encouraged to participate and invited to have a voice in the lives of their child (ren). Meeting will be held for parents to attend describing and explaining what the programs entail, as well as how they can be an active participant. Meetings will be held at a time feasible for parents to attend. Parents will be welcomed to come out and observe in the head-start classrooms where these activities and programs are in effect. Agencies and professionals will be invited to conduct workshops for parents to attend.

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.

Information will be sent home in the language selected on the form at the time of enrollment. MLK Academy has an English speaking population. The language will be easy to read and understand.

#### 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)

NA

#### 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.)

To establish a culture of integrity that supports academic success to reach and teach the whole child creating a community of lifelong learners. MLK Academy will concentrate its efforts to achieve its mission through utilizing the common core standards, use data to drive instruction, and use collaboration to foster team work. This will cultivate active, capable, independent and socially aware learners. A curriculum infused with social justice themes school wide will allow students to develop a voice utilizing literacy, writing, and technology.

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

Parent teacher conferences are scheduled by the district and will be followed as such.

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

Parent teacher conferences are scheduled by the district and will be followed as such.

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

Teachers are available for teacher conferences M-F during prep periods daily. Teachers may also schedule conferences before or after school.

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

Parents may volunteer daily from 9-3:00 pm. Parents can volunteer in classrooms, in the lunchroom and on the playground. Parents may also provide walking patrols for students to and from school.

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

Parents will be asked to sign homework for students in grades K-5. Students in grades 6-8 will be expected to get weekly signatures for completed work. Parents will be informed of attendance incentives in a back to school letter at the beginning of the year.

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

Monthly parent meeting are held, including PAC and LSC meetings. Parents can attend any of these meetings.

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

Students will follow our KING expectations, K: Keep a positive attitude, I: Interact in a friendly manner, N: Never give up, and G: Give respect. Students state our school wide expectations daily and are made aware of attendance and academic expectations via teacher and principal communication and data reports.

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.

The school will work with the PAC to support parents with strategies to improve their children's on-track status/rate.

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 290	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 333	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 480	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 0	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 451	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ 0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$ 0	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 500	.00