



Evergreen Academy Middle School (/school-plans/673) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	(Gurgone, Kanelos, Palmisano, Robinson) - ILT members, Strok, Polak	Introduce CIWP information to ILT members
02/22/2016	Gurgone, Kanelos, Palmisano, Robinson, Strok, Guerrero-Diaz	creating a working google doc to gather teacher evidence
02/23/2016	every grade level team, administration, and one ILT member at each meeting	explained the type of evidence needed from teachers
02/26/2016	ILT members, Stevens, Strok, Polak, Pletsch	Worked on SEF section 1 - Culture of & Structure for Continuous Improvement

02/29/2016	ILT members, Polak, Stevens	Completed SEF section 1 - ratings
03/03/2016	ILT members, Strok, Polak, Guerrero	Worked on SEF sections 2-4: using teacher provided evidence
03/08/2016	ILT members, Strok, Polak	Rating SEF section 2
03/30/2016	ILT members, Strok, Polak	Continue SEF ratings and compiling evidence
03/31/2016	ILT members, Strok, Polak	Continue SEF ratings and compiling evidence
04/05/2016	ILT members, Strok, Polak	Continue SEF ratings and compiling evidence
04/06/2016	ILT members, Strok, Polak, Smith, Pletsch	Finalizing SEF ratings and evidence
04/04/2016	ILT members, Strok, Polak	Continue SEF ratings and compiling evidence

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

- N8TLs, ILT, variety of teachers present as part of FLEX Day
- Agendas that ILT members and teachers present at FLEX Day
- 5 Essentials: Effective Leaders score is an 89-Very Strong on 2015 5-Essentials Survey
- 6 teachers attended YAL Conference (GEAR UP)
- 4 teachers and Admin attended iMathination Conference (GEAR UP)
- GO Math PD
- Maywood School District Presentations on Middle School Philosophy
- Network Meetings-N8TL, Data Lead, ILT, ELPT, Case Manager's
- Creating a Continuous Cycle of Improvement, Learning Walks, PQS, Powerful Practice of Instructional Purpose and Vocabulary
- Redesignation of STW
- PBIS-Fish Philosophy and 212
- Assemblies for attendance and honors; teachers believe attendance is important.

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"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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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- Instructional Leadership score is 99-Very Strong from 2015 5-Essentials,
- ILT has given teacher feedback on Continuous Cycles of Improvement, 2 Powerful Practices, and are currently researching our 3rd
- Evidence based research given to teachers during Professional Development, Flex Days, and Grade Level Meetings
- Use of Problem Solving Process to determine our instructional powerful practices
- ILT is a mix of all grades/content areas
- Use of On-Track data, NWEA, ILT Learning Walks
- ILT receiving PD on PQS process to provide teacher feedback

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

Professional Learning:

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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- Collaborative Teachers Score is 92-Very Strong on the 2015 5-Essentials
- Strategies-Gradual Release and mini-lessons used in Continuous Cycle instruction
- ILT is receiving PD on PQS process
- To implement Cycles, teachers are trained/given safe practice time, professional readings given
- ILT provides coaching to other teachers, teachers initiate opportunities of professional growth and continuing education (YAL/iMath, RDG Master's, ESL endorsement, Little Kids Rock...)
- Survey staff prior to selecting our next powerful practice
- EL PD provided by ELPT on WIDA/ACCESS
- Weekly grade-level meetings,

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

Aligned Resources:

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

Score

1 2 3 4

- • Try to stay true to a middle school scheduling with 8th grade HS schedules
- Honors level curriculum for 7/8 grade math and lit
- DL schedules, DL paraprofessional support within those schedules
- Existing Partnerships include Lawyers in the Classroom, O'Conner and Nakos LLC, Williams College, Gear-Up, Dating Matters, GREAT (CPD), GOGO (Guitars Over Guns Organization), Little Kids Rock, ACES, PAC, LSC, CAPS, McKinley Park Civic Association Educator of the Year Award
- Looking into artist partnership (Trinh) with Art on Armitage, Brighton Park Neighborhood Council Youth Leadership
- Teachers apply/earn DonorsChoose
- ILT included in candidate interviews
- Open with budget/accounts to LSC
- Extremely low teacher turnover rates
- Looping for advisory and diverse learners, when possible.
- Placing students with specific teachers to address social emotional needs of students

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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.

- Implementing standards-based UBD unit plans
- Essential Questions / Enduring understandings are a school focus
- Use of CCSS, NGSS, and National Arts Standards, in creating rigorous challenging lessons to engage student learning in all subject areas.
- Science Curriculum includes an increased emphasis on data analysis, math computation, graphing, creating charts, and supporting claims and findings with science based examination and exploration.
- Exploratory classes include art, music, physical education, library, and Mandarin.
- DoK: Teachers design learning activities with various depths of knowledge. Teachers create unit plans with formative and summative assessments that are multi-tasked to enhance the rigor.
- Curriculum: Unit Plans topics follow the CPS Content Framework for 6th, 7th, and 8th Grade.
- DL
- 7th grade DL: Students use grade level texts that are then provided at their own individual Lexile level(s). Students are granted accommodations and modifications in order to meet their academic and emotional needs based on IEP.
- Individual lexiled books are provided at a range of levels for all students
- 8th grade DL: use grade level texts for instruction and provide modifications to texts and assignments at the students' instructional levels;
- Use Newsela.com for informational texts at the students' Lexile level
- EL
- EL students receive modified activities to show mastery of content instead of mastery of language with use of Native Language for content comprehension.
- Effective ELL strategies are used with graphic organizers and lessons that apply scope and sequence in learning.
- Schoolwide focus on vocabulary
- Maintain outreach partnerships with community-based organizations such as Gear Up, Lawyers in the Classroom, Guitars Over Guns, and Artsonia (online student art portfolio community)
- Go Math Curriculum
- SpringBoard Curriculum (College Board Language Arts program)
- Literature: Students are given choice of novels. Students read current literature.
- Students are given book assignments based on their RIT band.
- Implementation of Instructional Purposing as our Powerful Practice.
- Offer Honors Lit, Algebra, Honors Rdg/Math (7th).

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

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- Students use Interactive Science reading workbooks, Science World magazines, and Science Lab materials for a variety of experiential/experimental learning of chemistry, biology, physics, and engineering.
- Use of Google Apps.
- Students use the ALL In Learning program, a classroom response system
- 6th grade special education students use the program Flocabulary
- Use of: Chromebooks- 2 carts per grade level, laptops, ipads, auditory equipment, visuals, accompanying curriculum supplements.
- Study Island is used for students to gain a better understanding of content specific curriculum and it is delivered in a way that benefits Diverse Learners (i.e. highlighting, building upon skills.)
- Technology is used in daily lessons, i.e. supplemental video clips, PowerPoint presentations, Prezis and content related interactive review games.
- Text provided in Native Language (Spanish) in the following subjects: Lit - some novels, Mathematics - GO Math, Social Studies - (6th Grade textbook)
- EL Students dominant in their Native language use iPads to translate text and answers.
- Use of manipulative and hands-on materials.
- GO Math Curriculum with Online access
- MARS Tasks, FALs, POMs
- computer lab.
- Students use CPS email to share documents with teachers and peers
- All teachers provide ELL and DL students accommodations and modifications to meet their needs, based on their IEPs
- Assistive technology for DL students
- Students read informational texts that are related to social studies.
- Students read a variety of genres to peek their interest.
- SMART technology in classrooms
- SpringBoard curriculum
- Scholastic Scope
- In Art: 2-dimensional art, 3-dimensional art, media/ digital art.
- In Music, students utilize instruments such as guitars/electric guitars, bass, keyboards, world music drums and percussion on a daily basis.

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

Rigorous Student Tasks:

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

Score

1 2 3 4

- All diverse learners are learning the same content and curriculum as their general education counterparts and presented with the same format of content.
- Students are provided with routine feedback in regards to their work, with comments stating how they can improve, and make their work better.
- Students are expected to critically think mathematically.
- Students read and formulate multi-step problems.
- Students are asked to solve and then explain how they formulated each step to come up with an accurate answer.
- GO Math is at grade level and aligned to the CCSS Math standards which push students to think critically and persevere in problem solving.
- Use of POMs and FALs require students to struggle as they engage in high order thinking skills.
- 8th graders learn many of the concepts that their peers do in the Algebra class.
- Students complete MEL-Cons, literary analysis, compare/contrast essays on a regular basis.
- Students cite from grade-level sources and make inferences about the purpose, characters, setting, and overall development of the text.
- Students use informational and fictions texts to understand the overall purpose of the unit that is being taught.
- Students are taught word study skills via Greek/Latin roots.
- Students are taught the key vocabulary and shifts in literacy using the TP-CASTT and SOAPstone strategy (Springboard)
- Students enhance their critical thinking skills with their analysis and interpretive response of maxims which challenge their thinking and perspective.
- Students develop effective listening and communication skills through pairing and sharing in a partner and whole group discussion.
- Students enhance their vocabulary using graphic organizers and strategies for diffusing quotes.
- Students use Scholastic Scope to gain background knowledge and jumpstart argumentative essays with effective counterarguments and rebuttals.
- Students apply researching skills and learn to research, prewrite, revise and peer edit their essays.
- Students are taught to cite in an MLA style format in order to be college ready.
- Effective ELL strategies are used with graphic organizers and lessons that apply scope and sequence in learning.
- Students plan and design their artwork prior to its creation and use peer review to critique and compliment their plans.
- The Artsonia online portfolio website is an opportunity for students' to share their artwork with a real audience.
- In 8th grade, students participate in a strategic mock trial with assistance from "Lawyers in the Classroom" and the Illinois Attorney General's Office. Students are challenged by the following:
 - Students will read, research, and prepare material from texts to facilitate a well-reasoned exchange of ideas.
 - Students will work with peers to engage in civil, democratic discussions and decision-making while setting and establishing individual roles.
 - Students will engage in question and answer dialog that assesses reasoning and evidence. This enables students to challenge ideas and conclusions and explore different perspectives.
 - Use logic and reasoning to evaluate the arguments and specific claims, assessing whether the evidence and reasoning are relevant and sufficient.
- Teachers give students scoring tools to peer revise and peer edit another student's work
- Implement Instructional Purposing as school-wide powerful practice so students are engaged in the "what, why, and how" of each lesson/unit.

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

- Communicate with Greene and Everett about students transitioning to EAMS for sixth grade.
- Teachers from EAMS visit Greene and Everett to speak with fifth grade students, teachers, and administration
- Counselor communicates with Greene and Everett about diverse learners transitioning to EAMS for sixth grade
- Counselor ensures diverse learners' and general education students' paperwork and files are received and organized before start of school year
- Counselor ensures all homeroom teachers have students' files before start of school year
- Grade level teachers regularly communicate about academic and social emotional needs of students who are transitioning to another grade level (from sixth to seventh, seventh to eighth)
- Special education teachers provide eighth grade diverse learner students with a transition plan including academic and other goals toward which students will work while in high school, including post-secondary employment, post-secondary education, and independent living skills
- Special education teachers compile data of students requiring transition plans to determine student needs for employment, education, training, and independent living by using Career Cluster Interest Inventory, curriculum-based assessments, and student interviews.
- Eighth grade students are encouraged to attend prospective high schools through shadow days; counselor coordinates with prospective high school
- Eighth grade students take field trips to law offices and universities (such as Roosevelt and DePaul) to expose students to a range of educational and career options
- Held a college fair at school and continue to encourage students to realize the importance of college by displaying college banners through school, speak to students about college readiness during classes and advisory period
- Provide academic and social/emotional interventions through MTSS, vocabulary enrichment periods, advisory periods, and after school enrichment programs.
- During advisory period, teach students to analyze their test scores, both academic and standardized tests to increase their knowledge of how they can attain their growth and achievement.
- Students follow individualized schedule according to subject
- Provide high school application meetings in October; one meeting is for English-speaking parents and one Spanish-speaking parents
- Partner with GEAR UP, which discusses post secondary education and career options.
- Teachers stress to students the importance of seventh grade scores and report card grades for use of determining high school eligibility.
- ELPT monitors EL students grades and attendance for current students in program, transition students and Code 13 students.
- Offer 7th grade students a two week summer program for students failing core subjects funded by school budget
- Diverse learner students are offered Extended School Year and eligibility is determined through data collection of regression and recoupment
- During summer months, teach science and social studies for 8th grade students who did not receive passing grades during summer months
- ACES offered a 3 week program last summer
- GEAR Up offers a summer/college program for students 7th and 8th grade students.
- Weekly advisory period in which students are assigned a Personal Adult Advocate (PAA) for their three years at EAMS.
- 8th grade Algebra for qualified students (2 teachers and AP are CPS Algebra certified)
- Large percentage of 8th graders who have been accepted to HS programs-selective enrollment, IB, military, CTE

Guide for Transitions, College & Career Access & Persistence

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

- setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

- Developing skills within Depths of Knowledge (DoK) for questioning students.
- Give students positive and corrective feedback on assessments, projects, and presentations, via conferencing and handwritten feedback.
- Teach and give students effective strategies for determining Tier 2 vocabulary meaning through dedicated vocabulary word knowledge period
- Teachers and students use content and school vocabulary words within classroom discussions, presentations, and writing activities.
- Students have dedicated notebooks for content area classes.
- Teachers work to actively engage students in learning through hands on activities, use of visuals, and independent tasks.
- Allow students flexibility with some assignments/assessments to connect their interests, knowledge and experiences.
- Teachers use Learning Continuum report from NWEA to drive instruction relating to mini-lessons and activities connected to instructional purpose.
- Literature teachers provide access to word etymology, Greek and Latin roots, and prefixes and suffixes to enhance students' word study.
- Teachers have been provided professional development on the use of mini-lessons and gradual release for vocabulary.
- Students are given close read activities and guided reading questions, and reflective prompts to encourage understanding of a text during literature classes.
- All-in-learning is used as a progress monitoring tool for vocabulary and as an alternative assessment for classroom formative and summative assessments
- Require students to cite textual evidence in the Modern Language Association style during research
- Enable students to peer revise and peer edit in 8th grade writing
- Students use the MELCON format to respond to text.
- Teachers creating unit plans using Understanding by Design
- Overall Literacy growth on NWEA at the 90th percentile rank.
- Overall Math growth on NWEA at the 14th percentile rank.
- Overall Literacy attainment 72nd percentile rank and Math attainment 37th percentile rank on NWEA.
- 5-Essentials 84% for Supportive Environment with a 76% in peer support for academic work and a 99% in academic personalism.
- 5-Essentials 93% for Ambitious Instruction with a 75% in English instruction.
- 5-Essentials 89% for Effective Leaders with a 99% in program coherence.

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

- Interventions include reteaching, use of manipulatives, scaffolding materials, providing literature at students' instructional and/or independent reading levels (depending on classroom and/or homework assignments).
- Teachers and administration discuss On Track data every 5 weeks in grade level meetings.
- Diverse learners in the inclusion classroom are provided instruction from the regular education and special education teachers.
- Teachers group students heterogeneously and homogeneously depending on task and expected outcome.
- Literature teachers provide students with several choices of writing prompts which promotes higher return on HEAT (homework) completion.
- Paraprofessionals assist teachers to reteach and provide accommodations, when necessary.
- Teachers use formal and informal assessments to drive or alter instruction during class, such as questioning, All in Learning, exit slips, reflection questions, etc.
- Conference with students and parents of students with high absenteeism.
- Provide students who are struggling with a formative or summative assessment additional time, one-on-one assistance, or alternate assessment.
- 5-Essentials 93% for Ambitious Instruction with a 75% in English instruction.
- 5-Essentials 92% for Collaborative Teachers with a 76% in school commitment.
- 5-Essentials 84% for Supportive Environment with a 76% in peer support for academic work and a 99% in academic personalism.

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
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

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

1 2 3 4

- School-wide MEL-Con scoring tool
- Diverse learners' assessments are modified from the original assessment including reduced questions, simplifying questions (i.e. multiple choice, true/false), extra time, and administered in a small, no distraction setting.
- Students' choice on summative assessments (presentations, papers/essays, Prezi/Google Slides).
- Students receive grades for Life Skills (completion, participation, collaboration, and preparedness) in all classes.
- Teachers are beginning to use standards-based grading for performance tasks.
- Leveled assessments are available through GO Math curriculum.
- Make assessments accessible to all students-have provided in their native language along with an English copy.
- Use of rigorous student tasks-MARS Tasks, Performance Tasks, POMs, FALs in math.
- School-wide grading policy.
- Literacy assessments are multi-tasked, technology based, multi-text based (at times), group or independent.
- Assessments are aligned with the CCSS.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

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

- Schoolwide expectations set very high standard as our motto of "Excellence is the Expectation" is seen throughout the building. There is a culture of learning that is expected when students are in class.
- Students are challenged academically, and socially to meet standards set forth by their teacher and that learning is a priority.
- We follow a Departmental Schedule. This creates a well organized flow within the building. This works well for all students especially diverse learners or ELL students whose schedules support their needs.
- School-wide expectations clearly displayed in each classroom. Students are comprehensively aware of this school philosophy and adhere to the expectations that are expected of them.
- Continuous Cycle of Improvement is utilizing an instructional purpose.
- 212 Philosophy
- Provide informal and formal feedback on assessments, including positive reinforcement on student work and progress.
- For summative assessment, students self-assess via a rubric.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

- Students are assigned a PAA (personal adult advocate) for advisory that meets once a week.
- Teachers develop relationships through team building activities, speaking about academic careers, discussing social/emotional issues that occur during school and outside of school with relationships with their families and friends.
- Teachers develop trust through relationships with students during after school programs like ACES, and coaching team sports.
- Students learn about the needs and how to advocate for their neighborhood via clothing drive, neighborhood cleanup, student/parent/teacher walk-in.
- ILT and N8TL directed FLEX days help improve craft and structure while providing teachers with aspects of the field to reflect upon in order to improve our teaching.
- Teachers mentor students based on relationships formed in class, clubs, before/after school, through sports, etc.
- Strong norms for positive behavior-FISH. Understand diversity-Mandarin, Chinese New Year celebration, Dia de los Muertos and Cinco de Mayo festivities, assemblies.
- Staff supports and respects one another (Teacher-Teacher and Teacher-Admin trust is evident).
- Collaborating art project with Evergreen Academy, Everett School, and Greene School.
- Students have a sense of family at EAMS (former students come back for a variety of reasons such as, peer coaching, family tragedy, academic celebrations and help, service learning, etc.).

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

- Students make positive contributions to the school by means of school improvement initiatives such as, civics through lawyers in the classroom, go green through gardening and landscaping of the outdoor classroom, and participation of the Hoyne Park mural.
- Students take part in ACES, which is an arts based after school program and take part in the showcases in which the community comes out to see.
- Students research relevant issues and debate ways in which they can improve these controversial topics (i.e. uniforms in school, vending machines, etc.)
- Students participate in democratic decision-making via student council elections and voting on decisions for school events.
- Students have access to a wide range of courses-clubs, sports, Brighton Park Leadership group, Student Council.
- Students have a choice when selecting Clubs--future suggestion survey students to see what types of clubs they would like next year.
- Gentry field trip to law firm where students witness a trial and verdict, and meet the alderman in the City Council Chambers, which gives students a snapshot of real civic engagement.
- Access to honors literature and math in both 7th and 8th grade.
- 8th grade Mock Trial pertaining to cyber bullying and other relevant issues. Students chose their roles-attorney, bailiff, etc.

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

Safety & Order:

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

Score

1 2 **3** 4

- Teachers are well aware of signals and protocols in relation to how they affect safety and the school as a whole.
- Teachers are stationed throughout the school during transition times to help avoid any safety issues among the students.
- Teachers and staff are stationed outside, in the hallways, staircases and classrooms at dismissal to help avoid any safety disturbances that may occur.
- Misbehavior is corrected with constructive criticism and communication on ways to improve student behavior.
- All students have a PAA, however, students also feel connected to their homeroom teachers or other teachers they feel that they can trust with personal or school issues.
- Counselor and Administration practice restorative mediation for student behaviors.
- All teachers refer to school-wide PBIS - FISH Philosophy to enforce positive behaviors.
- 5-Essentials data states: 67% of students feel very safe in the hallways of the school.
- 5-Essentials data states: 84% of students feel very safe in their classes.
- 5-Essentials data states: 64% of students feel very safe in the bathrooms of the school.
- 5-Essentials overall score of 63% in the area of safety.

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

Restorative Approaches to Discipline:

Score

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

- Behaviors are clearly stated and expected to be followed school-wide, by all students.
- The school wide PBIS implemented is the FISH philosophy. This system is expected of ALL school members and requires them to understand others as well as themselves socially and emotionally.
- Students are offered choices, to avoid teacher-student power struggles (i.e. having students suggest possible behavior outcomes, consequences, etc.)
- Diverse learners exhibiting inappropriate behaviors are dealt with based on Individual Educational Plans for example, frequent breaks, spoken to in a calming manner, removal from situation...
- Teachers/Administration communicate with parents on a regular basis (grade level call logs in office), communicating both positive and negative behaviors.
- Parents are routinely communicated with via email, phone calls, and conferences scheduled.
- School Discipline Committee meets bi-weekly to develop plans for specific student behavior.
- Parents often seek advise/help/suggestions with social media and other issues that occur outside of school.
- Admin/Counselor often meet with groups of students/and, or parents to resolve issues.
- SEL is addressed in weekly advisory.
- Admin/Counselor are responsible for responding to behaviors that necessitate restorative procedures with suspension as a last resort.
- Students are given positive reinforcements. This can include 'fish', granola bars, fat free candy, and free time on the Chromebooks.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

- Encourage parents to be a part of their child's education, by inviting them to be a part of the PAC/BAC, LSC.
- Promote parent and community involvement through Open House, club showcase, informational meetings-by grade level, performances, etc.
- Parents are urged to sign up on the Parent Portal to monitor their child's grades.
- Binders in the office for each grade level with student sheets to contact parents (positive or negative) and record the calls.
- Teachers solicit parental support when difficulties occur with a child.
- Parents are informed of what is going on through notes sent home, updates on school website, FaceBook, robo-calls.
- Home visits are made when intensive outreach is needed.
- Reach out to families of students with excessive absences/tardies.
- Provide translators for parents who do not speak English. Interpreters are provided at parent meetings to facilitate parent participation.
- IEP and FIE meetings, parent shadowing students, checklists to parents, communicating via notes in agenda and Gradebook

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Use of College Board Springboard curriculum which focuses on multiple genres and responding to text with continued focus on close reads, vocabulary, and informational text will keep the scores at this high level.	77.00	90.00	92.00	94.00
National School Growth Percentile - Math				
Use of new curriculum for pacing and guidance along with teacher vertical planning this year should increase these scores.	37.00	14.00	25.00	35.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Continued use of school wide powerful practices (purposing the lesson and tier 2 word acquisition) which will improve teacher instruction this ensuring more students will meet / exceed national growth norms.	53.40	(Blank)	56.00	60.00
African-American Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
Use of College Board Springboard curriculum which focuses on multiple genres and responding to text with continued focus on close reads, vocabulary, and informational text will keep the scores at this high level. Incorporation of WIDA standards, I Can descriptors, and levels acquisition to enhance the EL instruction.	77.00	90.00	92.00	94.00
English Learner Growth Percentile - Reading				

n/a	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
Use of College Board Springboard curriculum which focuses on multiple genres and responding to text with continued focus on close reads, vocabulary, and informational text will keep the scores at this high level. Incorporation all necessary accommodations and modifications as per IEP to enhance DL instruction.	40.00	85.00	88.00	90.00
African-American Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
Use of new curriculum for pacing and guidance along with teacher vertical planning this year should increase these scores. Incorporation of WIDA standards, I Can descriptors, math academic language and levels acquisition to enhance the EL instruction.	36.00	14.00	25.00	35.00
English Learner Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Math				
Use of new curriculum for pacing and guidance along with teacher vertical planning this year should increase these scores. Incorporation all necessary accommodations and modifications as per IEP to enhance DL instruction.	7.00	3.00	8.00	15.00
National School Attainment Percentile - Reading (Grades 3-8)				
Use of College Board Springboard curriculum which focuses on multiple genres and responding to text with continued focus on close reads, vocabulary, and informational text will improve student likelihood of meeting or exceeding the attainment percentile.	58.00	72.00	75.00	80.00
National School Attainment Percentile - Math (Grades 3-8)				
Use of new curriculum for pacing and guidance along with teacher vertical planning this year will improve student likelihood of meeting or exceeding the attainment percentile.	40.00	37.00	43.00	50.00
National School Attainment Percentile - Reading (Grade 2)				
n/a	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile - Math (Grade 2)				
n/a	(Blank)	(Blank)	0.00	0.00
% of Students Making Sufficient Annual Progress on ACCESS				
We have restructured our EL program, have provided more PD around WIDA standards, I Can statements, and Language Acquisition stages. We have more EL endorsed teacher as well.	15.60	18.00	20.00	25.00
Average Daily Attendance Rate				
We use phone calls, home visits, and monthly incentives to maintain our 9 year running 'over 95%' attendance. This coming year we are working with the PAC to increase our attendance to 96%.	95.80	95.70	96.00	96.50
My Voice, My School 5 Essentials Survey				
We had 100% teacher surveys, and over 90% student surveys. We would like to maintain our 'very strong' rating.	(Blank)	(Blank)	(Blank)	(Blank)

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

Strategy 1

If we do...

...then we see...

...which leads to...

If teachers carefully plan their literacy lessons with a lens on improving student comprehension through close reading, collaborative conversations, gradual release, and DoK levels of questioning

then we will see an improvement in teachers use of varied instructional strategies, an increase in the level of questioning, and less teacher led discussion

which will lead to improvement classroom instruction.

Tags:

Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations

Area(s) of focus:

1, 4, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Use PD days, grade level meetings, and flex days for professional learning centered around literacy pedagogical strategies.	Admin, ILT Team, Literacy Lead	Aug 29, 2016 to Jun 23, 2017	Agendas from Flex Days, PD Days, and Grade Level Meetings	Not started

Professional Learning, ILT, Instructional practices, Professional development, Planning, Dok

Purchase/Provide professional readings to increase teacher knowledge and understanding of best practices for literacy.	Admin, ILT Team, Literacy Lead	Aug 1, 2015 to Oct 27, 2015	Purchased of professional readings with regard to best practices in literacy.	Not started
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Professional Learning, Personalized Learning, Cycles of professional learning, Materials, Resources

Before and after school supports for all students.	Admin, Teachers	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
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Diverse Learners, English Learners, Student enrichment, Supports, Re-engagement, After-school

Provide opportunities/substitutes for teachers to attend professional conferences and network PD	Network /Admin	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Professional Learning, Professional development

Purchase supplemental magazines to support informational text in literacy	Admin	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Science, Social studies, Materials, Academics, Differentiated instruction, Resources, Literacy, Writing, Balanced literacy, Re-engagement

Purchase math manipulatives to enhance math instruction

Admin, Math Lead

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

Math, Core Instruction, Curriculum, Materials, Academics, Aligned resources, Resources, Instruction, Instructional materials, Enrichment, Standards-based instruction, Student engagement

Strategy 3

If we do...

If we use data (ontrack, NWEA growth, attendance, progress monitoring) for targeted SEL and academic supports

...then we see...

then teachers will be able to collaborate and work as teams to plan instructional interventions for Tiers 1-3

...which leads to...

which will lead to better MTSS instruction leading to an increase of students on track for graduation and future success.

Tags:

MTSS, Attendance, SEL, Teacher Teams/Collaboration, Interventions, Social emotional, Progress monitoring, Resources, Data analysis

Area(s) of focus:

2, 5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Before and after school supports for at risk students

Admin

Sep 5, 2016 to Jun 30, 2017

(Blank)

Not started

MTSS, SEL, Supports, Re-engagement

Purchase student agenda to keep students On-Track with assignments, parental communication and attendance

Admin

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

Attendance, Climate and Culture, SEL, Family and Community Engagement, Interventions, Parental involvement, Resources, School climate, Feedback, On track, Support, Student engagement, Accountability, Management, Culturally relevant, Expectations

Purchase incentives for our PBIS, attendance and academics

Admin, ILT

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

MTSS, Attendance, Climate and Culture, SEL, Interventions, Social emotional, Resources, Motivation, School climate, Feedback, Academic expectations, Relationships, Behavior, Accountability

Provide assemblies (outside organizations) that support anti-bullying and social emotional learning

Admin

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

Behavior and Safety, Climate and Culture, SEL, Restorative approaches, School climate

Continue to provide website, FB and school marquee to promote parent involvement/communication in their student's academic achievement.

Admin, Teachers

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

MTSS, Climate and Culture, Family and Community Engagement, Parental involvement, On track,

Communication, Community, Relationships, Student engagement, Parent partnerships, Parent engagement

Strategy 4

If we do...

...then we see...

...which leads to...

If we develop teacher practices and cycles of continuous improvement that promotes the value of learning

then we will see mind shift in teachers where they value each child's learning as important and persevere in achieving success

leading to an adaptive change in the school culture for learning.

Tags:

Cycles of professional learning, Rigorous tasks, Resources, Culture of learning, Academic expectations

Area(s) of focus:

1, 2, 3, 4, 5

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Use PD days, grade level meetings, and flex days for professional learning centered on around growth mindset, UbD, and adaptive change.

ILT, Admin, N8TLs

Aug 29, 2016 to Jun 30, 2017

(Blank)

Not started

Core Instruction, Cycles of professional learning, Cognitive demand, Culture of learning, Best practice, Ubd

Providing budgetary funding purchase media specialist to improve students' technological skills.

Admin

Jul 1, 2016 to Sep 5, 2016

(Blank)

Not started

Technology, 21st century skills

Replace and replenish technology for student use during core instruction

Admin

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

Technology, Materials

Provide opportunities for teachers to attend professional conferences and network PD

Admin

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

Professional Learning, Professional development

Provide assemblies (outside organizations) that support core curriculum instruction

Admin, ILT

Jul 1, 2016 to Jun 30, 2017

(Blank)

Not started

Climate and Culture, Academics, Aligned resources, Culture of learning, Culturally relevant

Action Plan

District priority and action step

Responsible Start End Status

<p>+ Use PD days, grade level meetings, and flex days for professional learning centered around literacy pedagogical strategies.</p> <p>Tags: Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations, Professional Learning, ILT, Instructional practices, Professional development, Planning, Dok</p>	Admin, ILT Team, Literacy Lead	Aug 29, 2016	Jun 23, 2017	Not started
<p>+ Purchase/Provide professional readings to increase teacher knowledge and understanding of best practices for literacy.</p> <p>Tags: Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations, Professional Learning, Personalized Learning, Cycles of professional learning, Materials, Resources</p>	Admin, ILT Team, Literacy Lead	Aug 1, 2015	Oct 27, 2015	Not started
<p>+ Before and after school supports for all students.</p> <p>Tags: Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations, Diverse Learners, English Learners, Student enrichment, Supports, Re-engagement, After-school</p>	Admin, Teachers	Sep 5, 2016	Jun 30, 2017	Not started
<p>+ Provide opportunities/substitutes for teachers to attend professional conferences and network PD</p> <p>Tags: Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations, Professional Learning, Professional development</p>	Network /Admin	Jul 1, 2016	Jun 30, 2017	Not started
<p>+ Purchase supplemental magazines to support informational text in literacy</p> <p>Tags: Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations, Science, Social studies, Materials, Academics, Differentiated instruction, Resources, Literacy, Writing, Balanced literacy, Re-engagement</p>	Admin	Jul 1, 2016	Jun 30, 2017	Not started
<p>+ Purchase novels for increased access to a variety of genres</p> <p>Tags: Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations, Curriculum, Materials, Academics, Aligned resources, Resources, Literacy, Instruction, Instructional materials, Balanced literacy, Standards-based instruction, Student engagement</p>	Admin, Lead Literacy Teacher	Jul 1, 2016	Jun 30, 2017	Completed
<p>+ Renew Rosetta Stone license for both student and parent English literacy</p> <p>Tags: Assessment, Professional Learning, Professional development, Resources, Instruction, Classroom rigor, Academic expectations, English Learners, Family and Community Engagement, Bilingual, Interventions, Communication, Diversity, Culturally relevant, Parent engagement</p>	Admin, ELPT	Jul 1, 2016	Jun 30, 2017	Not started
<p>+ Before and after school supports for all students.</p> <p>Tags: Assessment, Professional Learning, Instruction, Academic gain, Professional development, Resources, Classroom rigor, Math curriculum, Diverse Learners, English Learners, Specialized Academic Programs - Gifted, Supports, Re-engagement, After-school</p>	Admin, Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>+ Use PD days, grade level meetings, and flex days for professional learning centered on around mathematical pedagogical strategies.</p> <p>Tags: Assessment, Professional Learning, Instruction, Academic gain, Professional development, Resources, Classroom rigor, Math curriculum, Math, Professional Learning, ILT, Instructional practices, Professional development, Planning, Math talks</p>	Admin, ILT, Math Lead	Sep 5, 2016	Jun 30, 2017	Not started
<p>+ Purchase/Provide professional readings to increase teacher knowledge and understanding of best practices for math.</p> <p>Tags: Assessment, Professional Learning, Instruction, Academic gain, Professional development, Resources, Classroom rigor, Math curriculum, Professional Learning, Personalized Learning, Cycles of professional learning, Materials, Resources</p>	Admin, ILT, Math Lead	Sep 5, 2016	Jun 30, 2017	Not started
<p>+ Provide opportunities/substitutes for teachers to attend professional conferences and network PD</p> <p>Tags: Assessment, Professional Learning, Instruction, Academic gain, Professional development, Resources, Classroom rigor, Math curriculum, Math, Professional Learning, Professional development</p>	Admin	Jul 1, 2016	Jun 30, 2017	Not started
<p>+ Purchase math manipulatives to enhance math instruction</p> <p>Tags: Assessment, Professional Learning, Instruction, Academic gain, Professional development, Resources, Classroom rigor, Math curriculum, Math, Core Instruction, Curriculum, Materials, Academics, Aligned resources, Resources, Instruction, Instructional materials, Enrichment, Standards-based instruction, Student engagement</p>	Admin, Math Lead	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Before and after school supports for at risk students Tags: MTSS, Attendance, SEL, Teacher Teams/Collaboration, Interventions, Social emotional, Progress monitoring, Resources, Data analysis, MTSS, SEL, Supports, Re-engagement</p>	Admin	Sep 5, 2016	Jun 30, 2017	Not started
<p>✦ Purchase student agenda to keep students On-Track with assignments, parental communication and attendance Tags: MTSS, Attendance, SEL, Teacher Teams/Collaboration, Interventions, Social emotional, Progress monitoring, Resources, Data analysis, Attendance, Climate and Culture, SEL, Family and Community Engagement, Interventions, Parental involvement, Resources, School climate, Feedback, On track, Support, Student engagement, Accountability, Management, Culturally relevant, Expectations</p>	Admin	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Purchase incentives for our PBIS, attendance and academics Tags: MTSS, Attendance, SEL, Teacher Teams/Collaboration, Interventions, Social emotional, Progress monitoring, Resources, Data analysis, MTSS, Attendance, Climate and Culture, SEL, Interventions, Social emotional, Resources, Motivation, School climate, Feedback, Academic expectations, Relationships, Behavior, Accountability</p>	Admin, ILT	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide assemblies (outside organizations) that support anti-bullying and social emotional learning Tags: MTSS, Attendance, SEL, Teacher Teams/Collaboration, Interventions, Social emotional, Progress monitoring, Resources, Data analysis, Behavior and Safety, Climate and Culture, SEL, Restorative approaches, School climate</p>	Admin	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Continue to provide website, FB and school marquee to promote parent involvement/communication in their student's academic achievement. Tags: MTSS, Attendance, SEL, Teacher Teams/Collaboration, Interventions, Social emotional, Progress monitoring, Resources, Data analysis, MTSS, Climate and Culture, Family and Community Engagement, Parental involvement, On track, Communication, Community, Relationships, Student engagement, Parent partnerships, Parent engagement</p>	Admin, Teachers	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Use PD days, grade level meetings, and flex days for professional learning centered on around growth mindset, UbD, and adaptive change. Tags: Cycles of professional learning, Rigorous tasks, Resources, Culture of learning, Academic expectations, Core Instruction, Cycles of professional learning, Cognitive demand, Culture of learning, Best practice, Ubd</p>	ILT, Admin, N8TLs	Aug 29, 2016	Jun 30, 2017	Not started
<p>✦ Providing budgetary funding purchase media specialist to improve students' technological skills. Tags: Cycles of professional learning, Rigorous tasks, Resources, Culture of learning, Academic expectations, Technology, 21st century skills</p>	Admin	Jul 1, 2016	Sep 5, 2016	Not started
<p>✦ Replace and replenish technology for student use during core instruction Tags: Cycles of professional learning, Rigorous tasks, Resources, Culture of learning, Academic expectations, Technology, Materials</p>	Admin	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide opportunities for teachers to attend professional conferences and network PD Tags: Cycles of professional learning, Rigorous tasks, Resources, Culture of learning, Academic expectations, Professional Learning, Professional development</p>	Admin	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Provide assemblies (outside organizations) that support core curriculum instruction Tags: Cycles of professional learning, Rigorous tasks, Resources, Culture of learning, Academic expectations, Climate and Culture, Academics, Aligned resources, Culture of learning, Culturally relevant</p>	Admin, ILT	Jul 1, 2016	Jun 30, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial

assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.

5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

PAC meetings are held on the second Monday of each month. Parents review the policy quarterly submitting questions or suggestions to the administration at any time.

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

The initial parent meeting for the school year is held at the Open House during the second or third week of the school year. (Week of Sept.12th) Hold quarterly BAC meetings along with monthly PAC and LSC meetings. Meetings are communicated through monthly calendar, school website and Facebook page, school signs, and phone calls. Initial PAC meeting date projected for September 20th, 2016. The Annual Title 1 and PAC Organizational Meetings were held on September 19, 2016.

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 sent home information regarding the school's involvement with the Title I program in both English and Spanish. They can also find information on our school website. Parents are kept informed about assessment tools and progress, as well as, growth targets through meetings, calendars, conference, PAC meetings, LSC meetings, etc.

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.

Our school makes every effort to hold monthly Parent Advisory Committee (PAC) and quarterly Bilingual Advisory Committee (BAC) meetings. Parents are encouraged to share their suggestions and concerns about their student's education with teachers and administration. Teachers and administration are always willing to personally address any parent concerns.

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.

Parents are informed of their student's progress on NWEA assessments as they take the test. Spring results will be shared at the beginning of the school year. PARCC results will be given at the 1st quarter report card pick-up date along with the Performance Policy if reports are available.

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.

Letters are sent to parents when their student is assigned to, or taught by, a teacher who is not "highly qualified". This is usually not an issue since all credentials are checked in advance.

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 informed as to how to read state assessment and NWEA assessment information at the October/November PAC meeting or at 1st quarter Parent Teacher conferences.

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.

Parents will given information on how to access the Parent Portal on IMPACT at Open House and 1st quarter report card pickup. The computer lab will be available for assistance. As always, translation is provided to ensure that all effort is made to allow parents to help their own students improve their academic achievement. Parents will be given log-in information for our online mathematics series "Go Math" at Open House or 1st quarter Parent Teacher Conferences. Parents are given information about the school website and Facebook page to encourage increased parental involvement in school activities.

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.

Teachers are asked to communicate with parents about student achievement and behavior on a regular basis. A call log per grade level is kept in the office. There are translators available whenever necessary. Parents are always welcome to come into the school and meet with teachers to discuss their student's progress. Parents are also always welcome on field trips and to volunteer within the building. Principal has a true open door policy.

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.

N/A We are a Middle Grades Building and do not have any early childhood programs.

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

All information such as calendars and school letters sent to parents are written in both English and Spanish. Parents can also find information on our school website or Facebook page.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

N/A

Parent Compact

Complete

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

Evergreen Academy strives to provide our students with a safe supportive school environment that encourages academic excellence for all. Through the implementation of Common Core Instruction in all subject areas, we will increase the academic growth and attainment goals for our students. We will ensure that our Diverse Learners and English Learners receive the supports necessary for their growth and attainment goals. School Mission Statement: We at Evergreen Academy Middle School endeavor to create a collaborative and safe environment with a rigorous and differentiated curriculum that aligns with the Common Core State Standards. We strive to empower all students to explore, create, make decisions and actively participate in, and be accountable for their learning, as they become College and Career ready in an economically, culturally, socially, and religiously diverse world.

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.

Evergreen Academy will hold an open house the third week of September for the parents, to inform parents and guardians about the expectations, the rules and the guidelines of learning and achieving within the Evergreen Community. An eighth grade mandatory meeting will also be held to discuss graduation requirements as we know them and the selective enrollment process. Parent-teacher conferences are held as directed by CPS at the end of the first and third quarters. In addition, Evergreen holds its own Parent-teacher conference after the 2nd quarter grades for all students.

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

Evergreen Academy will provide parents with reports of their children's progress as directed by CPS during the 5th, 15th, 25th, and 35th weeks of school. Electronic grade summaries are available at parent's request throughout the quarter. Report card dates are set by CPS. Parents have access to student grades through the Parent Portal on IMPACT. At our first open house we provide parents with the opportunity to register for portal access if they have not previously done so.

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

Teachers are available to hold conferences each school day from 7:30 - 7:50 am and during the preparation time with advance notice from the parent. Teachers are also available by appointment during the school year. In addition, parents can communicate with most teachers through the school website, Parent Portal on IMPACT and emails. Teachers are encouraged to call a student's home whenever necessary. Translation is always available if needed.

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 can volunteer at the school daily to support lunchroom supervision, recess, special projects, field trips, and assemblies. Parents can observe classrooms at their convenience provided they give the school 24 hours notice. Parents are especially encouraged to attend all meetings, conferences, and special events at the school as well as the CAPS meetings for community concerns. All meetings are posted on the school website and marquee.

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

We at Evergreen ask parents to support their children's learning in the following ways:

- Ensure that the student attends school everyday
- Use school provided agenda to monitor homework completion on a daily basis
- Limit the amount of television and the selection of programs that children watch
- Use Gradebook Portal to monitor student progress
- Monitor internet/Facebook/Twitter/Snapchat/Cellphone use
- Use other resources to enrich student's learning when school is out of session
- Participate in school workshops for parents
- Work with other parents on volunteer projects such as fund-raising
- Keep abreast about the child's education and communicate with the school by reading all notices from the school or CPS that are sent home
- Serve on school committees such as the LSC, PAC and BAC.

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

Parents will participate in the education of their children by attending school functions, all parent-teacher conferences, and establishing a positive rapport with teachers. Parents can consult with the school by calling, coming to the school in person, or emailing the school faculty at any time.

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 share the responsibility for their academic achievement by:

- Attending school every day and completing all classroom and homework assignments
- Self-monitoring grades in the portal
- Asking for additional assistance when needed
- Reading everyday outside of school for enjoyment
- Giving parents and guardians all notices, communications and information distributed from school each day
- Having agenda monitored and signed by parents

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.

Increase parental second language (English) to enhance communication between parent/teacher and help to develop better understanding so that parents can help students with academic work. Start time: September - June

Add technology equipment, in the form of Chromebooks, to fill the parent technology cart. This will provide parents with the necessary technology in order to access parent portal, Rosetta Stone, Learn Storm/Khan Academy and Go Math.

Continue parent workshops provided by Frh Productions (Ferney Ramirez) on the development of an adolescent, and helping your student with academics. Start time: October - April (4 classes)

Parent workshop on social media to further parental understanding of effects social media has on academic achievement. Start time: October - December

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

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