



Orozco Fine Arts & Sciences Elementary School (/school-plans/333) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/01/2016	Parent Group	Discussing Selected CIWP Priorities
01/14/2016	CIWP Committee	Selecting 3-5 CIWP Priorities
01/19/2016	Grade Level Meeting (All teachers)	Collecting data on 17 SEF Competencies
01/28/2016	CIWP Committee	Collecting data on 17 SEF Competencies
01/23/2016	Optional Staff Meeting	Collecting data on 17 SEF Competencies
01/25/2016	Optional Staff Meeting	Collecting data on 17 SEF Competencies
01/27/2016	Optional Staff Meeting	Collecting data on 17 SEF Competencies
01/21/2016	Admin Team Meeting	Looking at SEF Data determine strategies that follow under each category
02/11/2016	CIWP Committee	Create SMART Goals- (strategies) and Finalize Vision
02/11/2016	Grade Level Meeting (All teachers)	Root Cause Analysis
02/05/2016	All staff	Creating a Vision that aligns to priorities
02/12/2016	Admin Team	Create CIWP Goals
02/18/2016	Parent Group	Root Cause Analysis
02/22/2016	All staff	Developed scope and sequence work
03/07/2016	Parent Group	Action steps and priorities
02/25/2016	CIWP Committee	Created smart goals for priority areas
02/28/2016	All staff	Discussed barriers associate with smart goals and generate action steps
03/24/2016	CIWP Committee	Review document and make any final tweaks.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

every student.

Weekly Bulletin
Different reps on different committees attending PD
Teacher-leadership by content
Building an inclusive mentality
Transparency
Increasing school's visibility (social media, community events)
Differentiated PD for teachers
Creating visions within content areas
Quick responses to all communications
IEP meetings represent GenEd and SpEd staff
No school vision
Admin leads most of CLTs, GLTs, ILTs, and PD
CIWP does not drive work
Grow teacher leaders
Need mentors for new teachers
Effective leaders and collaborative teachers were rated weak on 5Essentials
Teachers don't view all students as their students

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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Agenda notes on Drive for all to see
 Consistent meeting scheduled
 Norms and vision created collectively
 Data discussion
 All content/grade/teams represented
 Outcomes-based agendas
 Moving towards collective input
 Create a powerful practice
 Effective leaders and collaborative teachers rated weak in 5Essentials
 ILT Effectiveness Rubric was an average of 2

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:

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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Differentiated PD is offered
 6-7 times we freed up teachers to provide professional learning
 All disciplines have been given the opportunity to attend professional development
 Funds allocated for teachers to attend professional development outside of CPS
 There's leadership PD provided by the Network (equal distribution of teachers attend)
 Focused grade level meetings
 Agendas with outcomes
 Last year, the 5 Essentials results indicated that the school was weak in professional learning
 Majority of professional learning led by Admin
 Based on schedules, content levels meet but not grade levels
 Powerful practices are not identified
 No teacher mentoring system for new teachers
 At the beginning of the year, teachers indicated professional development plans and they indicated their professional needs
 NWEA attainment above average
 NWEA growth average
 Collaborative teachers on 5Essentials: weak

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

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schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

We have the following partnerships: Alivio, The Resurrection Project, Space to Grow, Mariachi Project, West Town Bikes, Boys and Girls Club, Illinois State University
Certified teachers in all content areas
One-hour long periods
Non-evaluative but targeted feedback (Bambrick-style)
Engagement of all stakeholders
Making intervention more relevant to all students
Streamline purchasing process
Improve staff-input during hiring procedures
Increase training in support of co-teaching model
Align curriculum to CIWP goals
Define gifted and bilingual programs
Average years of teaching at Orozco: 24 years
Schedules aligned to diverse learners maximizing all teachers so they are teaching 5 periods
A representative from the Business Support Centers supports Principal with budgetary issues
All trainings must occur during school hours

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Restorative practices are integrated into instructional day
 PATH Program K-3rd Grade
 Go Math K-5th
 CMP3 purchased for 6th Grade
 BAS Kits & LLI for intervention usage
 Consistent Vocabulary program in 3rd-8th
 Fine Arts Grants integrate arts across the curriculum
 Money set aside for Field Trips that relate to the curriculum.
 We have started scope and sequence plans for consistency across grade levels and to ensure vertical alignment
 NWEA scores have decreased over the last 3 years
 Discrepancy between Reading and Math scores
 Teachers are in new subject areas
 No consistent format for lesson plans and unit plans
 Lack of curriculum and materials for Diverse Learners
 No reading curriculum purchased for 10 years
 No formal training on unit design
 Parents have not been given any formal scope and sequence documents- this was a practice in the past
 Math XL has been used versus teaching (decreasing math grades- most of off track issues deal specifically with math grades)
 Not organized (red) on ambitious instruction, collaborative teachers, supportive environment
 Student attainment is above average
 Student growth is average
 Large discrepancy between neighborhood program and gifted program
 Disconnect between subject areas school wide (some content areas collaborate)
 Inconsistent technology integrate throughout instruction
 Teachers are in new grades/content areas so some people are starting from square one
 No progress monitoring system school wide
 Inconsistent scoring on REACH

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&rcid=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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95% of students have computers at home
 Several online programs for students (Online Boardmaker; myOn, Reading A-Z, IXL, XL, online social studies and math curriculums, BrainPop
 1:1 School
 No curriculum updates in LA for 10 years
 K-2 classrooms have mostly English books and native language instruction is mostly in Spanish
 Promethean Boards in all classrooms
 A need to integrate technology into the classroom
 Incomplete sets of materials scattered around the school
 Need to update CMP3, FOSS, and SEPUP
 Very little evidence of differentiation
 Average growth in NWEA
 Above average in NWEA
 Ambitious instruction and supportive environment
 Weak on 5Essentials
 No consistent lesson plans nor a template use

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	Ambitious instruction Supportive Environment 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	
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)

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Use of literature circles
 Aligning tasks with standards
 CMP3, FOSS, and SEPUP are discovery-based
 Highest literacy data in the Network according to PARCC
 Need to integrate Math Practice Standards into daily instruction
 Revisit DOK as grade levels
 Attainment is above average in NWEA
 Growth is average in NWEA
 Ambitious instruction was weak on 5Essentials
 Currently creating scope and sequence work for vertical and horizontal alignment
 Student work is not analyzed at grade level meetings
 An ILT non-negotiable was that no learning walks occur during the first year of new admin
 3b and 3c are areas of growth in REACH Framework

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	1.d. 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

Score

1 2 3 4

and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

High School Fair
6th grade orientation program
Homework club
Advisory periods for middle school
8th grade students take electives in Fine Arts
Community services hours are required
Student Council
Ms. Morales trained in Naviance
0% passed in Algebra test
Highest percentage in Network 7 of students attending summer bridge
On-track data is increasing this year
Ambitious instruction and supportive environment was rated weak on 5 Essential Survey
No specific plan for integrating high school/ College visits and opportunities

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

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Walkthroughs are not a regular process at the current time. ILT has discussed walk-through's. Further development of this process and restructuring will be necessary after this school year. Walkthroughs are not a priority for year 1. This is a non-negotiable with the ILT.

Content and language objectives are non-negotiable's for all classrooms. These are visible and monitored through admin walkthroughs.

Administration was using bite size chunks of feedback to support the non-negotiable of language and content objectives. This has decreased as REACH time commitments have increased.

Primary (k-2) Goal SY16: End of January... 50% of library will be leveled. Guided reading is non-negotiable in January. Starting 3 hour PD for guided reading.

Goal 3-5: Math talks 3x/week.

Goal K-5: They are starting to talk about writing in the classroom. Finding 40 minutes of writing every day beginning in January. homework 5%, of grade

LA- (grades are integrated reading, writing, listening, speaking together)

At this time, the teams are not focused on task complexity, but teachers do discuss it informally with their colleagues

Reader's workshop is starting in some classrooms

NWEA scores have decreased over the last 3 years

Discrepancy between Reading and Math scores

Teachers are in new subject areas

Areas of growth school wide on REACH (Student engagement, questioning and discussion techniques, assessments)

Student attainment is above average

Student growth is average

Large discrepancy between neighborhood program and gifted program

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

PD given on Problem Solving Process
 We had the highest percentage of students going to summer school in the network (most students attending because of math)
 No formal MTSS Structure in place for tier 2 and tier 3
 Implementing check in check out system in some rooms
 23 students on PLP's
 Collaboration between special education and general education teachers need to increase
 No progress monitoring system in place
 BAS and LLI kits have been purchased
 On Track has been increasing from last year to this year
 Every 5 weeks we document who is off track but no actions after this is done
 Students do not know their RIT goal for year- very little evidence of student goal setting takes places
 Need to address skills gaps and foundational skills that students lack
 2 after school academic programs
 No definition of intervention period (students do not use a walking approach)
 Very little growth for our students scoring in 80th percentile and above

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	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

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Administration monitors gradebook. Having grades being entered is not a concern, because there is a large quantity being submitted regularly. We also look at on track and communicate this with the staff.

TRC has some fidelity issues with testing

Homework was 25% grading. 5% of homework is non-negotiable at this time. (change from last school year)

On Track has increase from last year to this year

Assessments are very different across grade levels and even in the same grade. Assessments are not always used to drive instruction

At this time are not evaluating assessments. Working to improve the scope and sequence, then unit plan development. Teachers use assessments based on individual creation. Math is beginning to work on looking at assessments, but this is an individual team. Assessments lack coherence and consistency.

There are no non-negotiables in assessment. Inconsistent practices across the building. We are building DDI cycles across the building

designing assessment and assessment are the areas of concern according to REACH (both from admin observations and based on a teacher survey given at the beginning of the year)

Grading weights are determined by individual teams

Working on creating scope and sequences

Above average attainments

average student growth

PARCC data indicates that math is an area of concern

Very little student choice associated with assessments

Little self or peer assessment happening

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
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

NWEA scores have decreased over the last 3 year
 5 Essentials was unorganized (red in all categories but 1, the parent partnership category is yellow)
 Increased suspension rate (not counting SY16)
 Advisory is build-in schedule
 School-wide students are not familiar with their RIT scores and growth metrics
 Large emphasis placed on homework and learning that occurs outside of school
 5Essentials: weak (ambitious instruction, collaborative teachers, and supportive environment)
 Content and language objectives are posted
 Re-integration plans are created and implemented
 Student engagement is a low area of REACH Framework according to observations
 Teachers informally analyze rigor of tasks
 Work samples are not looked at during grade level meetings
 Generic feedback is given to students (Bambrick-style observations)
 Currently shifting mindsets that all students are our students (creating an inclusive environment)
 Schedules were not designed for diverse learners
 No co-teaching training was provided

Guide for Culture for Learning

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

- students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

5Essentials: not organized
 Check-in and Check-out is present for some students
 Principal's open door policy
 Implementing peace circles (not consistent across the school)
 Student behavior resets each month so they can start fresh
 Google Drive allows for access to stakeholders can see what is being taught
 According to Student Council members, students don't feel that all teachers value community and relationship-building
 Teachers associate with the same people they have worked with for years and feel comfortable going to them; but, this is not a practice with everyone across the building
 Teachers wanted to ensure that ILT members didn't take part in learning walks

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 3 4

After school programs
Electives for 8th grade
Student government
Academy Day giving students' choice
We need to look at students' interest and learning styles
According to REACH Framework, student engagement (choice) is lacking
More student survey opportunities
Supportive environment rated weak on 5Essentials
Lack of equitable access to rigorous courses
Student Council is giving input on CIWP
Community service hours are required for 8th grade

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

Created an online discipline data tracking system
 Supportive environment weak on 5Essentials
 No structured systems in place to support students with frequent disciplinary problems
 Culture and Climate meeting each month
 Bathroom sign out forms used
 Security Officer is invested in the school and community
 Consistency implementing new behavior expectations
 Active supervision during transition time is needed
 Greater organization required for safety drills

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

Restorative Approaches to Discipline:

Score

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

PATHS Program K-3rd
 Restorative Practice consultant one day a week
 Advisory for middle school to ensure there's time carved out during the instructional day for community building circles
 In the process of converting a discipline room into a peace room
 Panther Bucks PBIS incentive system
 Awarded Established Supportive School designation
 A gap in SEL instruction for 4th and 5th grade
 Currently AP is the only staff officially trained in restorative practices
 AP and Principal handle all disciplinary issues
 Increased usage of restorative practices

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	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

Parent volunteer program
 Constant phone reminders
 Family events offered
 Active PAC, BAC, and LSC
 Family cooking class
 Engage all parents not only gifted population (increase efforts to engage Pilsen families)
 Parent trainings
 Café con el Director (once a month)
 Hired parents and community members for recess support
 Parents are running fund-raising opportunities
 Parents volunteer at school dances

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	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 \emptyset = Not of focus
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset

3 Expectations for Quality & Character of School Life: Parent Partnership

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

The growth percentile in reading has declined over the last three years. The curriculum teachers are using is not entirely aligned to CCSS and there are different understandings of the standards. Our students at the 95th percentile are not making growth. We are making several changes (i.e. scope and sequence work) to address this, but it will take a couple of years to see large gains.

91.00 80.00 85.00 90.00

National School Growth Percentile - Math

The focus has been on LA. In the past grade level teams met and discussed implementing reading and QTEL strategies. This year we are meeting in content level teams. We also adopted a new curriculum in kindergarten through 5th grade (Go Math) and updated the curriculum in 6th-8th grade (CMP2 TO CMP3). We have several online resources as well so the teachers are learning several programs. We anticipate seeing larger gains in two years.

52.00 39.00 44.00 54.00

% of Students Meeting/Exceeding National Ave Growth Norms

We are currently designing curriculum and instruction that meets students where they are at so we can have all students make growth goals. Last year 53.5% of students made their target growth. We based our percentage off of this number.

60.10 (Blank) 58.50 64.00

African-American Growth Percentile - Reading

N/A- we don't have enough students to report on this sub-group

(Blank) (Blank) 0.00 0.00

Hispanic Growth Percentile - Reading

The growth percentile in reading has declined over the last three years. The curriculum teachers are using is not entirely aligned to CCSS and there are different understandings of the standards. Our students at the 95th percentile are not making growth. We are making several changes (i.e. scope and sequence work) to address this, but it will take a couple of years to see large gains. (Orozco is 96% Hispanic)

93.00 83.00 87.00 90.00

English Learner Growth Percentile - Reading

We are currently at the 99th percentile so we are anticipating that we will stay there. Currently we have not defined our bilingual gifted program and this is what are we working towards this school year. We also are emphasizing vocabulary with this sub group of students so we are expanding both social and academic language. This is an area on NWEA that this subgroup performs lower in.

(Blank) 99.00 99.00 99.00

Diverse Learner Growth Percentile - Reading

Diverse Learners were not scheduled first, last school year and we were short special education positions so students were not receiving appropriate services. This year teachers are trained in co-teaching model and we are ensuring that all students are receiving their minutes. We have purchased additional supplemental materials to support our diverse learners so they have access to grade level curriculum with the appropriate accommodations and modifications.

(Blank) 10.00 15.00 20.00

African-American Growth Percentile - Math

N/A- we don't have enough students to report on this sub-group

(Blank) (Blank) 0.00 0.00

Hispanic Growth Percentile - Math

The focus has been on LA. In the past grade level teams met and discussed implementing reading and QTEL strategies . This year we are meeting in content level teams. We also adopted a new curriculum in kindergarten through 5th grade (Go Math) and updated the curriculum in 6th-8th grade (CMP2 TO CMP3). We have several online resources as well so the teachers are learning several programs. We anticipate seeing larger gains in two years. (Orozco is 96% Hispanic)

52.00

39.00

44.00

54.00

English Learner Growth Percentile - Math

The focus has been on LA. In the past grade level teams met and discussed implementing reading and QTEL strategies . This year we are meeting in content level teams. We also adopted a new curriculum in kindergarten through 5th grade (Go Math) and updated the curriculum in 6th-8th grade (CMP2 TO CMP3). We have several online resources as well so the teachers are learning several programs. We anticipate seeing larger gains in two years. Not all math teachers are bilingual certified and students were not grouped by ACCESS scores in the past. This is something we are in the process of doing when scheduling students. This school year we have purchased math materials in Spanish for students that need that particular support, especially our new comers.

(Blank)

73.00

78.00

85.00

Diverse Learner Growth Percentile - Math

Diverse Learners were not scheduled first, last school year and we were short special education positions so students were not receiving appropriate services. This year teachers are trained in co-teaching model and we are ensuring that all students are receiving their minutes. We have purchased additional supplemental materials to support our diverse learners so they have access to grade level curriculum with the appropriate accommodations and modifications.

(Blank)

26.00

31.00

36.00

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

The attainment in reading has remained stagnate for the last two years. The curriculum teachers are using is not entirely aligned to CCSS and there are different understandings of the standards. We are also integrating vocabulary development across grade levels. We now need to provide supports for students performing below level and create appropriate tier 2 and tier 3 supports to fill in skill gaps so more students are meeting grade level expectations.

81.00

80.00

85.00

90.00

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

The attainment in math has remained stagnate for the last two years. We have purchased a new math curriculum. We now need to provide supports for students performing below level and create appropriate tier 2 and tier 3 supports to fill in skill gaps so more students are meeting grade level expectations. We also need to align our K-5 program with the 6-8 program and talk to our feeder school so students transition more smoothly. We are anticipating small gains in the next two years as we define and train our teachers on the new math curriculum.

73.00

73.00

80.00

85.00

National School Attainment Percentile - Reading (Grade 2)

SY15- better than 84% of schools nationally. We are currently implementing balanced literacy in primary grades and ensuring that students are given more opportunities to read at their instructional level.

80.00

84.00

87.00

90.00

National School Attainment Percentile - Math (Grade 2)

SY15- better than 97% of schools nationally
We didn't make adjustments to this metric because we are implementing a new curriculum with students.

(Blank)

97.00

97.00

98.00

% of Students Making Sufficient Annual Progress on ACCESS

ACCESS testing was given all on one day. This year we have spaced out the testing and have ensured that the correct people are administering the exam. We also have decreased class size in 6th grade were we receive a high number of bilingual students. We have done this to ensure that we can give more individualized support for our bilingual students.

33.60

38.10

43.10

48.10

Average Daily Attendance Rate

Our attendance has remained steady throughout the last three years. We made small increments of growth. Our low incidents program is increasing in population and we have had several students out because of medical reasons. They are currently receiving homebound services. We also need to find additional supports for students that fall into tier 3 when it comes to attendance concerns.

97.30

97.10

97.60

97.70

My Voice, My School 5 Essentials Survey

We would like to go from weak in 4/5 categories to neutral in all (5/5) categories.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

4 of 4 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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SMART Goal 1:

SMART Goal: By Spring 2017 we will create structures for tier 1 academic supports to increase the percentage of students on grade level as measured by NWEA & PARCC from _____% in reading to _____% and from _____% in math to _____%.

0.00

0.00

0.00

0.00

we can input percentages once we have end of the year results.

SMART Goal 2:

SMART Goal: By Spring 2017 we will create structures for tier 2 behavior supports with an emphasis on restorative practices in order to decrease the amount of discipline referrals documented in SDR/Verify from _____% to _____%.

0.00

0.00

0.00

0.00

We can input percentages once we have end of the year results

SMART Goal 3:

SMART Goal: Spring of 2017 we will create teacher capacity around technology so it is integrated into lessons to provide more personalized learning as measured by quarterly student work samples that reflect technology integration and teacher exit survey results associated with LEAP Pilot

(Blank)

0.00

4.00

4.00

SMART Goal 4:

SMART Goal: By Spring of 2017 teachers will develop 4 quarterly standard aligned assessments in all content areas that promote critical thinking according to DOK (with an emphasis on levels 3 & 4)

(Blank)

0.00

4.00

4.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

define tier one academic supports across content areas (CCSS aligned curriculum and common assessments that consider and build on a student's cultural backgrounds and linguistic proficiency, with instructional practices around the principles of Universal Design for Learning)

aligned student centered, instruction across grade levels

increased student achievement on NWEA, IDEL, ACCESS, PARCC and On Track as measured by the school goals that are set for academic growth

Tags:

MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Create a data tracking system for academics that are regularly monitored	Admin	Jan 16, 2017 to Mar 10, 2017	(Blank)	Not started

MTSS, Data Use

Have professional learning around co-teaching (through lab sites) and create a schedule that supports collaborative learning	Special Education Team (I. Morales)	Nov 14, 2016 to Jan 16, 2017	(Blank)	Not started
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Diverse Learners, Teacher Teams/Collaboration

Create a walking intervention block	AP	Jan 31, 2017 to Feb 28, 2017	(Blank)	Not started
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Intervention

Providing algebra to non-gifted students	Math Department (Castro)	Jun 20, 2016 to Sep 2, 2016	(Blank)	Not started
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Core Instruction

Have monthly grade level meetings to conduct/ learn about the problem solving process and MTSS- using protocols and having a rotating facilitator	Grade Level Teams	Sep 5, 2016 to Jun 23, 2017	(Blank)	Not started
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Literacy/Reading, Math, Science, Teacher Teams/Collaboration, Social studies, Cycles of professional learning

Create a leveled systematic book room to define tier 1 balanced literacy (currently not all components of balanced literacy in place)	Primary Team (Carillo)	Jul 1, 2016 to Sep 1, 2017	(Blank)	Not started
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Literacy/Reading, Core Instruction

schedule 8th grade electives for art and PE	Specials Team (Reznar/ Jarecki)	Jun 20, 2016 to Sep 5, 2016	(Blank)	Not started
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Arts, PE

Define tier 1 core gifted program	ILT	Jun 20, 2016 to Nov 11, 2016	(Blank)	Not started
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Bilingual

Define tier 1 core bilingual program	ILT	Jun 20, 2016 to Nov 11, 2016	(Blank)	Not started
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Specialized Academic Programs - Gifted

Create and implement remediation plan for students needing tier 2 and tier 3 support	Case Manager (Silva)	Jul 1, 2017 to Jul 31, 2018	(Blank)	Not started
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MTSS

Have family nights	Principal	Sep 1, 2016 to Jul 31, 2017	(Blank)	Not started
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Literacy/Reading, Math, Science, Social studies

Professional learning around WIDA standards/ Content and language standards	Bilingual Coach (Bazan)	Jul 1, 2017 to Jun 30, 2018	(Blank)	Not started
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Bilingual

Create a progress monitoring system across all content areas	ILT	Jul 1, 2017 to Jun 30, 2018	(Blank)	Not started
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Assessment

Create a summer assessment committee	AP	Jun 20, 2016 to Sep 1, 2016	(Blank)	Not started
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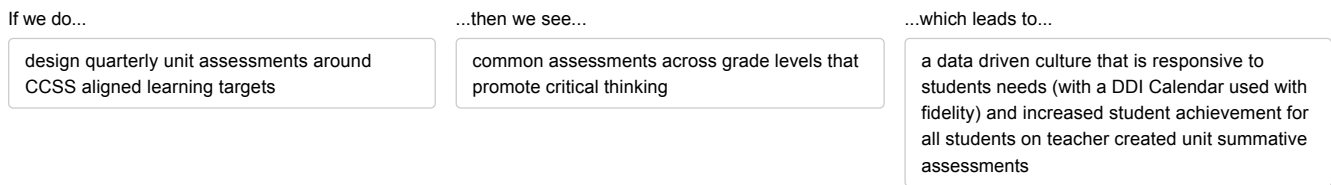
Assessment

Professional learning around differentiation and integration into classroom instruction	ILT	Jul 1, 2017 to Jun 30, 2018	(Blank)	Not started
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Add executive functioning to academy day	ILT	Jul 1, 2016 to Oct 31, 2016	(Blank)	Not started
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College Access and Persistence

Strategy 2



Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Project-based learning, Instruction

Area(s) of focus: 2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Inventory current instructional programs and update and purchase supplements where necessary (math, literacy, science, social studies)	ILT	Jul 1, 2016 to Jan 31, 2017	(Blank)	Not started

Literacy/Reading, Math, Science, Social studies, Instruction

Create 4 quarterly summative assessments in all content areas (6th-8th) and in literacy/ math for Kinder- 5th Grade	Grade Level Teams (grade lead is responsible)	Jun 20, 2016 to Jun 30, 2017	(Blank)	Not started
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Assessment, Curriculum Design

Professional learning around curriculum design (UBD and assessments)	AP	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
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Professional Learning

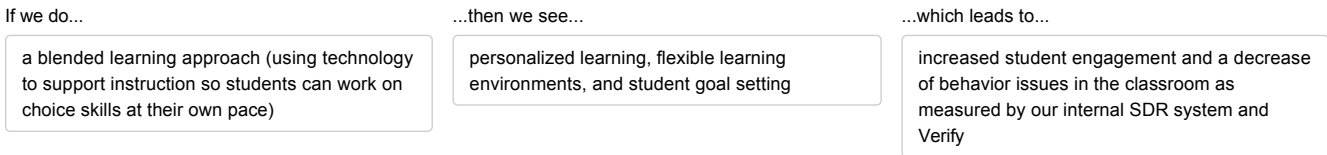
Begin to create curriculum maps (highlighting assessments- this will be a document that continues evolving throughout the next two years) around summative assessments with backward mapped learning/ language targets	Grade Level Teams (grade lead is responsible)	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Curriculum Design

Informing parents of the scope and sequence work- creating parent friendly document	Principal	Jun 20, 2016 to Sep 9, 2016	(Blank)	Not started
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Curriculum Design

Strategy 3



Tags: Technology, Professional Learning, Personalized Learning

Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
add technology skills to current scope and sequence for Kinder-8th Grade	PPLC	Jun 20, 2016 to Nov 11, 2016	(Blank)	Not started

Technology, Curriculum Design

Give all students learning style and interest profiles	Teachers	Nov 11, 2016 to Jan 30, 2017	(Blank)	Not started
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Personalized Learning

Use data to create flexible learning environments in pilot classrooms (LEAP)	LEAP Pilot Team (Rosales)	Jan 1, 2017 to Jun 30, 2018	(Blank)	Not started
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Personalized Learning

Update technology- chrome books for middle school	Administration	Jul 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Technology

Inventory all technology programs to determine which best supports tier 1 core	Administration	Jun 20, 2016 to Aug 31, 2016	(Blank)	Not started
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Technology, Instruction

Professional learning on technology integration- including peer visits, and having teachers discuss technology integration during monthly grade levels	ILT	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
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Professional Learning

Create a tech crew-	Techco (Guzman)	Jul 1, 2016 to Oct 14, 2016	(Blank)	Not started
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Technology

Allow students to carry technology from class to class (pilot in select classrooms)	Techco (Guzman)	Sep 1, 2016 to Jun 30, 2017	(Blank)	Not started
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Technology

Schedule technology instruction into academic day	Administration	Jun 20, 2016 to Aug 31, 2016	(Blank)	Not started
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Core Instruction, Technology

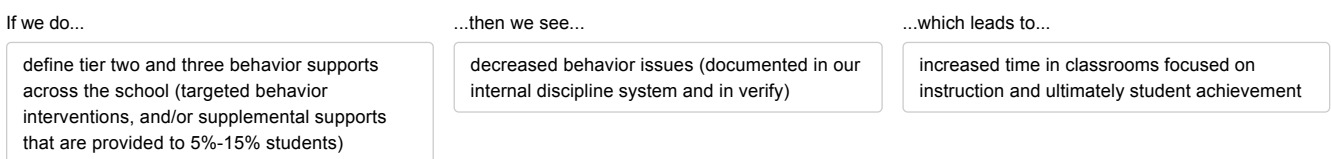
Have students lead professional learning for staff and parents	Student Council Members	Jul 1, 2017 to Jun 30, 2018	(Blank)	Not started
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Technology

Students will begin creating personalized learning plans that include setting their own learning goals (Pilot)	LEAP Pilot Team (Rosales)	Jul 1, 2017 to Jun 30, 2018	(Blank)	Behind
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Personalized Learning

Strategy 4



Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches

Area(s) of focus: 1

Create a Peace Room	Culture and Climate Team	Jun 1, 2016 to Jun 30, 2017	(Blank)	Not started
Restorative approaches				
Create a data tracking system for behaviors and academics that regularly monitored	Administration	Jan 1, 2017 to Jun 30, 2018	(Blank)	Not started
Data Use				
SEL will be integrated into tier 1 instruction for Pre-k- 8th (Path and RP)	ILT	Jun 1, 2016 to Jun 30, 2017	(Blank)	Not started
SEL				
Build advisory into instructional day- to reduce class sizes in order to have a staff member assigned to students in order to provide additional supports	AP	Jun 20, 2016 to Nov 1, 2016	(Blank)	Not started
SEL, Restorative approaches				
Have a family night for SEL and RP	Principal	Feb 28, 2017 to Jun 16, 2017	(Blank)	Not started
SEL, Restorative approaches				
create and implement remediation plan for students needing tier 2 and tier 3 support	Counselor	Jul 1, 2017 to Jun 30, 2018	(Blank)	Not started
SEL				
Define tier 2 and tier 3 behavior intervention supports	Counselor	Jan 1, 2017 to Jun 30, 2018	(Blank)	Not started
MTSS, Behavior and Safety				
Provide professional learning around RP and behavior interventions	Counselor	Jul 1, 2016 to Jun 30, 2018	(Blank)	Not started
Professional Learning				
Redefine/ Clarify SDR system	Principal	Jun 1, 2016 to Sep 4, 2016	(Blank)	Not started
Behavior and Safety				
Build a team to support and lead work around youth interventions	Culture and Climate Team	Jul 1, 2016 to Sep 4, 2016	(Blank)	Not started
Behavior and Safety				
Continue using Academy Days and Spirit Days to support classroom incentive systems	Culture and Climate Team (Reznar)	Sep 1, 2016 to Jun 30, 2018	(Blank)	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Create a data tracking system for academics that are regularly monitored</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, MTSS, Data Use</p>	Admin	Jan 16, 2017	Mar 10, 2017	Not started
<p>✚ Have professional learning around co-teaching (through lab sites) and create a schedule that supports collaborative learning</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Diverse Learners, Teacher Teams/Collaboration</p>	Special Education Team (I. Morales)	Nov 14, 2016	Jan 16, 2017	Not started
<p>✚ Create a walking intervention block</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Intervention</p>	AP	Jan 31, 2017	Feb 28, 2017	Not started
<p>✚ Providing algebra to non-gifted students</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Core Instruction</p>	Math Department (Castro)	Jun 20, 2016	Sep 2, 2016	Not started
<p>✚ Have monthly grade level meetings to conduct/ learn about the problem solving process and MTSS- using protocols and having a rotating facilitator</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Literacy/Reading, Math, Science, Teacher Teams/Collaboration, Social studies, Cycles of professional learning</p>	Grade Level Teams	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Create a leveled systematic book room to define tier 1 balanced literacy (currently not all components of balanced literacy in place)</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Literacy/Reading, Core Instruction</p>	Primary Team (Carillo)	Jul 1, 2016	Sep 1, 2017	Not started
<p>✚ schedule 8th grade electives for art and PE</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Arts, PE</p>	Specials Team (Reznar/ Jarecki)	Jun 20, 2016	Sep 5, 2016	Not started
<p>✚ Define tier 1 core gifted program</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Bilingual</p>	ILT	Jun 20, 2016	Nov 11, 2016	Not started
<p>✚ Define tier 1 core bilingual program</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Specialized Academic Programs - Gifted</p>	ILT	Jun 20, 2016	Nov 11, 2016	Not started
<p>✚ Create and implement remediation plan for students needing tier 2 and tier 3 support</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, MTSS</p>	Case Manager (Silva)	Jul 1, 2017	Jul 31, 2018	Not started
<p>✚ Have family nights</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Literacy/Reading, Math, Science, Social studies</p>	Principal	Sep 1, 2016	Jul 31, 2017	Not started
<p>✚ Professional learning around WIDA standards/ Content and language standards</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Bilingual</p>	Bilingual Coach (Bazan)	Jul 1, 2017	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Create a progress monitoring system across all content areas</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Assessment</p>	ILT	Jul 1, 2017	Jun 30, 2018	Not started
<p>✦ Create a summer assessment committee</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, Assessment</p>	AP	Jun 20, 2016	Sep 1, 2016	Not started
<p>✦ Professional learning around differentiation and integration into classroom instruction</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual</p>	ILT	Jul 1, 2017	Jun 30, 2018	Not started
<p>✦ Add executive functioning to academy day</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Specialized Academic Programs - Gifted, Intervention, Data Use, Bilingual, College Access and Persistence</p>	ILT	Jul 1, 2016	Oct 31, 2016	Not started
<p>✦ Inventory current instructional programs and update and purchase supplements where necessary (math, literacy, science, social studies)</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Project-based learning, Instruction, Literacy/Reading, Math, Science, Social studies, Instruction</p>	ILT	Jul 1, 2016	Jan 31, 2017	Not started
<p>✦ Create 4 quarterly summative assessments in all content areas (6th-8th) and in literacy/ math for Kinder-5th Grade</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Project-based learning, Instruction, Assessment, Curriculum Design</p>	Grade Level Teams (grade lead is responsible)	Jun 20, 2016	Jun 30, 2017	Not started
<p>✦ Professional learning around curriculum design (UBD and assessments)</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Project-based learning, Instruction, Professional Learning</p>	AP	Jul 1, 2016	Jun 30, 2018	Not started
<p>✦ Begin to create curriculum maps (highlighting assessments- this will be a document that continues evolving throughout the next two years) around summative assessments with backward mapped learning/ language targets</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Project-based learning, Instruction, Curriculum Design</p>	Grade Level Teams (grade lead is responsible)	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Informing parents of the scope and sequence work- creating parent friendly document</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, Data Use, Project-based learning, Instruction, Curriculum Design</p>	Principal	Jun 20, 2016	Sep 9, 2016	Not started
<p>✦ add technology skills to current scope and sequence for Kinder-8th Grade</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Technology, Curriculum Design</p>	PPLC	Jun 20, 2016	Nov 11, 2016	Not started
<p>✦ Give all students learning style and interest profiles</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Personalized Learning</p>	Teachers	Nov 11, 2016	Jan 30, 2017	Not started
<p>✦ Use data to create flexible learning environments in pilot classrooms (LEAP)</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Personalized Learning</p>	LEAP Pilot Team (Rosales)	Jan 1, 2017	Jun 30, 2018	Not started
<p>✦ Update technology- chrome books for middle school</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Technology</p>	Administration	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Inventory all technology programs to determine which best supports tier 1 core</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Technology, Instruction</p>	Administration	Jun 20, 2016	Aug 31, 2016	Not started
<p>✦ Professional learning on technology integration- including peer visits, and having teachers discuss technology integration during monthly grade levels</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Professional Learning</p>	ILT	Jul 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Create a tech crew-</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Technology</p>	Techco (Guzman)	Jul 1, 2016	Oct 14, 2016	Not started
<p>✚ Allow students to carry technology from class to class (pilot in select classrooms)</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Technology</p>	Techco (Guzman)	Sep 1, 2016	Jun 30, 2017	Not started
<p>✚ Schedule technology instruction into academic day</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Core Instruction, Technology</p>	Administration	Jun 20, 2016	Aug 31, 2016	Not started
<p>✚ Have students lead professional learning for staff and parents</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Technology</p>	Student Council Members	Jul 1, 2017	Jun 30, 2018	Not started
<p>✚ Students will begin creating personalized learning plans that include setting their own learning goals (Pilot)</p> <p>Tags: Technology, Professional Learning, Personalized Learning, Personalized Learning</p>	LEAP Pilot Team (Rosales)	Jul 1, 2017	Jun 30, 2018	Behind
<p>✚ Create a Peace Room</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, Restorative approaches</p>	Culture and Climate Team	Jun 1, 2016	Jun 30, 2017	Not started
<p>✚ Create a data tracking system for behaviors and academics that regularly monitored</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, Data Use</p>	Administration	Jan 1, 2017	Jun 30, 2018	Not started
<p>✚ SEL will be integrated into tier 1 instruction for Pre-k- 8th (Path and RP)</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, SEL</p>	ILT	Jun 1, 2016	Jun 30, 2017	Not started
<p>✚ Build advisory into instructional day- to reduce class sizes in order to have a staff member assigned to students in order to provide additional supports</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, SEL, Restorative approaches</p>	AP	Jun 20, 2016	Nov 1, 2016	Not started
<p>✚ Have a family night for SEL and RP</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, SEL, Restorative approaches</p>	Principal	Feb 28, 2017	Jun 16, 2017	Not started
<p>✚ create and implement remediation plan for students needing tier 2 and tier 3 support</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, SEL</p>	Counselor	Jul 1, 2017	Jun 30, 2018	Not started
<p>✚ Define tier 2 and tier 3 behavior intervention supports</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, MTSS, Behavior and Safety</p>	Counselor	Jan 1, 2017	Jun 30, 2018	Not started
<p>✚ Provide professional learning around RP and behavior interventions</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, Professional Learning</p>	Counselor	Jul 1, 2016	Jun 30, 2018	Not started
<p>✚ Redefine/ Clarify SDR system</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, Behavior and Safety</p>	Principal	Jun 1, 2016	Sep 4, 2016	Not started
<p>✚ Build a team to support and lead work around youth interventions</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches, Behavior and Safety</p>	Culture and Climate Team	Jul 1, 2016	Sep 4, 2016	Not started
<p>✚ Continue using Academy Days and Spirit Days to support classroom incentive systems</p> <p>Tags: MTSS, Intervention, SEL, Data Use, Restorative approaches</p>	Culture and Climate Team (Reznar)	Sep 1, 2016	Jun 30, 2018	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 these 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 I/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.

The first NCLB/PAC annual meeting will be held at the end of September 2017. During this meeting general information will be shared with the parent population as to how school committees will be elected and roles and responsibilities of the different committees and their officers. The Parent Involvement Plan will also be revised. Monthly meetings will be scheduled and agendas will include periodic review of the policy, and the effectiveness of the parent programs and workshops planned for the school year, this will address any improvements or changes that may be agreed upon by the parents and the School/Home Coordinator. Parent programs and workshops will be published in the Parent Handbook that is made available to the parents during the beginning of the Year Annual Open House.

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

During the month of September we will schedule the NCLB/PAC elections date for the month of October. The Annual Principal meeting and Organizational meeting took place on 9/30/2016. It will be at this meeting that officers will be elected. The school-wide orientation meeting will also be used to inform all the parents of the different parent programs and workshops offered here at Orozco Academy. Information will also be disseminated during the LSC meetings to keep the parents well informed of the different activities taking place during and after school hours. The parents will also be surveyed and they will be able to select the type and quality of programs they would like to participate in.

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.

Title I Programs are school wide, and as such, all parents are encouraged to attend monthly NCLB meetings. These monthly meetings are also published on the school's monthly calendar that is sent home at the end of each month. The agenda for these meetings includes principal's report as well as other administrator's report. All the reports presented are timed to coincide with current academic demands, testing, and students' progress. During these meetings parents will be presented with the names of the different strategies to support the learning process at home. This information is also shared during grade level evening orientation meetings at the beginning of the school year and the annual high school fair held for the middle school.

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.

The School/Home coordinator will be present at all parent school meetings providing immediate dialogue and feedback to any recommendations that can be incorporated into the on-going parent involvement programs, workshops, and activities.

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.

If available, this information will be disseminated during the School Open House planned for the month of September. During this open house the school administration as well as the teachers will be available to inform the parents and provide them with student data available, expectations, and demands for the upcoming school year.

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.

As soon as this information is made available by the system, letters of "not highly qualified" teachers will be sent home. Parents will have all the right to ask for clarifications regarding this process and how the school is planning to address issues related to teacher certifications.

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.

To address all or most of these issues, parents will be invited to attend the orientation sessions for each grade level at the beginning of the school year. Parents will also have the opportunity to attend the different grade level evening meetings where this information will be disseminated. As a follow up, the parent workshops will be tailored to coincide with the different school wide projects by providing them hands-on activities. The main goal is to empower parents so they can actively support their children at home. These different meetings will take place during and after school hours to make sure different parent scheduling needs are met. During the End of the Year Evaluation Meeting parents who actually participated in specific programs will be invited to evaluate the present year's programming and recommend which programs should continue the following year. Information collected via survey will also be used to plan activities that will enhance the support for student learning at school as well as at home.

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.

Orozco will continue to provide academic workshops addressing math and literacy issues as well as other family related workshops. These classes will be made available during afternoon as well as evening for working parents. Training on how to use the CPS Parent Portal will also be available to enhance the parents' technology skills for report card reading and interpretation.

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.

Parent volunteers are placed in different divisions to assist the teachers. This year the Parent Mentoring Program funded by The Elev8 Programs has given the teachers the opportunity to have parents assisting in their classrooms. The contributions made by these parents has enriched and increased the relationship between the teachers and the parents. The teachers value and take every opportunity to help the parents and provide them with advice as to how to support their children at home with any school related assignment. Family reading nights provide the different learning communities the opportunity to be engaged in different activities with the teachers and the students.

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.

A wide variety of parent meetings and workshops take place throughout the school year. These meetings and workshops are used to inform the parents about the different programs and opportunities implemented at the school level. These informational sessions focus on the following: School goals, vision and mission statements; expectations, curriculum, assessments, and new school initiatives to support the teaching and learning process.

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

Information related to parent programs, instruction, and school events will be sent home on a regular basis via the following: School calendar, automated phone calls, flyers, letters, reminders, and classroom and hallway monitors. The school website was launched this year providing the parents with much more information related to school activities and curriculum.

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.)

The school can provide high quality curriculum and instruction in a supportive environment by giving teachers ongoing professional development in areas that need more support. Students should have access to computer labs on a weekly basis. The school should provide academic afterschool programs to support those in need of it. Purchasing memberships to online learning programs for students can also support their curriculum instruction.

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.

The school can provide parent teacher conference by appointment and as usual on report card day.

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

The school can provide parents with frequent progress reports through the parent portal, a report sent home, or by appointment with the teacher if necessary.

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

The school can provide parents access to staff by appointment unless it is an urgent matter.

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 in their child's classroom at the teacher's request with fieldtrips, special events, or activities. I believe students should not be distracted from their daily class instruction by their parents, unless there is a special case where parents are required to be present.

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

Parents are not only required to monitor their child's attendance and homework but also support them by being involved in the school and attend important meetings. Maintaining frequent communication with their teachers is also very important. Dedicating time to your child on a regular basis to discuss homework and goals can show support as a parent. Giving emotional support to your child is also extremely important as it helps them develop confidence and self-esteem.

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

The parents will participate in decisions relating to the education of their children as needed and maintaining good communication with the student's teacher.

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 can assure their academic achievement by staying engaged, placing a bigger focus on extracurricular reading, maintaining parents and teachers informed of their strengths and weakness.

Parent Budget

Complete

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

The overarching goal is to increase student academic achievement through parental involvement; specify your goals. A more specific goal will be developed with our parent committees.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 605 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 302 .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)	\$ 2438 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 317 .00