



Robert A Black Magnet Elementary School (/school-plans/29) / Plan summary

2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------------|------------------------|----------------------|
| 03/28/2016 | Whole Team | CIWP Overview |
| 04/04/2016 | Whole team | SEF Assessment |
| 04/08/2016 | Parent/community input | SEF Assessment |
| 04/11/2016 | Whole team | SEF Assessment |
| 05/11/2016 | Whole team | Framework Priorities |

05/16/2016

Partial team

Goals & Strategies

05/18/2016

Partial team

Goals & Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

Staff professionalism - staff communicates with students and parents using a variety of means
 Teachers meet in cycle meetings every 2 weeks to address curriculum, instruction and data concerns, initiatives and best practices
 Five Essentials - Effective leaders neutral...According to the five essentials data almost 40% of teachers do not feel curriculum, instruction and learning materials are coordinated across the different grade levels in the school
 BOY and MOY State of the School Address was held in Oct 2015 and March 2016
 On a informal basis teachers discuss instructional strategies and best practices
 According to the five essentials over 90% of teachers report only going into another classroom once or twice or never.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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The RAB Instructional Leadership Team represents all grade levels and departments
 There is an instructional focus for each ILT meeting
 The ILT reviews dashboard and assessment data which drives instructional based decisions
 According to the MOY Effectiveness rating completed by ILT members overall scores were the following: 3.5 for team composition; 4 for cycles of learning and problem solving in Teacher Teams; 4 for frequency and structure of meetings; 3 for using protocols and data appropriately; 2.5 for using timely and relevant data sources; 2 for having meetings result in a action or strategy adjustment; and 3 for having the team be collaborative, transparent and informative

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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There is a year long professional development plan that addresses the priority areas of the current CIWP.
 Some teachers at Black attend after school Network PD .
 There are two teachers that have attended the Network-sponsored Saturday Backwards by Design PD on Domain 1
 There has been several SEL training sessions held during the school year on restorative practices
 During PD days there has been training and additional support on improving the number and frequency of DOK level 2, 3 and 4 type learning tasks and assessments that students are exposed to.
 According to 2015-16 REACH data 77% of RAB teachers received a proficient rating in student engagement while 41% and 59% received a basic rating and proficient rating in questioning and discussion techniques respectively

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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The school aligns discretionary spending with the priorities highlighted in the CIWP. There are some outside partnerships established that provide additional funding to help meet student and staff needs; for example Martinellis is the school uniform vendor; it donates undergarments and clothing accessories for winter weather. Daily schedules are in place to maximize instructional effectiveness, meet required minutes in ELA and math and allow teachers the ability to collaborate and jointly plan. There are protocols in place when interviewing candidates for positions at Black; this includes seeking input from other staff, LSC and the Network. Teacher candidates are asked to model lessons with observers using the REACH Framework for Teaching for evaluation. Over 90% of PATs are renewed at Black. School facilities are shared with a host of community groups including 5th and 7th Alderman community presentations, Pill Hill ladies golf league meeting, Network 12 Saturday basketball and faith based organization meetings.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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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Teachers are following the Network pacing guides in ELA and math for Domain 1 planning and Domain 3 implementation
 Some teachers are using thematic units in math
 Some teachers plan comprehensive units that includes assessments
 Diverse learner students have full access to the regular curriculum
 According to the 2015 School Quality Rating Report, for reading growth on the NWEA MAP, 57% of RAB 3-8 grade students scored better nationally; in math 33% of students scored better nationally. For attainment 77% of students in grades 3-8 scored better nationally while in math only 44% of students in these grades scored better nationally
 According to the Five Essentials survey overall quality of student discussion was reported to be weak with students reporting that 25% of them rarely and 38% of them sometimes use data and text references to support their ideas

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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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*English Language Arts materials for K - 5 are a compilation of materials from various sources including Reading A-Z, personal teacher materials from Teachers Pay Teachers, texts from SRA Imagine It, and various other resources. While these materials do not show correlation from grade to grade, these materials are extremely flexible and make differentiation easier.

*English Language Arts materials for grades 6-8 are common core aligned by McDougal Littell. Materials for differentiation are available through the series,

*Science materials are for grades K-8 are not currently aligned to the NGSS, but teachers are currently modifying materials to meet the new standards. Teachers are differentiating activities and materials to add rigor and meet student needs. Some teachers are using the backward by design model to present science units. Fourth and fifth grade are using a newer book called "Interactive Science" by Pearson which is STEM based, and closer to the NGSS standards. Additional supplement materials are being used for the 8th grade: ASM Materials and Fermi Lab - Beauty and Charm - Introduction to particle physics. Supplemental for 7th grade - Particles on the Prairie - environmental science program for FermiLab. Some materials for labs are present in the classrooms, some teachers are adding consumable materials in order to enhance labs.

*Math materials are common core aligned kindergarten through 8th grade. All students K-5 use McGraw-Hill, My Math series. Sixth through 8th grade use Math, by McGraw-Hill. Teachers are supplementing materials to be able to differentiate and support all learners. Some teachers are using Engage NY materials to supplement and vary learning opportunities. Some teachers use Khan Academy for supplemental math materials. Math manipulatives are used as needed in all grades.

*Stride Academy is used by all teachers for differentiating and meeting student needs based on NWEA scores.

*Social Studies is taught by most teachers using a compilation of materials including Scholastic News, current events, materials purchased by teachers through Teachers Pay Teachers, and Social Science, copyrighted 2009, by Harcourt.

*Second Steps materials were purchased for all grades kindergarten through 8th grade.

*There are 60 iPads and two carts available for student use, one at each building.

*Most teachers at the main building have 5 Chrome books in their classrooms that are used on a daily basis.

*50% of the teachers have and use Promethean Boards to enhance and scaffold student learning.

*Two fully functional computer labs, one at each building.

*Technology and supplemental materials are used to reach students with different learning styles based on teacher evaluation of student growth and needs.

Diverse learners have full access to all instructional materials used at Black

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 |
| CPS Framework for Teaching | 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time |

Rigorous Student Tasks:

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

Score

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There has been professional development provided during 2015-16 on increasing the level of rigor in daily instruction. There is currently no process in place for the ILT to evaluate student learning tasks and assessments for evidence of rigor and CCSS alignment across grade levels and DL Classes. The Hess Cognitive Rigor Matrix and Curriculum Examples is used by Administration bi monthly to evaluate student learning tasks and assessments. From evaluations the average DOK levels observed are 50% level 1 type work; 35% Level 2 type work, 10% level 3 type work and 5% level 4 type work. There is limited parent information given on the various types of assessments that are administered throughout the year and are aligned to CCSS and the type of student learning tasks students are expected to do. There is some test testing strategies and preparation given to students in advance of the PARCC and the NWEA

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Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**

- **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
- **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

Weekly lesson plans are aligned to ELA and math pacing guides to ensure students are exposed to CCSS so as to be fully prepared to take the PARCC

There are opportunities for authentic leadership and student voice through extracurricular programs which develop and nurture leadership skills as well as self confidence and motivation in the students

During 2015 16 8th grade students have gone on several college visits.

In early March there was an 8th grade retreat where students were exposed to workshops on transitioning to high school, being organized, study skills, peer pressure and building relationships.

There was a career fair held at both buildings.

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 | Ambitious Instruction Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student. |

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

There is school wide consistency with the use of Math talks to open up a math lesson
 Teachers use the optimal learning model in daily instruction.
 At the primary building teachers use student learning styles to plan and implement instruction
 Most primary teachers use centers
 There is flexible grouping in use weekly based on assessment data
 According to data from the Jan 2016 Network Learning Round, teachers observed gave students few cognitively demanding tasks.
 According to data from formal and informal observations there are few open ended questions asked in class schoolwide

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"> ✓ SGRP 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

Small group lesson plans created using the NWEA Learning Continuum/Heat Maps to group students
 Administration monitors small group lesson plans and gives feedback to teachers after class observation of small groups
 PLP plans updated every five weeks
 Administration monitors implementation of PLP plans with classroom teachers
 Stride Academy is being used to create assessments aligned to Common Core and to progress monitor students
 Tier 1 lesson plans are being monitored by Administration and teachers receive feedback after review of the plans
 Teachers have quarterly MTSS meetings during professional development days to ensure the Tiers are being implemented according to our school plan and allows for teacher input and concerns
 Tier 2 and 3 program for MTSS was designed and implemented
 Teachers were given an electronic copy and paper copy of all MTSS forms for implementation
 Biweekly meetings with the teachers and MTSS TEAM are held to review student progress or lack thereof in Tiers 2 and 3 according to the students plan and adjustments are made at this time to the students plan
 Rubrics are being created to assess projects, writing and science labs
 Tier 2 form was created for teachers to progress monitor students deficit that was obtained from NWEA Learning Continuum and Heat Maps
 Dashboard on target reports are used to track student's academic, attendance and SEL performance
 MTSS lead teacher attends workshops and meetings on the process and implementation of MTSS and shares the new information with the staff
 SEL Tier 1, 2 and 3 are being implemented by Administration, Dean and staff

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

There is a revised 10 point grading scale in use for 2015-16
 Most teachers adhere to Network best gradebook practices
 Most teachers reteach and retest students getting Ds and Fs on weekly assessment
 Stride Academy is used weekly and every 5 weeks for assessments
 There is an increased use of the DOK levels 2s and 3s in assessments

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.udcenter.org/aboutudl/udcurriculum>) 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 |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1.c. Selecting Learning Objectives |
| | 1.e. Designing Student Assessment |
| | 3.d. Using Assessment in Instruction |
| | 4.a. Reflecting on Teaching & Learning |
| | 4.b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

A culture for learning environment is evidenced by our monthly Citizen of the Month recognition at the monthly LSC meeting, as well as a certificate and snack provided by the Principal.
 Students who demonstrate the five norms are rewarded with a trip to US Cellular Field
 Wildcat cards are distributed at the beginning of the month, those students who have their wildcat card fully stamped are able to receive a treat at the end of the month.
 Student achievement is recognized by a Fall and Spring awards ceremony and parents are invited to each ceremony .
 Beta Club recognizes those students who promote the ideals of Achievement, good character, leadership, and service.
 There is an annual student talent show for grades 4-8 that showcases RAB students' special abilities
 There are daily reminders for students to follow the five school wide norms
 According to REACH data, 68% of teachers have gotten a proficient rating on Culture for Component 2B

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 |
| Evidence | ✓ 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

Verbal Praise is conducted regularly at both buildings
 Wildcat cards are used to recognize students who are following the five school wide norms
 Awards Assembly held throughout the year to recognize report card achievement
 Second Step curriculum taught each Monday
 Morning Meetings during homeroom time is held daily promote positive classroom culture
 Teachers share a strong responsibility for student growth
 Support system in and out of school (outreach) for families in need
 Anger Coping
 Individual counseling provided by counselor and social worker
 Peer Jury
 According to the five essentials survey 80% of students feel safe and comfortable with the RAB teachers

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

Girls On the Run - after school exercise program
 Pretty Brown Girls - girls mentoring program
 Dream Chasers - boys mentoring program
 IMSA math and science after school enrichment program
 Male Staff - male students outing to White Sox and Bulls games
 Flag Football
 Girl's Volleyball
 Boy's Basketball
 Girl's Basketball
 After School Math Tutoring
 BETA Club
 Food Drive
 Coat Drive
 Chess Team
 Chicago Academic Games League (CAGL)
 Coding program at both buildings

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

There are two part time Chicago Police Security Officers that cover full time duties at the main building. The branch building has one full time CPS security guard

For 2015-16 there is Dean of Students assigned to cover both buildings

Parent/community volunteers and paid workers supervise recess and lunch on a daily basis

There are Safety drills conducted throughout the year; this includes fire drills, lockdown drill, shelter in place drill and bus evacuation drill

Evacuation Plans hung in every classroom

5 Behavior Norms are displayed throughout building and are reviewed daily over the intercom:: be respectful, be safe, be responsible, be trustworthy, be kind

MTSS/SEL expectation posters in every classroom that are aligned to the 5 behavior norms

There are daily procedures for Entry, dismissal, lunch/recess, and transitioning

All teachers have been trained on the CHAMPS model

There are several strong male role models that interact with students daily...this includes staff and volunteers

Daily access to counselor (Mrs. Pearson) and weekly access to social worker (Mrs. Bouquet)

School assigned mentors; Mrs. Ratliff, Coach Kelly, Coach Green, Mr. Beal

There are student behavior expectation assemblies held at BOY, MOY and EOY

Utilization of restorative justice

Second Steps is implemented permanently into the school wide schedule

The five essentials survey reveals a third of students feel somewhat safe in the bathrooms of the school

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

Score

1 2 3 4

Mrs. Linda Cooper is an assigned restorative practice coach
 Dean of students participates in ongoing training and professional development with restorative justices
 Second Steps is implemented permanently into the school wide schedule
 Reward systems
 Celebrations of positive behavior (Talent Show, Out of uniform opportunities, open gym)
 Community Circles
 Peace Circles
 Peer jury
 Check in Check out
 Morning meetings
 Significant decrease in out of school suspensions compared to previous years
 Anger Group meetings
 Mentoring Programs: Pretty Brown Girls (girls), Dream Chasers (boys)
 Group conferences
 Reentry meetings with contracts
 Progress monitoring of established behavior plans, and implementation of newly created ones
 Modeled behavior of 5 norms by instructors
 Utilization of deescalation approaches toward undesired behaviors
 Community Service offered as a consequence to discipline
 Of the SCC infractions committed by students during 2015 16, almost 70% resulted in use of restorative practices as a response with only 2.62% resulting in an out of school suspension.

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

We have an active Local School Council as well as a PAC committee that meets on a monthly basis.
 Parents and the school community receive emails as well as voicemail blasts on a regular basis to communicate info of vital concern.
 We have parent volunteers that assist at breakfast and lunch. Parents are invited and participate as chaperones on various field trips.
 Our Black Magnet.org website is available for parents to access for school calendar and classroom assignments
 Parent teacher conferences are held twice a year
 State of the school address as well as middle of the year state of the school address was given
 Beginning of the school year fun fest was held to coincide with open house
 Parent Portal sign ups take place at both report card pick up days and throughout the year upon request
 Currently individual teachers communicate with parents via email, text and Classdojo
 There is low parent participation in monthly PAC meetings
 There is currently no Parent Teacher organization at RAB
 There are several fundraising events held during the school year, including a major one in the fall
 Lines of communication between parent groups at Black is ineffective
 District wide parent workshops is shared via email only
 There is a student field day held at the end of the school year where parents are invited to participate
 Students are currently recognized for their academic and social achievement and this is shared with parents and school wide

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 | ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust |
| | Involved Families |
| CPS Framework for Teaching | 2c. Managing Classroom Procedures 4c. Communicating with Families |
| CPS Performance Standards for School Leaders | D1. Engages Families |

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ☐ = Not of focus |
|-------|---|--------------------------------|
| 1 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 ☐ |
| 2 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 ☐ |
| 2 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 4 5 ☐ |
| 2 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 2 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 2 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 2 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Student Learning: Curriculum | 1 2 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 ☐ |

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 2 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 2 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 2 | Expectations for Quality & Character of School Life: Parent Partnership | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 2 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 2 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 2 | Expectations for Quality & Character of School Life: Safety & Order | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 | 2 | 3 | 4 | 5 | ⊖ |
| 3 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 | 2 | 3 | 4 | 5 | ⊖ |

Goals

Required metrics (Elementary)

0 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|--|---------------------|---------------------|-------------------|-------------------|
| National School Growth Percentile - Reading | | | | |
| (Blank) | 73.00 | 57.00 | 70.00 | (Blank) |
| National School Growth Percentile - Math | | | | |
| (Blank) | 27.00 | 33.00 | 50.00 | (Blank) |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | |
| (Blank) | 49.70 | (Blank) | 60.00 | (Blank) |
| African-American Growth Percentile - Reading | | | | |
| (Blank) | 75.00 | 55.00 | 70.00 | (Blank) |
| Hispanic Growth Percentile - Reading | | | | |
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
| English Learner Growth Percentile - Reading | | | | |
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
| Diverse Learner Growth Percentile - Reading | | | | |
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
| African-American Growth Percentile - Math | | | | |
| (Blank) | 26.00 | 31.00 | 50.00 | (Blank) |

Hispanic Growth Percentile - Math

| | | | | |
|---------|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|---------|

English Learner Growth Percentile - Math

| | | | | |
|---------|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|---------|

Diverse Learner Growth Percentile - Math

| | | | | |
|---------|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|---------|

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

| | | | | |
|---------|-------|-------|-------|---------|
| (Blank) | 76.00 | 77.00 | 83.00 | (Blank) |
|---------|-------|-------|-------|---------|

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

| | | | | |
|---------|-------|-------|-------|---------|
| (Blank) | 38.00 | 44.00 | 50.00 | (Blank) |
|---------|-------|-------|-------|---------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | |
|---------|-------|-------|-------|---------|
| (Blank) | 86.00 | 95.00 | 96.00 | (Blank) |
|---------|-------|-------|-------|---------|

National School Attainment Percentile - Math (Grade 2)

| | | | | |
|---------|-------|-------|-------|---------|
| (Blank) | 69.00 | 93.00 | 95.00 | (Blank) |
|---------|-------|-------|-------|---------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | |
|---------|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|---------|

Average Daily Attendance Rate

| | | | | |
|---------|-------|-------|-------|---------|
| (Blank) | 96.00 | 95.60 | 97.00 | (Blank) |
|---------|-------|-------|-------|---------|

My Voice, My School 5 Essentials Survey

| | | | | |
|---------|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|---------|

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Plan utilizing research-based instructional strategies during whole and small group instruction for literacy and mathematics

Students that are critical thinkers who can analyze and discuss text and solve, explain and create mathematical problems

A minimum of 60% of students meeting EOY NWEA growth targets and 70% of students meeting/exceeding national attainment norms.

Tags:
Instruction, Planning

Area(s) of focus:
1

Action step

Responsible

Timeframe

Evidence for status

Status

| | | | | |
|--|-------------------------|-----------------------------|-----------------|-----------|
| 1. Cycle meeting schedule for the the year | Teachers Administration | Aug 29, 2016 to Sep 2, 2016 | Opening Week PD | Completed |
|--|-------------------------|-----------------------------|-----------------|-----------|

Instruction planning

| | | | | |
|--|-----------------------|-----------------------------|-----------------|----------|
| 2. Professional Development on vertical and horizontal planning implementation | Administration ILT | Aug 29, 2016 to Sep 2, 2016 | Opening Week PD | On-Track |
|--|-----------------------|-----------------------------|-----------------|----------|

Professional development

| | | | | |
|---|-----------------------|-----------------------------|-----------------|----------|
| 3. Create agenda for planning meetings with topics listed for each meeting in 5 week intervals. | Administration ILT | Aug 1, 2016 to Aug 29, 2016 | Summer Planning | On-Track |
|---|-----------------------|-----------------------------|-----------------|----------|

Instructional planning

| | | | | |
|--|---|------------------------------|------------------|-------------|
| 4. Diverse Learners Teachers will collaborate and plan with regular Ed Teachers during cycle and grade level meetings. IEP/504 plans will be distributed prior to the first day of student attendance. | Diverse Learner Teachers Regular Ed Teachers | Aug 29, 2016 to Jun 23, 2017 | Teacher Meetings | Not started |
|--|---|------------------------------|------------------|-------------|

Instructional planning, Diverse learner teachers

| | | | | |
|---|---------------------------------|------------------------------|----------------|----------|
| 5. Provide professional development instructional strategies, best practices, and content delivery. | Administration Lead Teachers | Aug 29, 2016 to Jun 23, 2017 | School PD Plan | On-Track |
|---|---------------------------------|------------------------------|----------------|----------|

Professional development

| | | | | |
|---|----------------|-----------------------------|-----------------------------|----------|
| 6. Facilitate individual teacher meetings to discuss evidence from check-in visits of the effectiveness of instructional strategies used in class | Administration | Sep 6, 2016 to Jun 23, 2017 | Individual Teacher Meetings | On-Track |
|---|----------------|-----------------------------|-----------------------------|----------|

Coaching

| | | | | |
|---|----------------|-----------------------------|-----------------|-----------|
| 7. Purchase instructional materials for Literacy, Math, Science, and Social Studies | Administration | Jul 5, 2016 to Aug 26, 2016 | Summer Planning | Completed |
|---|----------------|-----------------------------|-----------------|-----------|

Instructional materials

| | | | | |
|--|-----------------------------------|-----------------------------|-----------------|----------|
| 8. Planning for MTSS interventions for Tier 1, 2, and 3 (PD) | Administration Teachers ILT | Jul 5, 2016 to Jul 15, 2016 | Summer Planning | On-Track |
|--|-----------------------------------|-----------------------------|-----------------|----------|

Professional development

Strategy 2

If we do...

...then we see...

...which leads to...

Implement a comprehensive SEL plans that includes CHAMPS, 2nd Steps, and restorative

A significant decrease in the number of SCC violations, misconduct reports, and office

A calmer school and classroom environment that promotes learning and honors students'

justice with fidelity

referrals.

voice in repairing/restoring relationships and repairing harm.

Tags:
Restorative practices

Area(s) of focus:
2

| Action step [?] | Responsible [?] | Timeframe [?] | Evidence for status [?] | Status |
|--|------------------------------------|--------------------------------|----------------------------------|----------|
| 1. Teachers and staff will be trained on restorative practices | administration SEL Lead Teacher | Aug 29, 2016 to Sep 2, 2016 | Opening Week PD | On-Track |

Restorative practices

| | | | | |
|--|-----------------------------|--------------------------------|----------|-------------|
| 2. Implement SEL after-school programs: Dream Chasers (6th-8th); We are Ready (6th-8th); Girls on the Run (4th -5th) | administration and teachers | Sep 8, 2015 to Jun 23, 2017 | SEL Plan | Not started |
|--|-----------------------------|--------------------------------|----------|-------------|

SEL

| | | | | |
|---|-----------------------------|--------------------------------|----------|-------------|
| 3. Anti-Bullying talent show, assemblies, community circles | administration and teachers | Sep 8, 2015 to Jun 23, 2017 | SEL Plan | Not started |
|---|-----------------------------|--------------------------------|----------|-------------|

SEL

| | | | | |
|--|----------|--------------------------------|----------|----------|
| 4. Train students on CHAMPS and PBIS model for rules and procedures. | Teachers | Sep 6, 2016 to Sep 16, 2016 | SEL Plan | On-Track |
|--|----------|--------------------------------|----------|----------|

SEL, Champs

| | | | | |
|--|----------------------------|--------------------------------|----------------------------------|-------------|
| 5. MTSS tier 1,2, and 3 implementation for SEL K-8 | Administration Teachers | Sep 6, 2016 to Jun 23, 2017 | Bi-weekly meetings with teachers | Not started |
|--|----------------------------|--------------------------------|----------------------------------|-------------|

SEL

| | | | | |
|---|----------|--------------------------------|----------|-------------|
| 6. Weekly 2nd steps instruction with fidelity along with daily follow-up activities for the lesson. | Teachers | Sep 6, 2016 to Jun 23, 2017 | SEL Plan | Not started |
|---|----------|--------------------------------|----------|-------------|

SEL

| | | | | |
|-------------------------------------|---------------------------------------|--------------------------------|----------|-------------|
| 7. Attend the OSEL Summer Champs PD | Administration School Climate Team | Aug 8, 2016 to Aug 12, 2016 | SEL Plan | Not started |
|-------------------------------------|---------------------------------------|--------------------------------|----------|-------------|

Strategy 3

If we do...

provide teachers with professional development for providing rigorous learning lessons, tasks and environments

...then we see...

students believing they can meet increased expectations, focus on the application of knowledge through higher order thinking skills and encourage extended responses, scaffold a weak response, and give student opportunities to answer questions for themselves

...which leads to...

A minimum of 60% of students meeting EOY NWEA growth targets and 70% of students meeting/exceeding national attainment norms.

Tags:
Rigorous instruction

Area(s) of focus:
3

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|----------------|-----------------------------|---------------------|-------------|
| 1. Provide professional development on rigorous instruction | Administration | Sep 6, 2016 to Jun 23, 2017 | School PD Plan | Not started |

Rigorous tasks

| | | | | |
|--|----------------------------------|------------------------------|----------------|-------------|
| 2. Provide professional development on UbD unit planning | Administration Teacher Leader | Aug 29, 2016 to Jun 23, 2017 | School PD Plan | Not started |
|--|----------------------------------|------------------------------|----------------|-------------|

Rigorous instruction

| | | | | |
|---|-----------------------|-----------------------------|------------------|-------------|
| 3. Teachers will be given the opportunity to observe rigorous instruction and implementation. | Administration PLC | Sep 6, 2016 to Jun 23, 2017 | Teacher Meetings | Not started |
|---|-----------------------|-----------------------------|------------------|-------------|

Rigorous instruction

| | | | | |
|---|----------------------|-----------------------------|---------|-------------|
| 4. Increase use of rigorous authentic assessments | Math PLC Teachers | Sep 6, 2016 to Jun 23, 2017 | (Blank) | Not started |
|---|----------------------|-----------------------------|---------|-------------|

Assessment

| | | | | |
|--|----------------------------|-----------------------------|-----------------|-------------|
| 5. Implement a balanced math program that includes: conceptual understanding, problem solving, computation (mental math), math facts, vocabulary, and common formative assessment. | Administration Math PLC | Jul 5, 2016 to Aug 26, 2016 | Summer planning | Not started |
|--|----------------------------|-----------------------------|-----------------|-------------|

Curriculum, Planning, Rigorous instruction

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|--|--------------|--------------|-------------|
| + 1. Cycle meeting schedule for the the year Tags: Instruction, Planning, Instruction planning | Teachers Administration | Aug 29, 2016 | Sep 2, 2016 | Completed |
| + 2. Professional Development on vertical and horizontal planning implementation Tags: Instruction, Planning, Professional development | Administration ILT | Aug 29, 2016 | Sep 2, 2016 | On-Track |
| + 3. Create agenda for planning meetings with topics listed for each meeting in 5 week intervals. Tags: Instruction, Planning, Instructional planning | Administration ILT | Aug 1, 2016 | Aug 29, 2016 | On-Track |
| + 4. Diverse Learners Teachers will collaborate and plan with regular Ed Teachers during cycle and grade level meetings. IEP/504 plans will be distributed prior to the first day of student attendance. Tags: Instruction, Planning, Instructional planning, Diverse learner teachers | Diverse Learner Teachers Regular Ed Teachers | Aug 29, 2016 | Jun 23, 2017 | Not started |
| + 5. Provide professional development instructional strategies, best practices, and content delivery. Tags: Instruction, Planning, Professional development | Administration Lead Teachers | Aug 29, 2016 | Jun 23, 2017 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---------------------------------------|--------------|--------------|-------------|
| + 6. Facilitate individual teacher meetings to discuss evidence from check-in visits of the effectiveness of instructional strategies used in class Tags: Instruction, Planning, Coaching | Administration | Sep 6, 2016 | Jun 23, 2017 | On-Track |
| + 7. Purchase instructional materials for Literacy, Math, Science, and Social Studies Tags: Instruction, Planning, Instructional materials | Administration | Jul 5, 2016 | Aug 26, 2016 | Completed |
| + 8. Planning for MTSS interventions for Tier 1, 2, and 3 (PD) Tags: Instruction, Planning, Professional development | Administration Teachers ILT | Jul 5, 2016 | Jul 15, 2016 | On-Track |
| + 1. Teachers and staff will be trained on restorative practices Tags: Restorative practices, Restorative practices | administration SEL Lead Teacher | Aug 29, 2016 | Sep 2, 2016 | On-Track |
| + 2. Implement SEL after-school programs: Dream Chasers (6th-8th); We are Ready (6th-8th); Girls on the Run (4th -5th) Tags: Restorative practices, SEL | administration and teachers | Sep 8, 2015 | Jun 23, 2017 | Not started |
| + 3. Anti-Bullying talent show, assemblies, community circles Tags: Restorative practices, SEL | administration and teachers | Sep 8, 2015 | Jun 23, 2017 | Not started |
| + 4. Train students on CHAMPS and PBIS model for rules and procedures. Tags: Restorative practices, SEL, Champs | Teachers | Sep 6, 2016 | Sep 16, 2016 | On-Track |
| + 5. MTSS tier 1,2, and 3 implementation for SEL K-8 Tags: Restorative practices, SEL | Administration Teachers | Sep 6, 2016 | Jun 23, 2017 | Not started |
| + 6. Weekly 2nd steps instruction with fidelity along with daily follow-up activities for the lesson. Tags: Restorative practices, SEL | Teachers | Sep 6, 2016 | Jun 23, 2017 | Not started |
| + 7. Attend the OSEL Summer Champs PD Tags: Restorative practices | Administration School Climate Team | Aug 8, 2016 | Aug 12, 2016 | Not started |
| + 1. Provide professional development on rigorous instruction Tags: Rigorous instruction, Rigorous tasks | Administration | Sep 6, 2016 | Jun 23, 2017 | Not started |
| + 2. Provide professional development on UbD unit planning Tags: Rigorous instruction, Rigorous instruction | Administration Teacher Leader | Aug 29, 2016 | Jun 23, 2017 | Not started |
| + 3. Teachers will be given the opportunity to observe rigorous instruction and implementation. Tags: Rigorous instruction, Rigorous instruction | Administration PLC | Sep 6, 2016 | Jun 23, 2017 | Not started |
| + 4. Increase use of rigorous authentic assessments Tags: Rigorous instruction, Assessment | Math PLC Teachers | Sep 6, 2016 | Jun 23, 2017 | Not started |
| + 5. Implement a balanced math program that includes: conceptual understanding, problem solving, computation (mental math), math facts, vocabulary, and common formative assessment. Tags: Rigorous instruction, Curriculum, Planning, Rigorous instruction | Administration Math PLC | Jul 5, 2016 | Aug 26, 2016 | 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 1/SW].

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Our school is receiving NCLB Title 1 funds for the 2016-2017 school year. We currently have a Parent Advisory Council (PAC) that meets monthly to review the Title 1 budget and receive training. This will continue in 2016-2017. The parents of NCLB students attend these meetings and receive training and offer input on the NCLB program at R.A. Black in terms of review and improvement.

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

The annual meeting will be held on Tuesday, September 29, 2016. At this time, parents will be informed of the school's NCLB Title 1 program and offer input on what they would like in terms of program offerings, services and materials/supplies. Title 1 requirements will also be shared and of parents' rights to be involved in the program. We will find out at this time how parents wish to be notified of future meetings and at what time is convenient for them. Also on October 19, 2016 we will have the PAC election for parent officers of the NCLB Title 1 parent involvement program at the PAC organizational meeting.

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.

Information about our Title 1 program will be generated to parents in a timely manner - by monthly PAC meetings, by weekly email updates and at regular parent-teacher-administration conferences. Parents will be given ample notice of the meetings; dates and times for these are chosen according to parent preferences. Handouts about the Title I program will also be given to parents.

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

respond to any such suggestions.

Parents who attend the Parent Advisory Council (PAC) meetings are given opportunities on the agenda to give suggestions or make recommendations on the services and materials that their child receives during the school day or after school. The school will immediately respond to any suggestions/requests made by parents.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents receive a copy of their child's performance on the PARCC and NWEA by several means. The school sends out a report of NWEA scores at the end of the school year that also includes the child's promotion status for the following year. Final PARCC scores from Spring test are also sent home in the fall of each 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.

From the Office of Human Capital - Assessment and Compliance Division - official notices will be given to parents if their child has been assigned to a teacher who is not highly qualified for four consecutive weeks. Our school intends to fully cooperate with this requirement of Title 1. Any notice that parents must receive we will make sure they get.

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.

The annual Title 1 meeting in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title 1 will also be given at these meetings. At our annual open house in September, parents will be given an in-service on how to access the parent portal in IMPACT GRADEBOOK as a way to monitor their child's progress. Parent training will also be offered and encouraged throughout the year from money set aside for this purpose from Title 1 funds. Parent training is also strongly encouraged from offerings from Title 1 Part A of the Office of Local School Council Relations.

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.

There are funds available in the school's NCLB Title 1 budget that provides for parents to attend conferences, seminars and workshops. Furthermore, parents can obtain subscriptions from periodicals that provide literacy training and technology. At the monthly PAC meetings, there will be a consultant/trainer present who will give parents a presentation on how they can help their child at home with their academics. The monthly PAC meetings expects to help increase parent involvement.

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.

Staff will be given ongoing professional development in building working relationships with parents that treat them as partners in the educational process. This includes workshops given during regular staff meetings as well as the opportunity to attend outside seminars, in-services, etc. Staff are required to develop a suitable rapport with parents by establishing clear communication channels early in the school year and then maintaining them. Part of these channels include encouraging parent volunteers.

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.

Although Robert A. Black School does not have a preschool program there is a strong literacy curriculum in the primary grades that relies heavily on parent participation and involvement. This includes using home reading logs and parent volunteers. For incoming kindergarten and 1st grade students, parents are given a full orientation of the curriculum during the registration process. There are suggestions given on how parents can fully participate in their children's education.

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.

Reminder letters and emails that sent to parents informing or reminding them of meeting time are written in a way that is easy to read and understand. The wording of the details of meeting times are exact but brief. Furthermore there is contact information listed in letters for parents to use in case they need clarity.

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.)

Robert A. Black Magnet School provides an exceptional educational program that instills high expectations, shapes caring, responsible and ethical citizens, promotes cultural awareness and fosters partnerships with families and the community. Students will develop the knowledge and skills necessary for successful individual achievement and to make all of them college and career ready in the least restrictive environment.

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

Parent-teacher conferences will be held throughout the school year, including formal conferences held twice a year at Report Card Pick up days and at set scheduled times to monitor students' progress. Conferences are scheduled per a teacher's request and/or parent's request.

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

Parents will be provided consistent, thorough reports on their children's process throughout the school year. This includes 5 week progress reports via IMPACT at each half way point in the marking period, formal report cards issued for each of the four marking periods, and frequent standardized test result reports. Informal reports will also be given to parents via email and phone calls from teachers and administration.

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

Parents can schedule conferences with teachers during teacher's prep period and before and after school by appointment to discuss their child's progress. Parents are welcome to come in and discuss their child's progress and/or other concerns they may have. The meetings are held in the resource office or the classroom. Parents have access to staff email addresses and phone numbers to request information or a conference.

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.

Robert A Black has always welcomed parents to volunteers. We have an "open door" policy at Black. Parents can come to the school at any time although they are encouraged to call first if they want to visit a classrooms. We welcome and embrace volunteers to assist in the classroom, go on field trips as a chaperone or help out in the office.

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

At Black there are number of programs to help parents support their children's learning. These include formal parent training, tips and workshops held by teachers at the school. There will be family literacy nights, math and science nights to promote more awareness among parents about ways to help and assist their children.

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 school's improvement plan (CIWP) is written each time with input from parents. This input is done through a series of meetings with school stakeholders to determine what the school's priority goals are and how resources should be allocated to meet these goals. Parents will also participate in individual meetings relating to their child's academic and social progress. This includes participating in the development and implementation of a remediation plan through MTSS and if necessary, an Individual Education Plan (IEP). Parents also will have an opportunity to give input and consultation at the monthly Local School Council (LSC) meetings.

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

Students will assure academic achievement by their participation in the development and implementation of remediation (MTSS) plans that addresses such areas as class preparation, attendance and attitude. Improved academic achievement is recognized by the school with awards, assemblies and other monthly incentives so that students continue to do their best. Students at Black also will participate in parent-teacher conferences so that the responsibility of improved academics is shared.

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.

1. Effective home-school communication
2. Learning activities at home
3. Community Resources

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

| Account(s) | Description | Allocation | |
|-----------------|--|------------|------------|
| 51130, 52130 | Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | \$ | Amount .00 |
| 53405 | Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500. | \$ | 482 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ | 568 .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) | \$ | 650 .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ | 396 .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. | \$ | Amount .00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ | Amount .00 |
| 53510 | Postage Must be used for parent involvement programs only. | \$ | 100 .00 |
| 53306 | Software Must be educational and for parent use only. | \$ | Amount .00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$ | 80 .00 |