



2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------------|---------------------------------|-----------------------------------|
| 01/08/2016 | Principal & Assistant Principal | CIWP introduction |
| 01/11/2016 | Principal, AP, & Lead Teachers | Introducing CWIP to Lead Teachers |
| 01/27/2016 | CWIP Team | Introductory meeting |
| 02/05/2016 | CIWP Team | working session on SEF |
| 03/02/2016 | CIWP Team | working session |
| 03/04/2016 | CIWP Team | working session |
| 03/08/2016 | CIWP Team | working session |
| 03/09/2016 | CIWP Team | working session |
| 03/29/2016 | Principal & CIWP Team members | working session |
| 03/30/2016 | CIWP Team members | working session - editing |
| 03/31/2016 | CIWP Team members | working session |
| 04/05/2016 | CIWP Team members | working session |
| 04/06/2016 | CIWP Team members | working session |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

- ILT meets biweekly to plan and prepare professional learning guided towards achievement of powerful practice by entire school faculty.
- ILT collects data and input from faculty to inform second cycle of new powerful practice for the school year.
- Each cycle is represented by one member of the Instructional Leadership Team.
- *-PBIS team has established schoolwide system to monitor students behaviors through the use of the classroom journal: detentions for misbehaving students and earning principal ribbons for demonstrating good behavior as a class
- According to the Five Essentials Survey, the school has a STRONG rating under Effective Leaders where principals and teachers work together to implement a shared vision. The sub-ratings for this were a STRONG (61) in Program Coherence, a STRONG (66) in Principal-Teacher Trust, a STRONG (62) in Teacher Influence, and a STRONG (69) in Instructional Leadership.
- Within this same survey, the school was rated at STRONG under Collaborative Teachers where all teachers collaborate to promote professional growth. The key indicators of this where the following sub-ratings:
 - Collaborative Practices - Strong (69)
 - Collective Responsibility - Neutral (55)
 - Quality Professional Development - Strong (68)
 - School Commitment - Strong (64)
 - Teacher-Teacher Trust - Strong (60)
- Calmecca's vision is to improve all students to become competent and literate adults who are life-long learners, critical thinkers and achievers who maintain high expectations in the areas of academics and global diversity. It is shared with parents at general and NCLB meetings and is posted in our main office for faculty and staff as well as any visitors. Having our vision and mission visually present reminds us what we are working towards daily. Teachers are invited to make revisions to the vision and mission as seen fit at the beginning of each year.

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:

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

Score

1 2 3 4

1 Administrative and 4 teacher members of the ILT attend PD led by the Network throughout the year.
 Implementation of 2 Powerful Practices (DOK and Accountable Talk) completed.
 Action Plan submitted by all grade levels indicating their implementation of the Powerful Practice.
 ILT meetings occur twice a month and are driven by an Agenda.
 ILT members share responsibilities of leading faculty meetings on a rotating basis.
 Implementation of Safe Practice & Learning Walks has occurred.
 ILT Rubric is used as a framework to structure and guide our team as we implement our powerful practice.
 EOY data from the ILT rubric is used to gauge the effectiveness of the ILT work.
 All teachers have completed a self reflection tool to assess their grasp of the Powerful Practice.
 Data collection is an ongoing process to identify the next set of challenges.
 The school calendar has allocated bimonthly Faculty meetings that are led by the ILT.

5 Essentials Survey
 Collaborative Teachers - 62 Strong
 Quality of PD - 68 Strong
 Teacher-Teacher - 60 Strong
 Over the last three years, Calmecca has shown growth in this rating.
 Effective Leaders - 65 Strong
 Teacher-Principal Trust - 66 Strong
 Instructional Leadership - 69 Strong
 This performance rating indicates: a practice of shared leadership, setting high goals for quality instruction, maintaining mutually trusting and respectful relationships, supporting professional advancement for faculty and staff, managing resources for sustained program improvement

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

1 2 3 4

Accountable Talk was a school-wide initiative that is lead by the ILT (including whole staff PD on a monthly basis). Learning walks have been conducted by ILT members to gather data on the implementation of power practice in action. N8TL and lead teachers attend Network 8 PD on a monthly basis; information is shared with other teachers at grade level meetings.

ILT attend Network 8 PD on a quarterly basis.

Dual Language teachers have attended NABE conference to gather information and strategies addressing dual language. State Bilingual Conference has been attended by teachers to enhance strategies on working with diverse learners and dual language learners.

PLP meets monthly with a focus on dual language program (scope/sequence, block time, etc.).

Network 8 case manager meetings are attended by the counselor and diverse learner instructors.

New teachers meet with mentors at the new teacher mentor center on bi-weekly basis.

Writer's Workshop Conference in NYC is attended by 3-4 teachers to learn strategies that implement writer workshop.

Teachers are invited to attend the week long dual language workshop in Virginia to prepare for the the expansion of the dual language program in the Middle School.

Teachers have attended Saturday sessions through OLCE to learn how to work with dual language and diverse learners.

UBD has been implemented by Network 8 in order to create effective curricular alignment, increase of rigor, and provide a lens for long term planning.

School has implemented a schedule to coordinate the area of focus for content meetings, grade level meetings, and principal directed meetings.

According to the 5 Essentials Survey:
Effective Leader performance indicates strong (65); Instructional Leadership is strong (69); and Program Coherence is also strong (61).
These measures indicate a practice of shared leadership, setting high goals for quality instruction, and supporting professional advancement for faculty and staff.

Collaborative Teaching category, - strong (62). Collaborative Practices category - strong 65). Collective Responsibility - neutral (55), Quality Professional Development - strong (68), School Commitment - strong (64), and Teacher-Teacher trust - strong (60). For the past two years our scores show an upward trend in our performance in this category. We have gone up from 52 to 59 to 62. We are in alignment with other schools in Chicago Public School.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.

- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

Several grade levels scheduled a WIN (What I Need) period to provide intervention or enrichment to students according to their needs as determined by their scores on NWEA testing and evidence from teacher assessments. Teachers were provided materials and resources to help them reach the students in their WIN class at their level to fill in gaps and move on to the next level. Some grades reorganized classes throughout the year according to the needs of the students whereas other grades kept the same classes to continue working on the same subject area consistently.

The school utilizes the positions of the Bilingual Teacher and the Dual-Language teacher to reach groups of students in the Dual-Language program who need more support in one of their languages. These teachers arrange their schedules and gather resources to give additional time and more individualized attention to students who are not at grade level in Spanish or English. Teachers at many grade levels planned after-school programs to target their students who were below level according to NWEA scores and teacher assessment or to offer a challenging enrichment curriculum to students at-and-above level. Teachers offered smaller group instruction to these students in Reading or Math in a weekly after-school program.

The school provides the position of a Literacy Lead Teacher who provides teachers with information about and access to resources to help meet students' educational needs. This teacher is also available for modeling a lesson, professional development and co-teaching.

The school provides for a technology support person to ensure that the laptops, tablets and classroom desktop computers are available for classroom instruction, educational intervention software, enrichment activities, city and state testing and parent computer classes. Teachers volunteer to house the computers and monitor the scheduling and transport of the laptop and tablet carts so that teachers in any grade level are able to use technology to support their learning, either with an individualized learning plan or by accessing information as a class.

Many teachers partner with student teachers who may introduce teachers to new ideas in curriculum and instruction. Student teachers are available to work with smaller groups of students on targeted areas of intervention or enrichment. When student teachers take over instruction in the classroom they enable the teacher to spend more time working with individual students and small groups of students. Besides helping in the creation of the next generation of urban teachers, students are also introduced to another style and personality of teacher which may engage them in a different way.

In the middle school, instructional time is maximized through thoughtful scheduling so that departmental schedules don't begin until third period giving each classroom teacher consistent, quality time with their homeroom class.

The administrators have implemented a team approach to interviewing and hiring. Teachers with a vested interest in the position being filled, i.e., grade level team, Special education team, etc., participate in the resume review and interview process, as well as the hiring decisions. Teachers who are fully certified and highly qualified are sought for hire in our school. The hiring team checks references and verifies past teaching experiences.

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 |

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

- Cycle teams meet for Unit Planning sessions monthly, focusing on Understanding by Design as the guide for curriculum structure.
- Unit plans designed include assessments and cross-curricular themes.
- Classroom teachers incorporate the Fine Arts into their units and vice-versa.
- Mariachi Curriculum was introduced in addition to Music Curriculum and students have shown an increase of participation and performance by singing, playing an instrument, and being actively engaged in cultural traditions. These students have performed in several venues citywide including the Pritzker Pavilion, Auditorium Theatre, and Harris Theater alongside influential artists and groups such as Lila Downs, Aida Cuevas, and Mariachi Camperos de Nati Cano. In addition, the ensemble has performed for non-profit events such as the Junior Achievement Summit, University of Illinois at Chicago Cancer Survivorship Celebration, and Latino Fest at the University of Illinois at Chicago.
- Many grade levels partner with an outside Arts group that works with teachers to plan collaborative lessons that engage students in standards both in the arts and in classroom core content areas.
- The school partners with the National Museum of Mexican Arts and other organizations to provide after school classes in the arts for students of different ages. These students learn standards in music and other areas and perform for the school during assemblies throughout the year.
- Curriculum maps are shared with all faculty online for vertical and horizontal alignment
- Content Area teams of Middle School teachers meet monthly to coordinate their plans, continue learning about Next Generation Science Standards and Common Core Standards, research and share resources, evaluate and discuss student work and to make goals for their team and their classrooms.
- Second Step Curriculum is implemented to address social emotional learning needs of all students.
- Calmea Fine Arts teachers attend Network PD sessions on Unit Planning in order to vertically align to feeding schools (elementary to high school) and collaborate on standard alignment.
- Powerful practices are identified and shared with all teachers to ensure cohesiveness across grades. Among those explored and implemented were: DOK, & Accountable Talk.
- Dual Language Professional Learning Group is engaged in monthly professional development to increase their knowledge base on Best Practices in Dual Language programs.
- Simultaneous literacy was introduced this year with the goal to increase literacy in both languages at the same time.
- Literacy Units were designed for implementation in both English and Spanish Literacy blocks.
- The World Language program has begun to design unit plans that are founded on the National Standards for world language.
- Curriculum design is carefully selected to ensure meeting the needs of students regardless of their language dominance or academic ability.
- This year we selected a new math curriculum that targets students in grades K through 5th. This is one of those selected by the District and made available for adoption.
- Curriculum is also supported with online resources such as IMAGINATE, THINK CERCA, Encyclopedia Britannica, NPR.org, NewsELA, Science simulators, Brainpop, and Stride Academy, Sumdog for Math support, and Google drive for peer to peer and teacher feedback, etc.
- The Dual Language program has established a curriculum plan that informs expectations by grade and subject along with time allocation.
- Teacher leaders from the different cycles have participated in Network 8 Teacher Leader professional development to learn about backwards design in unit planning. They have begun sharing this with the rest of the teachers and have developed several instructional units in various grades.
- The Instructional Leadership Team has transformed their work this year by conducting surveys and reflecting on data to select Powerful Practices that impact instruction. The members of this team share leadership roles during the meeting and present content to the faculty during the monthly meetings. This transformation is a result of the Network 8 work in building teacher capacity and honing in on the craft of teaching.

According to the 5 Essentials Survey, the school was rated as STRONG under Ambitious Instruction at 64. Thus, the instruction is clear, well-structured, and encourages students to build and apply knowledge. The sub-ratings for this category were as follows:

English Instruction (54 - Neutral)

Math Instruction (42 - Neutral)

Academic Press (64 - Strong)

Quality of Student Discussion (94 - Very Strong)

In addition, the data shows an increased rating for this category from a 49 (Neutral) for the 2014-2015 school year to a 64 (Strong) for the 2015-2016 school year.

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

1 2 3 4

- Teachers use a variety of online resources that provided differentiated texts and resources including Newsela, Razkids, Stride Academy, Scholastic News Magazines (Scope, Jr, Science World) including a plethora of online resources, & Brainpop/ESL.
- Teachers have access to a variety of consumables that address different content and skills including Word Wisdom, Reading Coach CCSS.
- The literacy curriculum is teacher created based on CCSS using authentic literature and texts.
- Teachers differentiate tasks based on the needs of diverse learners.
- Teachers have daily access to technology to enhance lessons and instruction including mimios, laptop carts, IPADS, smartboards, etc.
- Diverse learners & EL teachers have a set of IPADS to use on a consistent basis.
- A variety of instructional materials including games, CD's, and hands-on learning activities are provided to classrooms.
- Social Studies curriculum is integrated with English Language Arts curriculum for attainment of goals in both areas.
- A new math CCSS aligned curriculum has been provided for grades K-8.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**

- Student outcomes and developmental appropriateness determine when and who will use the materials.
- Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious instruction Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 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

1 2 **3** 4

- Teachers meet during school to collaboratively design curriculum units (Curriculum mapping - UBD)
 - ILT and staff conduct learning walks to monitor progress of school-wide powerful practices which include Depth of Knowledge (DOK) and Accountable Talk.
 - School schedule allows for teachers to have monthly meetings that are content specific for vertical alignment of curriculum units.
 - Middle school Science & Social studies instruction is student centered and student led with project oriented assignments. Middle school math instruction promotes group collaboration.
 - Lessons include differentiated instruction based on individual student needs addressing students excelling above level, at level, and below level.
 - Middle school students are given responsibility to make choices based on interest and instructional levels (i.e books, homework assignments, research projects, etc.)
 - Teachers identify academic vocabulary in all subject areas and prepare students with test taking strategies.
 - Middle school participates in a Career Fair/Junior Achievement exposing them to life experiences and career opportunities.
 - Vertical planning is practiced from K-8; preK-5 meet monthly to discuss best practice strategies for Dual Language; K-8 learning progression chart embeds specific expectations per grade to build rigor.
 - The PLC and DLC meet regularly to examine student work to gauge the effectiveness of the program.
 - Algebra I is offered as an advanced math course to provide opportunity for students to place into Geometry as a freshman.
- According to 5 Essentials Survey:
Ambitious Instruction is Strong (64), indicators include:
- Quality of student discussion demonstrating that teachers encourage students to build and apply knowledge during collaborative conversations, Very Strong (94)
 - Academic Press, Strong (64)
 - English Instruction, Neutral (54)
 - Math Instruction, Neutral (42)

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 | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Career Week and Career Fair

Calmecca holds a career fair that promotes college readiness. By inviting local community professionals and community members to share their professional experiences a question/answer forum leads the post presentations and allows for students to gain experience with various professional career choices.

College Week

Through the Junior Achievement Program, students completed instruction led by college students to expose them to real world career paths. During College week 8th grade students research colleges and universities that interest them based on their future educational plans and careers.

College Tour/Partnerships

Several partnerships have been sought to facilitate the awareness and importance of a college readiness future for all students attending our school. The students visit local universities such as UIC college campus, NEIU campus, University of Chicago and the School of the Art Institute. Students experience what a college campus looks and feels like. Students visit the library, the campus store, and follow a student guide to get an idea of what a typical day would be like as a college student.

Data Meetings with students

Throughout the school year students periodically monitor their own individual data. Looking at their gains, their lows and deficits. Furthermore, hypothesizing on several aspects of their data analysis such as a deficit in academic subjects/strands. Their strengths are also reviewed and analyzed more deeply so that they successfully understand their relative strengths. Throughout the years, students have shown a dramatic gain in data-driven results. Instructors have facilitated the role of data analysis with their homerooms and have also created a WIN block schedule ("What I need" program) that focuses on the common weaknesses within a group. This allows them to progress monitor their own target areas and thus make progress and gains throughout the school year.

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

- Powerful Practice of accountable talk is being implemented on a school-wide level.
- Learning walks were completed by most teachers to observe our school's powerful practice in action.
- ILT member conducted pre- and post-learning walks to assess progress of the practice in action.
- Teachers develop unit plans as a grade-level team.

5 Essentials Report:

Ambitious Instruction - 64 (Strong)

Quality of student Discussion - 94 (very strong)

Academic Press - 64 (Strong)

English and Math Instruction - 54 (Neutral)

Effective Leaders - 65 (Strong)

Instructional Leadership - 69 (strong)

Program Coherence - 61 (strong)

These scores indicate a practice of shared leadership; a well developed, effective ILT; and maintaining mutually trusting and respectful relationships

Principal trust - 66 (strong)

Supportive Environment - 57 (Neutral)

Student Teacher Trust - 59 (Neutral)

Peer Support for Academic Work - 55 (Neutral)

NWEA Results:

- Reading, 87% Student growth

- Math, 56% Student growth

- Teachers have met to analyze and discuss winter NWEA results with administration.

- Teachers use formative data to create new groups based on changing needs.

Student Attainment:

- Reading 41% as a school

- Math 46% as a school

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

Score

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.

1 2 **3** 4

Second Step Curriculum program intended to reach all students (tier one).
 WIN groups targeted for academic supports in tier two.
 Tier three interventions being supported in classrooms by paraprofessionals and student teachers.
 Schools meet with administrative staff every 5 weeks to discuss on track data, and provide action steps for students who are off track.
 Off track data in attendance is addressed in school wide incentive (PA Announcement, sports-related incentives at the end of the week)
 2014 95.8% Attendance
 2015 96% compared to district average 95.1%
 5 Essentials Survey:
 Supportive Environment - 57 (Neutral)
 Peer Support for Academic Work - 55 (Neutral)
 Student-Teacher Trust -59 (Neutral)
 Ambitious Instruction - 64 (Strong)
 Counselor/Social Worker conduct social/emotional learning sessions.

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) |
| | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating knowledge of content and pedagogy |
| | 1b. Demonstrating Knowledge of Students |
| | 1d. Designing Coherent Instruction |
| | 2d. Managing Student Behavior |
| | 3d. Using Assessment in Instruction |
| 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

- Modified grading scale for diverse learners and English Language Learners
- School has adopted a "No Zero Policy" to help students meet end-of-year promotional expectations.
- In alignment with the ISBE recommendations, the school increased the practice of inclusion model of instruction, as per students' IEP, which allows for better alignment of formative assessment
- Content area grade category weights are aligned for middle school Math.
- Grade level teams have similar category weights for gradebooks

NWEA Results:

- Reading, 87% Student growth
- Math, 56% Student growth
- Teachers have met to analyze and discuss winter NWEA results with administration.
- Teachers use formative data to create new groups based on changing needs.
- School funding allocated for teachers to meet and work on Understanding by Design,
- Understanding by Design PD provided at the beginning of the school year.
- Weekly principal-directed meetings discuss how to implement UbD

- 8th grade Math Scores for Student Attainment:

Math - 87%

Reading - 84%

- greater than 50% attained national growth

As students progress towards college and career readiness, have shown growth on NWEA - 99 percentile in Reading and Math All diverse learners have a transition plan as they move towards post-secondary learning.

We are seeing a significant increase in performance from a 49 to 64 in our Ambitious Instruction rating on the 5 Essentials Report. This rating indicates: we are well-defined with clear expectations for student success, have interactive instructional practices and encourage students to build and apply knowledge, have well-paced instruction (not measured), are aligned across grades (not measured)

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.

- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

- Teachers are engaged in a cycle of professional learning around the powerful practice of accountable talk.
- Students are engaged in group conversations and implement the expectations of accountable talk using a variety sentence stems that hold them accountable to high expectations.
- Teachers have system for accounting for student homework on a regular basis.
- Parents are encouraged to access grades and assignments on a regular basis in order to support their child's learning. Participation in the parent portal has increased from last year.
- Students are familiarized with understanding their assessment data and setting personal goals based on their data.
- Most grade level teams plan collaboratively for unit plans, homework expectations, and assignments.
- Our teacher assistants work with small groups as designated by the teachers. They participate in data meetings to better understand the needs of the students they work with. Teacher assistants also participate in professional development to become better equipped to work with their student groups.

5 Essentials Survey:

- Our school is defined as Strong (Score of 64) in Ambitious Instruction, being well-defined with clear expectations for student success, interactive and encouraging students to build and apply knowledge, well-paced (not measured), and aligned across grades (not measured).
- Very Strong (Score of 94) in Quality of Student Discussion
- Strong (Score of 62) for Collaborative Teachers, all teachers collaborate to promote professional growth. Teachers are active partners in school improvement, committed to the school, and focused on professional development.
- Strong (Score of 65) in Collaborative Practices
- Strong (Score of 68) for Quality Professional Development,
- Strong (Score of 64) for School Commitment
- Strong (Score of 60) for Teacher-Teacher Trust

Calmecca School Climate Self Assessment Data:

- Adults communicate high expectations for all students (e.g., academic achievement, college attendance, career success). 58.2% strongly agree
- Teachers monitor students' academic progress and provide necessary support so all students can be successful - 70.59% strongly agree
- In classrooms throughout the building, all students actively participate in learning activities. - 64.71% strongly agree.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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.

1 2 3 4

5 Essentials Survey:

- Teacher-Parent trust is very strong (81) demonstrating school values, parent input, and participation in advancing the school mission
- Collaborative Teaching is strong (62), examples of this are teachers promote professional growth, ILT members are leaders in school improvement, dual language committee meets biweekly to plan for and execute transition into bilingual program.
- Collaborative practice is strong (65),
- Collective responsibility (55), although neutral, demonstrates a gain since the previous year
- Supportive Environment is neutral (57)
- Peer support- neutral (55)
- Student-teacher trust - neutral (59) although neutral, demonstrates a 12 point gain since the previous year
- Student council meets monthly to plan

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

Calmecca is partnered with a variety community organizations such as CASA Mexican Fine Arts Museum, Livingston County Farm Bureau, volunteer mentor for Invention Convention from Animindz, Changing Worlds, Old Town School of Music, Ling Ling Pao Dance, Guo Mei Hua (Chinese paper cutting artist), FMA Live from Honeywell, and FACETS multimedia art.

Calmecca provides a variety of after school programs including academic programs both for intervention and enrichment, Girls on the Run, Academic Chess, Drama, Folkloric, Chinese Dance Club, African Dance Group, Photography, Art, Music, Soccer, Basketball, and Volleyball.

We have students from 3rd - 8th grade designated as Student Ambassadors to welcome visitors, provide information about the school, and give tours.

Calmecca is an owner of a Community Learning Garden that is maintained by teachers and students.

The Algebra Initiative offers our eighth grade students who successfully complete the program the opportunity to excel in high school mathematics courses by beginning with Geometry.

5 Essentials Survey:

In schools with strong Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge.

- Ambitious Instruction - Strong (64)

- Academic Press - Strong (64)

- Quality of Student Discussion - Very Strong (94)

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

- Calmecca is served by two CPS Security guards and an additional police officer part of the day.
- Volunteer parents are involved and present on the campus before and after school monitoring student safety.
- Serious discipline issues are addressed immediately in the office by administration.
- The school implemented a PBIS behavior program last year which was continued this year to provide positive incentives for student behavior. Students can earn tickets used to “purchase” various items a few times a month. Older students are rewarded for positive behavior with social group activities organized by their teachers, for instance the 8th grade teachers offer students a “Game Day” for good behavior while offering intervention time to students who need additional support with following school rules.
- The PBIS team provided each classroom with a journal that follows the classroom through the days. The various adults in charge of instruction and supervision can note behavior issues or instances of good behavior. This allows all adults to keep track of students’ behavior through the day and allows the teacher to follow-up with concerns or rewards for behavior throughout the day. The PBIS team also planned an after-school detention for students with repeated warnings in the classroom journal.

5 Essentials Survey:

Calmecca received a score of 57 which represents its aggregate performance across five key indicators of Supportive Environment:

- Peer Support for Academic Work (55 - Neutral)
- Academic Personalism (63 - Strong)
- Safety (51 - Neutral)
- Student-Teacher Trust (59 - Neutral)

Fall 2015 Calmecca School Climate Self Assessment:

Sense of Security - overall 80% of those taking the survey felt this area was either established or exemplary.

- Adults know what to do when they observe teasing, bullying, or harassment. - 45% agree, 35% strongly agree
- Adults consistently intervene when they witness these behaviors. - 45% agree, 35% strongly agree
- All students know how to seek support if they feel unsafe. - 65% agree, 25% strongly agree

Guide for Safety & Order

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

- Clarify criteria for office referrals versus classroom managed behavior.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | ✓ MVMS score – “Safety” |
| | ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? |
| | ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. |
| Measures | ✓ School Climate Standards Rubric/Assessment |
| | ✓ Five Essentials – Supportive Environment 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

- Schoolwide Expectations are set by all teachers with variations for classrooms, known as the “Jaguar” Expectations
- Positive Behavior Intervention Support Committee meets monthly to discuss incentives for positive behavior discuss interventions (journal recording)
- Calmecca Tickets produced for teachers to reinforce positive behaviors
- Established a store where students can purchase incentives with Calmecca Tickets
- Established consequences for students who are trending with negative behavior in classroom notebooks
- Grade cycles and Exploratory teachers use Class Dojo resource to keep track of positive behavior, participation, and assignments and reward individuals and classrooms for their effort if they reach a set goal
- Suspension is a last resort and the school focuses on changing behavior through multiple tiers of support and interventions
- Teachers use Second Step as a Social Emotional Learning Tool to guide students towards making responsible decisions in order to establish a restorative classroom climate.
- Teachers use behavior plans for students who need guidance in class and throughout the day to monitor themselves and report back to parents
-
- According to the Five Essentials survey, the school was given a rating of NEUTRAL under Supportive Environment with the following sub-ratings:
 - Peer Support for Academic Work (55 - Neutral)
 - Academic Personalism (63 - Strong)
 - Safety (51 - Neutral)
 - Student-Teacher Trust (59 - Neutral)
- The survey also shows an increase in this category from a 45 to a 57 from last school year to this year. - PBIS School-wide initiative

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.

- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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.

Score

1 2 3 4

- There are many opportunities to involve families in school-wide activities, such as school assemblies and performances, literacy and math nights, Dual Language nights.
- Weekly computer and ESL classes are provided by outside resource arranged by School-Community Representative.
- Weekly Healthy Kids Market is an established program to provide fresh produce to any Calmecca family.
- Grade level meetings about promotion expectations are available to parents in bridge grades.
- Parents are informed of grade level standards and grading policies at the open house early in the year.
- Parent volunteers coordinated by School-Community Representative monitor students on campus morning and afternoon, and during recess, assist drop-off and pick-up, print and distribute tickets for PBIS discipline initiative, deliver flyers to the classrooms
- Volunteer parents will oversee the kitchen garden, planting, weeding and harvesting.
- Mariachi group of parent volunteers are involved in fund-raising for performance attire and outings.
- UIC basketball games are attended to expose families to Chicago area college campus and provide opportunities for family fun.
- Parents are involved as chaperones for classroom field trips.
- Parents are given the opportunity to ask questions and raise concerns at monthly meetings coordinated by various parent communities, LSC, Bilingual Parent Committee, and Parent Patrol.
- Parents are encouraged to participate in the 5 Essentials Survey as well as the CPS Parent Portal and are instructed in doing both during report card pick-up.
- Parents are provided with best practice ideas around learning and development in their monthly meetings.
- Teachers regularly contact parents with homework and behavior concerns.
- Parents are regularly informed about their child's progress through 5-week progress reports, quarterly report cards, phone calls and notes home.
- Parents are encouraged to visit the Calmecca website for class information, and teachers are encouraged to update information regularly.
- Information is conveyed to parents in their home language, English, Spanish, or Mandarin.

Evidence:

5 Essentials Survey:

Involved Families - Calmecca received a score of 69 which represents its aggregate performance across three key indicators of Involved Families:

- Teacher-Parent Trust (81 - Very Strong)
- Parent Involvement in School (58 - Neutral)
- Parent Influence on Decision Making in Schools (69 - Strong)

Participation sign-in sheets for Parent volunteers, report card pick-up

Participation rates for Parent Portal, and survey completion

Event agendas and flyers

Fund raising activities and amounts

Fall 2015 Calmecca School Climate Self Assessment:

Family Engagement -

- Parents and families actively participate in activities at the school. - 47.06% agree, 47.06% strongly agree
- Staff use a variety of strategies to communicate with families (e.g., phone calls, newsletter, website, face to face). - 41.18% agree, 58.82% strongly agree
- Every family at the school receives personal communication from a staff member at least once per month.- 52.04% agree, 35.29% strongly agree

Guide for Parent Partnership

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

- Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

4 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1 2 3 4 5

4 Culture of & Structure for Continuous Improvement: Professional Learning

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---------------------|---------------------|-------------------|-------------------|
| National School Growth Percentile - Reading | | | | |
| We would like to maintain our high percent. | 75.00 | 87.00 | 88.00 | 89.00 |
| National School Growth Percentile - Math | | | | |
| We would like to maintain our high percent. | 77.00 | 56.00 | 63.00 | 70.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | |
| Our goal is to break the 70th percentile in two years and our percent in 2015 dropped. | 61.90 | (Blank) | 64.00 | 70.00 |
| African-American Growth Percentile - Reading | | | | |
| Not enough students in this category | (Blank) | (Blank) | 0.00 | 0.00 |
| Hispanic Growth Percentile - Reading | | | | |
| We would like to maintain our high percent. | 78.00 | 89.00 | 90.00 | 91.00 |
| English Learner Growth Percentile - Reading | | | | |
| We would like to maintain our high percent. | (Blank) | 93.00 | 93.00 | 93.00 |
| Diverse Learner Growth Percentile - Reading | | | | |
| We would like to maintain our high percent. | 18.00 | 99.00 | 90.00 | 90.00 |
| African-American Growth Percentile - Math | | | | |
| not enough students in this category | (Blank) | (Blank) | 0.00 | 0.00 |
| Hispanic Growth Percentile - Math | | | | |
| Our goal is to break the 70th percentile in two years and our percent in 2015 dropped. | 77.00 | 58.00 | 64.00 | 70.00 |
| English Learner Growth Percentile - Math | | | | |
| We'd like to have steady progress but are already above the 70th percentile and want to be more cautious with our goal. | (Blank) | 70.00 | 73.00 | 76.00 |
| Diverse Learner Growth Percentile - Math | | | | |
| We would like to maintain our high percent. | 84.00 | 90.00 | 90.00 | 90.00 |

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

| | | | | |
|---|-------|-------|-------|-------|
| We want to maintain a steady growth and with our high growth believe this is realistic. | 40.00 | 45.00 | 50.00 | 55.00 |
|---|-------|-------|-------|-------|

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

| | | | | |
|---|-------|-------|-------|-------|
| We want to maintain a steady growth and with our high growth believe this is realistic. | 48.00 | 49.00 | 55.00 | 60.00 |
|---|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | |
|---|-------|-------|-------|-------|
| We have set growth goals of 8 percent for this category because of our 80/20 Dual Language program model. | 11.00 | 12.00 | 20.00 | 28.00 |
|---|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | |
|---|-------|-------|-------|-------|
| We have set growth goals of 8 percent for this category because of our 80/20 Dual Language program model. | 38.00 | 12.00 | 20.00 | 28.00 |
|---|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | |
|--|-------|-------|-------|-------|
| Given our high percent of EL's we want to see more students make sufficient progress but be realistic with the goal given our Dual Language context. | 41.60 | 37.80 | 45.00 | 50.00 |
|--|-------|-------|-------|-------|

Average Daily Attendance Rate

| | | | | |
|---|-------|-------|-------|-------|
| We would like to maintain our high percent. | 96.00 | 96.40 | 96.00 | 96.00 |
|---|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | |
|--|---------|---------|---------|---------|
| For the past two years we have been well organized and we would like to maintain that status moving forward. | (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...

| | | |
|---|---|--|
| If the ILT continues to recruit one teacher per grade level and engage in professional learning to explore powerful practices | then we will see teacher moves that implement Best Practices embedded in unit design and in their instruction | which will lead to teachers expanding their craft of teaching and increase the MVMS instructional leadership score from Strong to Very Strong. |
|---|---|--|

Tags:
Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional development

Area(s) of focus:
1

| Action step | Responsible | Timeframe | Evidence for status | Status |
|--|---------------------|------------------------------|---------------------|----------|
| Recruit one member per grade level to join the ILT | current ILT members | Aug 29, 2016 to Sep 12, 2016 | ILT roster | On-Track |

ILT

If we do...

...then we see...

...which leads to...

If we regularly examine the texts and tasks that students are required to perform

then we gain insight to gauge rigor and illuminate how the standards are actualized and support the true spirit of college and career readiness

which leads teachers to create student centered rigorous tasks which will increase performance on NWEA scores, Network On Track reports and TRC data.

Tags: Science, Dual Language, Literacy, World language, Academic expectations

Area(s) of focus: 3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Unit designs will include grade level and beyond texts and corresponding tasks to challenge and show mastery of Enduring Understanding

Teachers
Lead Teachers
Admin

Sep 12, 2016 to
May 31, 2017

UBD Units
Schedule of quarterly unit reviews

Not started

Dual Language, Academic expectations

Create student centered learning tasks across curriculum by varying DOK levels and using Accountable Talk strategies

Teachers
Lead Teachers
Admin

Sep 12, 2016 to
May 31, 2017

Quarterly authentic student projects and presentations

Not started

Academic expectations, Students tasks, Ubd

Continuation of Mandarin World Language program to increase student literacy levels in reading and writing Chinese characters.

World Language
Teachers
Admin

Sep 12, 2016 to
May 31, 2017

Unit Plans
Student presentations
Chinese New Year Assembly

Not started

Literacy/Reading, Writing, World language

Strategy 4

If we do...

...then we see...

...which leads to...

If we develop and strengthen our multi-tiered levels of support through and reflective data analysis and professional development

then we see teachers using data to progress monitor and implement strategies to support student learning

which will increase scores in NWEA , TRC , and Network on Track Report

Tags: MTSS, Math, Diverse Learners, Attendance, Data Use, Ela

Area(s) of focus: 4

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Continue daily announcements on perfect attendance and provide rewards for classes earning principal's ribbons

Attendance Clerk

select

Monitor Impact attendance records

Not started

Attendance, Data Use

Continue to reward students with perfect attendance with T-shirts and/or trophies each semester

Admin

Sep 12, 2016 to
May 31, 2017

Student Award Ceremony

Not started

Attendance, Data Use

| | | | | |
|---|---|------------------------------|--|-------------|
| Evaluate NWEA data during grade level meetings to determine the on-going levels and needs of students | Admin, grade level chairpersons, teachers | Sep 12, 2016 to May 31, 2017 | WIN rosters notes from team meetings, | Not started |
|---|---|------------------------------|--|-------------|

MTSS, Math, Diverse Learners, Data Use, Ela

| | | | | |
|---|---------------------------------|------------------------------|---------------------------------------|-------------|
| Identify Tier II and III students who fail to show growth and are working below grade level for interventions | Classroom Teacher and MTSS lead | Nov 30, 2016 to Apr 30, 2017 | Student roster of MTSS, Easy CBM data | Not started |
|---|---------------------------------|------------------------------|---------------------------------------|-------------|

MTSS, Math, Ela

| | | | | |
|--|------------------------------|-----------------------------|--------------------------------------|-------------|
| Grade level teams meet every 5 weeks with administration to monitor on-track data and make a plan of action for students who are off-track | Classroom Teachers and Admin | Oct 14, 2016 to Jun 1, 2017 | On-track data report, plan of action | Not started |
|--|------------------------------|-----------------------------|--------------------------------------|-------------|

Math, Diverse Learners, Attendance, Data Use, Ela

| | | | | |
|---|-------------------------|-----------------------------|--|----------|
| PBIS Team established a schoolwide structure to monitor student behavior through the use of the Classroom Journal. Students who misbehave and are written in the journal 3 times or more will need to serve after school detentions on Fridays for one hour after school. The classrooms whose students are not written the journal and earn 85% as whole class will earn 10 Principal Ribbons. | All staff and PBIS Team | Jan 2, 2017 to Jun 22, 2017 | -Teachers complete weekly journal report -PBIS Monitor journal weekly | On-Track |
|---|-------------------------|-----------------------------|--|----------|

Celebrations, Behavior mtss

Strategy 5

| | | |
|--|------------------------------|---------------------------|
| If we do... | ...then we see... | ...which leads to... |
| If we establish a Supportive School Certification plan for | Describe expected outcome... | Describe expected goal... |

Tags:

Area(s) of focus:

| | | | | |
|-------------|-------------|-----------|---------------------|--------|
| Action step | Responsible | Timeframe | Evidence for status | Status |
| (Blank) | (Blank) | select | (Blank) | Behind |

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|-----------------------------------|-------------|-------|-----|--------|
|-----------------------------------|-------------|-------|-----|--------|

| | | | | |
|--|---|--------------|--------------|-------------|
| <p>✦ Recruit one member per grade level to join the ILT</p> <p>Tags: Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional development, ILT</p> | current ILT members | Aug 29, 2016 | Sep 12, 2016 | On-Track |
| <p>✦ establish meeting calendar</p> <p>Tags: Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional development, Teacher Teams/Collaboration</p> | ILT members | Sep 12, 2016 | Oct 12, 2016 | Completed |
| <p>✦ ILT creates the year long professional development timeline including powerful practice roll-out, safe practice, and learning walks.</p> <p>Tags: Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional development, Professional Learning, Professional development</p> | ILT members | Sep 12, 2016 | Oct 12, 2016 | On-Track |
| <p>✦ ILT will conduct observations and provide feedback on the implementation of the powerful practice.</p> <p>Tags: Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional development, Instructional Coaching</p> | ILT members | Oct 12, 2016 | Feb 8, 2017 | On-Track |
| <p>✦ School will provide opportunities for horizontal planning through 1/2 day planning sessions facilitated by N8TL's</p> <p>Tags: Math, Science, Technology, Curriculum Design, Dual Language, PE, Ela, Fine arts, Balanced literacy, Academic expectations, Wida, Curriculum Design, Balanced literacy</p> | Admin | Dec 1, 2016 | May 31, 2017 | Not started |
| <p>✦ School will provide in house and off site professional development opportunities on our new Math curriculum, Literacy, Dual Language best practices and WIDA standards</p> <p>Tags: Math, Science, Technology, Curriculum Design, Dual Language, PE, Ela, Fine arts, Balanced literacy, Academic expectations, Wida, Math, Dual Language, Ela, Wida</p> | Admin | Aug 29, 2016 | Nov 30, 2016 | Not started |
| <p>✦ School will provide opportunities for vertical planning and learning walks during grade cycle meetings</p> <p>Tags: Math, Science, Technology, Curriculum Design, Dual Language, PE, Ela, Fine arts, Balanced literacy, Academic expectations, Wida, Academic expectations</p> | Admin | Aug 29, 2016 | May 31, 2017 | Not started |
| <p>✦ Unit designs will include grade level and beyond texts and corresponding tasks to challenge and show mastery of Enduring Understanding</p> <p>Tags: Science, Dual Language, Literacy, World language, Academic expectations, Dual Language, Academic expectations</p> | Teachers Lead Teachers Admin | Sep 12, 2016 | May 31, 2017 | Not started |
| <p>✦ Create student centered learning tasks across curriculum by varying DOK levels and using Accountable Talk strategies</p> <p>Tags: Science, Dual Language, Literacy, World language, Academic expectations, Academic expectations, Students tasks, Ubd</p> | Teachers Lead Teachers Admin | Sep 12, 2016 | May 31, 2017 | Not started |
| <p>✦ Continuation of Mandarin World Language program to increase student literacy levels in reading and writing Chinese characters.</p> <p>Tags: Science, Dual Language, Literacy, World language, Academic expectations, Literacy/Reading, Writing, World language</p> | World Language Teachers Admin | Sep 12, 2016 | May 31, 2017 | Not started |
| <p>✦ Continue daily announcements on perfect attendance and provide rewards for classes earning principal's ribbons</p> <p>Tags: MTSS, Math, Diverse Learners, Attendance, Data Use, Ela, Attendance, Data Use</p> | Attendance Clerk | | | Not started |
| <p>✦ Continue to reward students with perfect attendance with T-shirts and/or trophies each semester</p> <p>Tags: MTSS, Math, Diverse Learners, Attendance, Data Use, Ela, Attendance, Data Use</p> | Admin | Sep 12, 2016 | May 31, 2017 | Not started |
| <p>✦ Evaluate NWEA data during grade level meetings to determine the on-going levels and needs of students</p> <p>Tags: MTSS, Math, Diverse Learners, Attendance, Data Use, Ela, MTSS, Math, Diverse Learners, Data Use, Ela</p> | Admin, grade level chairpersons, teachers | Sep 12, 2016 | May 31, 2017 | Not started |
| <p>✦ Identify Tier II and III students who fail to show growth and are working below grade level for interventions</p> <p>Tags: MTSS, Math, Diverse Learners, Attendance, Data Use, Ela, MTSS, Math, Ela</p> | Classroom Teacher and MTSS lead | Nov 30, 2016 | Apr 30, 2017 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|--|------------------------------|--------------|--------------|-------------|
| <p>✚ Grade level teams meet every 5 weeks with administration to monitor on-track data and make a plan of action for students who are off-track</p> <p>Tags: MTSS, Math, Diverse Learners, Attendance, Data Use, Ela, Math, Diverse Learners, Attendance, Data Use, Ela</p> | Classroom Teachers and Admin | Oct 14, 2016 | Jun 1, 2017 | Not started |
| <p>✚ PBIS Team established a schoolwide structure to monitor student behavior through the use of the Classroom Journal. Students who misbehave and are written in the journal 3 times or more will need to serve after school detentions on Fridays for one hour after school. The classrooms whose students are not written the journal and earn 85% as whole class will earn 10 Principal Ribbons.</p> <p>Tags: MTSS, Math, Diverse Learners, Attendance, Data Use, Ela, Celebrations, Behavior mtss</p> | All staff and PBIS Team | Jan 2, 2017 | Jun 22, 2017 | On-Track |
| ✚ | | | | Behind |

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.

Parents are involved in monthly meetings throughout the year. During the month of September, at the first NCLB Parent meeting, the committee members are elected. This same committee is responsible for becoming acquainted with the parent involvement plan and policy. They attend citywide NCLB Parent meetings where they gain further insight and share this information with the parents at the school. Furthermore, they take the initiative to select pertinent topics in alignment with the NCLB policy. This group of parents engages in periodic review of NCLB parent involvement plan and policy and ensure adherence to the policy.

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

Our Annual Principal meeting will be held September 21, 2016 and our Organizational meeting will be held October 7, 2016. After the NCLB parent committee is formed, the school Principal meets with the NCLB committee and parents to inform them of the NCLB Title I Program and explain the requirements and parents rights to be involved in the Title I Programs. Parents are informed of the Title I Parent monthly meetings via the school monthly calendar, Principal bulletin, weekly newsletters, flyer notifications, and announcements over the school intercom system.

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

Parents are informed of the curriculum, the academic assessment tools used to measure students progress, and the proficiency levels students are expected to meet via parent meetings, power point presentations, open house, parent-teacher conferences, and through students' progress reports and report cards.

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

Our school has an open door policy that welcomes suggestions from everyone including parents. In an effort to ensure parent voice, our school has a School Community Representative that works solely with parents throughout the year. All requests that will positively impact the education of students are reviewed and discussed for further action.

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 will be provided with a pre-printed state report card that provides current student achievement in state assessments in Science (grades 5 & 8). These will be provided at the beginning of the 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.

Although we have made it a priority to hire only teachers who are highly qualified and have not yet had the need to send home notifications regarding lack of qualification, we will generate letters for students who may be taught by a non-qualified teacher, in the event this is necessary. These letters will be sent home according to guidelines.

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

Parents are provided information on the state and local academic standards and assessments, as well as students' academic achievement through a power point presentation that is presented in two languages to ensure parents' understanding of the content. These meetings are usually held twice in the beginning of the school year. In subsequent meetings, parents are provided the opportunity to learn successful strategies that support learning at home. Teachers provide workshops for parents in the areas of literacy in two languages, mathematics and Dual Language. Parents monitor children's progress through the CPS on-line parent portal.

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.

We aim to continue our arts partnership with the Mexican Museum, whereby parents are provided an opportunity to gain skills in technology through computer classes, and learn English as a Second Language. Additionally, parents have access to a lending library giving them a chance to check-out books to read at home with their children. At the monthly parent meetings, parents gain a variety of literacy strategies that support the curriculum to be reinforced at home. Teachers in the Kindergarten and Pre-Kindergarten grades coordinate and execute parent literacy classes in which parents participate in a "make and take" session with their children. Parent involvement is encouraged and increased by selecting a long term project which calls for on-going sessions required to complete the project.

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.

Our parents are recognized as a "first teacher" and their input is valued by all the staff. Teachers maintain a parent log where they record parent interactions to support student learning. These interactions are done via in-person, phone, email, and/or text. Parents are invited to support classroom instruction by volunteering in the classroom and participating as chaperones in school field trips. This year, parents have volunteered their time and talent to support math instruction by setting up and running the 'Multiplication Station' where they come in and support student learning of their times tables. Parents also take a leadership role in coordinating school-wide functions such as assemblies, art exhibitions, and high school and career fairs.

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.

Pre-School program parents are provided with on-going parent training to equip them to participate in their children's education and to acquaint them with Kindergarten expectations. They are also encouraged to volunteer in the Pre-K program in an effort to acquire strategies that support learning and that can be extended to the home. Another way to generate stronger participation in their child's education is by including parent-child assignments where their projects are displayed and, at times, presented to a wider public.

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

All information related to the school and parent programs, meetings, and other activities are communicated via monthly & weekly calendars, Principal bulletin and flyers are sent home in Spanish, English and Mandarin.

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.)

Calmecca is committed to providing a program which academically engages students in meaningful learning experiences, structured to improve reading excellence, foster intellectual, social, artistic, and technological skills supported by community partnerships and by encouraging parental and family involvement. The vision of Calmecca is to empower all students to become competent and literate adults who are life-long learners, critical thinkers and achievers who maintain high expectations in the areas of academic and global diversity.

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

The parent teacher conferences that will be held are the report card pick up/ parent-teacher conferences days which are scheduled twice a year. The first one is scheduled during the first week in November and the second one during the third week in April.

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 receive progress reports indicating child's progress or lack of, every 5 weeks as established by CPS. Additionally, parents will have an opportunity to discuss student's progress during the two parent-teacher conference sessions scheduled by cps.

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

Parents can have access to teachers via email and during teacher's daily preparation time block. Parents will also be accommodated based on individual basis if scheduled times are not suitable for them.

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.

Opportunities for parents to volunteer and participate in their children's classes will be available in various ways. For example, we have instituted the Parent Multiplication station where parent volunteers come and support students learning the multiplication tables, as well as collaboratively completing an assignment and then presenting it in the classroom. Parent volunteers often come in to the school and assist the teachers by serving as classroom moms, volunteers and chaperoning field trips. Parents also have an opportunity to participate in parent/family workshops that are coordinated by teachers. Open House, Dual Language nights and special assemblies/events are prime opportunities for parents to visit the classrooms to observe classroom activities and these are highly attended.

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

Parents support their children's learning by ensuring their children are in attendance on a daily basis. They are strong supporters of learning at home when they participate in the parent workshops that are held periodically and offer a variety of topics, demonstrations, and learning opportunities which can be implemented at home.

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

Parents have consistently participated in decisions related to their child's education by providing their input in My School, My Voice surveys and during their active participation in the bi-weekly parent meetings that are held at school.

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

The students will share the responsibility for improved academic achievement by fulfilling their role and adhering to the school's curriculum as presented by the teachers. This can be demonstrated via full participation in class projects and activities, completion of class and homework assignments, coming prepared to learn, and with the necessary tools. Their daily attendance and positive attitude will assure academic achievement.

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. Increase parent participation in parent workshops and training to grow knowledge in their learning.
2. Increase parental awareness in the learning of the Dual Language program. Refreshments cannot exceed 25%

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. | \$ 1384 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 1294 .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) | \$ 2000 .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ Amount .00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ 500 .00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 | \$ Amount .00 |

Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized.
School must keep all receipts.

| | | | | |
|-------|--|----|--------|-----|
| 53510 | Postage Must be used for parent involvement programs only. | \$ | Amount | .00 |
|-------|--|----|--------|-----|

| | | | | |
|-------|---|----|--------|-----|
| 53306 | Software Must be educational and for parent use only. | \$ | Amount | .00 |
|-------|---|----|--------|-----|

| | | | | |
|-------|---|----|--------|-----|
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | \$ | Amount | .00 |
|-------|---|----|--------|-----|
