



Mariano Azuela Elementary School (/school-plans/14) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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03/01/2016	ILT	The Action Plan for our CIWP priority goal - Diverse Learners - Plan and prepare for 2016 - 2018 CIWP
03/15/2016	ILT	Framework for Excellence 2016-2018 CIWP
03/22/2016	ILT	Framework for excellence Ratings and Next steps
03/29/2016	ILT	Collaborating on finalizing the rating and identify CIWP priorities
04/07/2016	ILT	Identify CIWP Goals
04/12/2016	ILT	Review the CIWP goals and adjust if needed. Work on the strategies to attain the goals.
04/26/2016	ILT	Developing CIWP Strategies and action steps
04/28/2016	ILT	Continue working on CIWP strategies and action steps
04/26/2016	ILT Parents, Ms. Navarro, Principal	CIWP- Parents Plan
04/28/2016	LSC members and ILT Parents and Ms. Navarro, principal	CIWP Parents plan
05/03/2016	ILT	Refine strategies and action steps with if -then - leads to statements
05/04/2016	Admin team Navarro, Perez and Matari	finalizing If sttements & CIWP
05/06/2016	LSC, Principal Navarro, Admin	Present CIWP to LSC

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

- School vision and mission posted in every classroom
- Teachers and other school staff develop the mission and vision at the beginning of the year, based on a consensus of all staff.
- Administrators, teachers, aides, and volunteers all work with students and communicate about student behavior and academic progress.
- Study Hall is held after school to help students make up missing assignments and catch up with their classwork.
- Detention is held after school daily for behavior issues, following the Student Code of Conduct
- Teacher/staff feedback solicited following staff development and PD days.
- Teachers voluntarily participate on and lead committees to plan school functions, such as Literacy Night, Math Night, and Open House.i. - New programs and initiatives are rolled out over time (i.e., CCSS units/objectives, TMs)
- Action plan, time frames are communicated
- Admin and staff work to create Curriculum Maps and Scope and Sequence in Google Drive document, so it is accessible to everyone
- School-wide programs are provided, such as Imagine Learning, STRIDE Academy, Mathletics, Khan Academy, After School programs (ASAS), EL after school program
- Every grade level k-8 takes STEM class, at least one semester per year. Program includes coding, Learnstorm, Robotics, Engineering
- Each student k-8 takes Literacy Enrichment classes, at least one semester per year.
- During pre- and post-observation conferences, FFT is used and referred to when discussing instruction
- PQS observations reference the FFT
- Comply with Board policy to inform teachers about the Framework at the beginning of the 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

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Engage in on-going inquiry such as Looking at IEPs, working on a plan for improving understanding of staff
 -ILT created and follows an action plan for diverse learners
 -Share leadership for improving teaching and learning with representative school members
 -Different school members participate in ILT, such as administrators, classroom teachers, EL coordinator, Special Education teacher, counselor, psychologist
 -As a team, we review data, problem-solve, and develop action plans
 -ILT team delegates specific tasks to each member and Uses protocols and ask probing questions
 -ILT follows protocol of meeting regularly (bi-weekly) and following an itemized agenda.
 -ILT follows protocols and asks probing questions during meetings, such as checking the alignment of student work to instructional plans.
 -ILT members disseminate information to grade level teams. Probing questions asked to check understanding.
 -The ILT uses timely and relevant data/evidence sources such as NWEA, ACCESS, District Quarterly Benchmark Assessments and Classroom assessments to discuss instructional plans implementation as well as the enrichment programs/resources such as Mathletics, Stride and Imagine learning to evaluating the effectiveness on students achievement

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

- A. an action plan to support Diverse learners is in place for improving teachers practices and increase teachers awareness around the needs and the accommodation of diverse learners in the general ed. classrooms. 95% of staff participated to develop the plan.
- i. Thinking Maps PL intended to improve writing across the curriculum, including specials classes also.
 - ii. Network CCSS units 7 teachers participated in the Network 10 CCSS (4 literacy & 3 math)
 - iii. Azuela Teacher Academies, created and developed by teachers, for teachers, based on teachers' needs
- VI Peer observation opportunities is provided to teachers with support from admin. About 22% of classroom teachers are participating in peer observation.
- b. Implement and sustain on-going, job-embedded PL (coaching, peer learning, action research)
 - i. Teachers provided opportunities for peer observations to improve their practice, and to do peer coaching
 - ii. Teachers provided opportunity to participate in in-school PL and out-of-school PL, such as conferences, conventions, and other professional development
 - iii. Teachers are encouraged by administration to seek out and propose PL opportunities.
 - c. Structure time for teachers to collaborate and learn together.
 - i. Admin schedule common planning time for teachers, once per week.
 - ii. Flex days are devoted to Thinking Maps PL
 - d. Make "safe practice" an integral part of professional learning.
 - i. When there is a new initiative, teachers provided with time for safe practice to reflect on the practice and how to improve it, as well as provide feedback to improve teaching

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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- a. Design a school day that is responsive to students' needs
 - i. Morning RIT-time, where teachers give targeted instruction, based on assessment data, to develop specific skills
 - ii. Align schedule to CPS suggested time, i.e. Balanced Literacy
 - iii. Effort made to ensure as much uninterrupted learning time as possible.
- b. Align budget to CIWP priorities
 - i. Principal approval needed before new materials are purchased. Principal reviews the proposed materials to check for rigor and alignment to the standards.
 - ii. Materials and resources used for 3 years
 - iii. Various grants were awarded to our school, such as Art, STEM, Music
- c. Streamline purchase procedures to minimize lapses between ordering and receiving materials
 - i. Purchases for any instructional materials done during the summer or at the end of previous school year
 - ii. Looking into material that has online components, so that even if the materials are not here right away, students still have access to the online curriculum
- d. Evaluate to the extent possible, the consequences for student learning of resource allocation, decisions to develop, and evidence base of outcomes of particular uses of resources
 - i. Materials ordered are selected based on students' needs, such as Imagine Learning for ELs, Mathletics for Math, EasyCBM for MTSS, GO Math in English and Spanish, novel sets for classrooms
- e. Have a 'hiring team' and a collaborative hiring process with a clear selection criteria to identify and select best available candidates
 - i. We have a hiring team contains of admin, councilor, teachers
- f. Strategically assign teachers to grade level and content area to create a balanced team with a variety of strengths- Grade level teams are selected based on expertise.
- g. Effectively utilize related services, providers at the classroom level not evident - teachers are using the resources based on their preference. Various grants are awarded to support the Art, music, science and SEL programs at the school.
 - Every other week during Grade level meetings teachers review data and work together to analyze students' work and common assessment across grade level. PLPs are reviewed and revised as needed every 5 weeks.90% of the staff is retained since the school established.
- i. Make outreach efforts to engage community members as partners and resource- Provide PDs for parents to explain initiatives and different assessments. 5E
- j. Partner with one or more organization that shares the values of the school and have a complementary mission to the school's vision.

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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- Use of the CPS Framework for Teaching ensures coherent core instruction in the classroom. Unit plans accompanied with curriculum map that follow a scope and sequence ensure instructional cohesiveness. School-wide emphasis on native language instruction/culture and linguistic development of English are implemented.
- Collaboration among and across grade levels provide a continuous professional learning environment where teachers select professional articles for discussion. Grade level meetings and common planning time allow for rigorous core instruction.
- Student data folders provide teachers guidance for planning based on student levels and individual needs. Differentiation is further implemented through out MTSS process, which is monitored weekly. Essential questions and enduring understandings are integrated in unit plans, where students understand the “breadth” of content. WIDA and Spanish Language Standards are utilized. The school implements a balanced-literacy approach, writing about reading, and a number of other strategies; such as collaborative conversations as a powerful practice.
- Professional learning of Individual Education Plans (IEP) is part of our PLC and specific academies take place to ensure all teachers are versed in the IEP. Native language instruction is embedded in instruction with students with IEPs that are designated as such.
- Social Emotional Learning is integrated in the curriculum using the PATHS program in grades K – 5 and a partnership has been established with Metropolitan Services for students in 6th – 8th grades. Azuela will be participating in the Life Skills Training over a three-year period beginning with 6th grade.
- There is an advanced algebra program to challenge gifted students with a success rate of 98% on the advanced placement exam.

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

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-Materials are selected based on teacher input and “multiple ways of thinking” approach; that is, programs are selected that emphasize different ways of addressing a topic. Go Math uses manipulative, technology, adaptive based on student need, and provides on-the-spot development professional learning for effective implementation of the program.

-Translated versions of text are expected, assistive technology is used with students with IEPs as determined by the team, technological supports are implemented daily, and hands-on materials are used in math and science. Mentor novels are explicitly and intentionally selected with consideration of CCSS and student-need.

-Technology is an integral part of the learning progress. Web-based programs are implemented daily; such as, EasyCBM, Think Cerca, Imagine Learning, Stride, Mathletics, and News ELA. Published materials are incorporated based on development of skills: Scholastic (math, science, reading).

-We are a one-to-one school; that is, every child has a computer or laptop. Each classroom has desktops, laptops, chrome books, or iPads.

-Consumables are aligned to the curriculum and standards and allow to monitor and differentiate the levels in order to maximize learning capacity.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> 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

- Unit plans are monitored, reviewed, and updated by educational leaders to ensure that standards-based learning is emphasized and rigor is instilled. The teachers implement collaborative conversations and Thinking Maps as powerful practices to deepen their students' complexity of thinking.
- Teacher leaders were selected to partake in a training of Thinking Core. Math programs (CMP3 and Go Math) foster rigor and multiple solutions.
- Development is needed in the areas of student-discourse and inquiry at the small group and student level.
- Student work is evaluated and reviewed during GLM where the teacher reflects

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

-There are two high school fairs (one for 8th grades, and another for 4th-7th graders). We monitor the progress of English language learners through the ACCESS. Students review their data and encourage students to align their scores with their potential career of choice.

-Transitional plans are created based on student feedback during IEP meetings.

-Robotics, music, architects, art.

-Career days and college visits are areas of need.

-Algebra is taught daily and in advanced algebra placement class.

-The area of need is to determine a measure that assesses biliteracy.

-Activities are isolated and an area to be made cohesive.

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	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 **3** 4

Plan a range of effective pedagogical approaches

- Teachers turn in unit plans every 6 weeks (UbD) and weekly lesson plans that include groupings and differentiation -using NWEA data NWEA Reading Growth (3-5) 60% & NWEA Math Growth (3-5) 60%
- NWEA Reading Attainment (2nd)- 63% & NWEA Math Attainment (2nd)- 71%
- NWEA Reading Attainment (3rd-8th)- 60% & NWEA Math Attainment(3rd-8th) -64%
- EL ACCESS Progress(Growth)-53.7%
- 5Essentials: Ambitious Instruction: STRONG, Effective Leaders: WEAK, Supportive Environment: WEAK
- Effectively Communicate with students- Teachers use Collaborative Conversations as a Powerful Practice.
- Bilingual classrooms are taught in native language
- ESL block is provided in bilingual classrooms
- Thinking Maps are used for students to show thinking processes and improve writing skills.
- Through observations, 87% of teachers score a 3 or 4 on effectively communicate with students
- Using Questioning and Discussion Techniques
- Teachers use a wide range of questioning and discussion techniques
- Discussion Stems are used for Collaborative Conversations
- 75% teachers were proficient and or distinguished using high level order questioning techniques.
- Engage Students in Learning RIT instruction provided for 45 minutes every morning based on student RIT scores on selected domains.
- Bilingual instruction provided in native language and ESL block provided daily.
- Bilingual Resource Pull-out and inclusion support provided for 80% of EL learners in 6th-8th grade
- 1 Bilingual classroom for each grade-level K-5

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.

- Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

- MTSS system is in place to support teachers (a google doc. is shared with all teachers to identify students who are in tier 2, and 3

MTSS Interventions and Tiered support provided for Tier 2 and Tier 3 students.

Teachers provided scaffolded instruction- guiding questions, Thinking Maps, Graphic Organizers, for students.

Monitor the effect of teaching on student learning and integrate formative assessment into instruction

-Weekly Grade-Level meetings include Student Data Analysis and Looking at Student Work Protocol

-Quarterly benchmark assessments given to all students.

-Student grouping is determined by NWEA data and classroom formative and summative assessments

Persist in adjusting instruction DIBELS/TRC/IDEL are used for benchmark and progress monitoring.

EasyCBM is used for progress monitoring for MTSS. Students are placed in MTSS Tier 2/3 and are progress monitored bi-weekly or weekly to determine growth.

Grade level teams meet monthly with MTSS team and Psychologist to discuss student interventions and the effectiveness of the use intervention.

Monitoring students' progress: 8 out of 23 students who required PLP still need the support either in reading or math. 3 student, with poor attendance, are not meeting their PLP goals.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.

- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Multiple Measures of District Assessments

-We use NWEA Beginning of year and not the NWEA MOY.
ACCESS, DIBELS, TRC Screening/Diagnostic and Progress Monitoring
-Use NWEA, DIBELS, TRC and EasyCBM for screening
Use EasyCBM for Progress Monitoring
Use DIBELS/TRC for Progress monitoring

Make Assessment Accessible Accommodations and Modifications to assessments are provided by SPED teachers and Gen Ed teachers according to IEPs.

-Utilize assessments that reflect the key shifts in literary and math Units are backwards designed and aligned to Common Core with the performance task and assessment aligned to Common Core

-Math Assessments provided by Common Core Aligned math curriculum: GoMath! And CMP3

-Utilize assessment that measure the academic language for ELs ACCESS

Weekly vocabulary words tied to content and context of unit

-Have access to and analyze school-wide, team, and classroom assessment data

-Weekly Grade Level Meetings include Looking at Student Work Protocol and Analyzing Student Data.

Beginning of the year Grade-Level Meetings looked at EOY data for grade level teams.

RIT band instruction changes frequently throughout the year

REACH performance tasks given at the beginning of the year,

Quarterly benchmarks :

-There is no school wide assessment design that includes the quarterly benchmarks based on the curriculum map or scope and sequence .

-CPS quarterly benchmark assessments are not constituency to inform instruction or measure progress toward yearly goals.

Improve and Promote Assessment Literacy

-Teacher teams in grade level create assessments based on units aligned to Common Core.

-Teachers do not use the Assessment Design Toolkit.

Some grade level teams collaborate and design common rubrics for assessments..

Have a grading system that communicates learning progress and achievement Some teachers utilize standards-based grading to ensure grades accurately show student mastery

School uses Network suggested Grading scale .

Admin. monitor grades entry regularly.

Admin review grading towards assignments' goals and standards taught,

Admin. monitor students' data folders to ensure alignment to gradebook and standards via emails and feedback to teachers.

School-wide grade percentage scale used (10%-Homework...) Even for DLs and ELs.

Teachers in K-5 have to put in 9 grades per week and 6-8 have to put in 6 grades per week

Grades are used in the MTSS process to determine student growth or lack thereof and as a factor in deciding on FIE eligibility.

Measure report and document student progress and proficiency Teachers create and maintain student data folders with Universal Screening Data, classroom assessments, student writing samples, and relevant student work.

Some teachers use behavior plans are used alongside academic data in order to measure student academic growth when behavior interventions are applied.

Grade level teams plan, create, and give the same assessments

Behavior grades/Participation grades are not put in Gradebook

MTSS

Tier 1-Adjusting Instruction Teachers use curriculum based measures for re-teaching and enriching instruction and skills

Differentiated Instruction is not evident daily.

Tier 1- Personalized Learning Most teachers utilize small groups, station teaching and flexible grouping weekly

RIT Band Instruction used daily

SEL Curriculum used for K-5(PATHS) and is taught 2-3 times a week.

SEL (Teacher created) in grades 6-8 is used once a week.

On Track

Tier 2 and Tier 3 Instruction and SEL Support

-Metropolitan Services used for students in T2 and T3 (as per teacher recommendation)

-Certain students stay after school for homework help based on home environment needs

-MTSS structure, protocols, and documents were collaboratively created by teachers and MTSS team(admins, RSPs)

-MTSS meetings by grade level occur once a month

-Tier 2 and Tier 3 Plans are created for students who are struggling academically in reading or math. Targeted interventions are chosen

Tier 2 and Tier 3 PLP Every 5 weeks, Off Track, Grades, Attendance data pulled for identified students.

Remediation Plans are given every 5 weeks for students with Ds or Fs in Reading or Math

Communicate to parents/guardians MTSS Tier 2 and Tier 3 Parent Notification Letter sent home when a student is referred to MTSS and as the move to a different Tier.

Parent Logs are required for all teachers to submit monthly – 10 contacts a week.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
CPS Framework for Teaching	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

I. Culture for learning

A. Create a culture that reflects on learning and sharing ideas and effective practices.

1. Attendance- Students are encouraged to attend school. Attendance rate at Azuela is 97%

2. Detention- is given to students who missed their homework or their homework quality does not meet expectations.

B. Convey high learning... Admin and staff share professional learning articles to discuss and highlight strategies they would like to implement. Teachers provide their feedback on the effectiveness of the strategy and discuss ways to improve/ tweak it to meet the needs of their students. Teachers create data folders for students and work with students to set academic goals based on their NWEA scores. Students are encouraged to monitor their progress towards their academic goals.

1. MTSS Folders- Staff collaborate to supporting students and implement the strategies provided to students

2. Unit Plans/Lesson Plans are done collaboratively. Literacy teacher leaders and Math teacher leaders share their learning with school staff to develop Performance tasks for their gradelevel units.

C. Encourage Students

1. Writing notebooks for self-editing

2. Test corrections in math

D. Provide

1. Feedback in boards and in notebooks

E. Develop academic mindsets...

1. NWEA Performance indicators

2. The school implement the PATHS

3. Anti-bullying

4. Daily encouraging announcements

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

- A. Develop trusting relationships...
 - 1. MTSS
 - 2. Teacher Records
- B. Adult-student interactions are positive...
 - 1. MTSS
 - 2. Teacher Records
 - 3. After school extra-curricular activities and clubs
- C. Student Interactions
 - 1. Peer buddy??
 - 2. PATHS
- D. Understanding Diversity & E. Support and Respect
 - 1. 5 essentials survey

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

- A. Have equitable access
 1. After-school clubs (music, art, athletics, academics)
 2. International exchange with Chile
- B. Have equitable access to rigorous courses/programming (No Evidence)
- C. Have a choice
 1. Unit/Lesson Plans
 2. 5 essential survey
- D. Have a voice...
 1. Student Council
 2. 5 essentials survey
- E. Connect to decision makers
 1. Student Council
 2. Social studies lesson plans
- F. Make positive contributions to the...
 1. Water/Food donation
 2. Recycling program to be visited

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	✓ 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

<p>IV. Safety & Order All</p> <ol style="list-style-type: none"> Hallway rules & norms posted 5 essentials survey Code of conduct Zero tolerance for bullying Anti-bullying campaign Attendance PATHS
--

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

V. Restorative Approaches to Discipline
A. Proactive
1. Rules and norms are posted
2. Parent volunteers
3. Family night
4. Parent contact log
5. Parent Book Club
6. Parent academy
B. Instructive
1. PATHS
2. MTSS data
C. Restorative
1. Teacher ratings for 2a, 2d, 4c
2. PATHS
*** NEED TO DO MORE

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

<p>VI. Parent Partnership</p> <p>A. Parent volunteers. Family night, parent contact log, parent book club,</p> <p>B. Parent academic, LSC, Bilingual Action Committee, Parent Portal data</p> <p>C The school funds the SWOP program,</p> <p>D. School principal established the parents' book club - Parents read and meet to discuss books (English and Spanish every week. Principal and Teachers provide strategies of book discussions.</p> <p>E. Monthly Coffee and Donuts meeting with the Principal to discuss questions and concerns and short workshops on instructional strategies to learn how to help studentta</p>

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

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

1	2	3	4	5	⊗
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4 Expectations for Quality & Character of School Life: Parent Partnership

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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National School Growth Percentile - Reading

Teachers are using RIT scores to improve reading skills. Admin provides resources and progress monitoring tools as well as monitoring students' progress.

78.00	60.00	70.00	80.00
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National School Growth Percentile - Math

Teachers are using RIT scores to improve Math skills. Admin provides resources and progress monitoring tools as well as monitoring students' progress.

66.00	60.00	70.00	80.00
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% of Students Meeting/Exceeding National Ave Growth Norms

Teachers are using RIT scores to improve reading skills. Students who score at the highest percentile will be provided with challenging tasks. Admin provides resources and progress monitoring tools as well as monitoring students' progress. After school and Saturday Academy will sharpen students' skills and increase the number of students who meet and exceed the standards.

59.60	(Blank)	70.00	80.00
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African-American Growth Percentile - Reading

The numbers are not significant for priority group. However, we will ensure that our few African American students are meeting and exceeding the reading standards.

(Blank)	(Blank)	70.00	80.00
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Hispanic Growth Percentile - Reading

Teachers are using RIT scores to improve reading skills. Students who score at the highest percentile will be provided with challenging tasks. Admin provides resources and progress monitoring tools as well as monitoring students' progress. After school and Saturday Academy will sharpen students' skills and increase the number of students who meet and exceed the standards.

78.00	60.00	70.00	80.00
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English Learner Growth Percentile - Reading

General education teachers and special education teachers will collaborate with the bilingual and ESL teachers to ensure ELs are provided with support using sheltered English and ESL strategies to improve their reading skills.

22.00	75.00	80.00	85.00
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Diverse Learner Growth Percentile - Reading

General ed. teachers and bilingual /ESL teachers are collaborating with Special education teachers to implement the DL Action plan developed this year after building awareness around the components of the IEP and instruction based on instructional goals integrating CCSS standards.

1.00	15.00	25.00	35.00
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African-American Growth Percentile - Math

The numbers are not significant for priority group. However, we will ensure that our few African American students are meeting and exceeding the math standards.

(Blank)	(Blank)	70.00	80.00
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Hispanic Growth Percentile - Math

Teachers are using RIT scores to improve math skills. Students who score at the highest percentile will be provided with challenging tasks. Admin provides resources and progress monitoring tools as well as monitoring students' progress. After school and Saturday Academy will sharpen students' skills and increase the number of students who meet and exceed the standards.

66.00 61.00 71.00 81.00

English Learner Growth Percentile - Math

General education teachers and special education teachers will collaborate with the bilingual and ESL teachers to ensure ELs are provided with support using sheltered English and ESL strategies to improve their math skills.

9.00 70.00 77.00 85.00

Diverse Learner Growth Percentile - Math

General ed. teachers and bilingual /ESL teachers are collaborating with Special education teachers to implement the DL Action plan developed this year after building awareness around the components of the IEP and instruction based on instructional goals integrating CCSS standards.

20.00 55.00 65.00 75.00

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

Teachers are using RIT scores to improve reading skills. Students who score at the highest percentile will be provided with challenging tasks. Admin provides resources and progress monitoring tools as well as monitoring students' progress. After school and Saturday Academy will sharpen students' skills and increase the number of students who meet and exceed the standards. Admin ensures and monitors the teachers lesson plans, teaching practices are to the standards and standard based grading is implemented. Data will be utilized to inform instruction and focus on reading attainment goals.

51.00 60.00 70.00 80.00

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

Teachers are using RIT scores to improve math skills. Students who score at the highest percentile will be provided with challenging tasks. Admin provides resources and progress monitoring tools as well as monitoring students' progress. After school and Saturday Academy will sharpen students' skills and increase the number of students who meet and exceed the standards. Admin ensures and monitors the teachers lesson plans, teaching practices are to the standards and standard based grading is implemented. Data will be utilized to inform instruction and focus on math attainment goals.

48.00 64.00 74.00 84.00

National School Attainment Percentile - Reading (Grade 2)

Data will be utilized to inform instruction and focus on reading attainment goals. Admin ensures and monitors the teachers' unit/ lesson plans, teaching practices are aligned to the standards and standard based grading is implemented.

76.00 63.00 73.00 83.00

National School Attainment Percentile - Math (Grade 2)

Data will be utilized to inform instruction and focus on math attainment goals. Admin ensures and monitors the teachers' unit/ lesson plans, teaching practices are to the standards and standard based grading is implemented.

88.00 71.00 81.00 91.00

% of Students Making Sufficient Annual Progress on ACCESS

The bilingual coordinator along with the EL program teacher will provide PD for teachers. Bilingual and ESL teachers will collaborate with the General education teachers and special education teachers to ensure ELs are provided with support using sheltered English and ESL strategies to improve their math skills. Bilingual coordinator will monitor ELs' progress and develop plans to improve language proficiency and academic language.

50.70 53.70 63.70 73.70

Average Daily Attendance Rate

Establish a committee (teachers, admin and parents) to encourage perfect attendance and provide incentives to individual students and classrooms with perfect attendance or the highest percent , work with families and encourage perfect attendance. Reduce out of school suspensions.

96.00 95.50 97.00 98.00

My Voice, My School 5 Essentials Survey

Establish a committee to promote relational trust at the school.

(Blank) (Blank) (Blank) (Blank)

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

Strategy 1

If we do...

If we align tasks with Standards-Based learning objectives that reflect the key shifts in literacy and math,

...then we see...

an environment of student ownership,

...which leads to...

an increase in learner perseverance, high quality work. increasing comprehension and writing skills across the disciplines as well as increasing mathematical fluency and reasoning.resulting

Tags:

Academic expectations

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

• In order to plan for instruction, the Instructional Leadership Team will provide professional development to establish a common language and expectation about rigor. This will include evaluating existing curriculum maps, revamping English Language Arts units to include Standards-based tasks, and creating opportunities for discourse in math with differentiation.

ILT

Sep 1, 2016 to Sep 30, 2016

(Blank)

Not started

Common core state standards

Teachers will embed self and peer assessment into unit plans, and give opportunities for retesting and revision of assignments based on teacher feedback.

Teachers

Sep 1, 2016 to Sep 30, 2016

(Blank)

Not started

Academic rigor

Strategy 2

If we do...

If we establish a school-wide balanced assessment system

...then we see...

all teachers at Azuela will be able to consistently communicate accurate students progress and achievement levels and inform their instructions

...which leads to...

students meeting their academic goals

Tags:

Balanced assessment

Area(s) of focus:

1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

At the beginning of the year revise the grading policy, with consideration for English Language Learners and Diverse Learners.	Teachers Admin	Aug 15, 2016 to Aug 31, 2016	(Blank)	Not started
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Accountability

Grading policies will be presented and explained to students the first two weeks of school which will require them to review their data folder bi-weekly to self-assess progress and reflect on how to improve.	Teachers Admin	Aug 20, 2016 to May 31, 2017	(Blank)	Not started
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Alignment

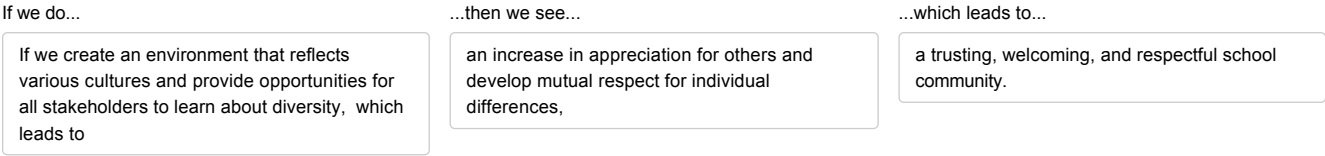
Teachers work together on building common unit assessments and rubrics that align with standards. Time for professional development and collaboration will be provided by the Instructional Leadership Team and will be outlined in a calendar.	Teachers ILT	Sep 1, 2016 to Sep 15, 2016	(Blank)	Not started
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Professional development, Collective responsibility

Parents will be given a presentation on the new grading and balanced assessment system that will include sharing the grading policy, making it available in the Parent Handbook, a Parent Portal workshop and how to review student grades in order to collaborate with teachers.	Teachers/ Admin	Aug 31, 2016 to Sep 16, 2016	(Blank)	Not started
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Community, Grading policy, Parent communication, Communications

Strategy 3



Tags:
Diversity, Culturally relevant

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Build cultural awareness among students through creating a calendar for integrating lessons with monthly cultural focus, and establishing student clubs where staff members mentor a group of students to dialogue and address individual needs.	Teacher/sAdmin	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started

Climate and Culture, Committee

Provide cultural competency training for staff, parents and community members in order to foster tolerance, acceptance, understanding, and compassion for diversity.	Cultural Committee	Sep 1, 2016 to Oct 20, 2016	(Blank)	Not started
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Climate and Culture, Approaches to teaching and learning

In order to foster interpersonal interactions that are positive, caring, and respectful, we will create communication protocols including professional feedback in Praise, Question, Suggestion format, a template for email communication which requires staff action (including: what, why, when, importance, exceptions to non-negotiable and adjustments to workload, if any), and norms for marking and replying to urgent emails.	Teachers/ Admin	Sep 1, 2016 to Jun 23, 2017	(Blank)	Not started
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Culturally relevant, Communications

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ In order to plan for instruction, the Instructional Leadership Team will provide professional development to establish a common language and expectation about rigor. This will include evaluating existing curriculum maps, revamping English Language Arts units to include Standards-based tasks, and creating opportunities for discourse in math with differentiation.</p> <p>Tags: Academic expectations, Common core state standards</p>	ILT	Sep 1, 2016	Sep 30, 2016	Not started
<p>✦ Teachers will embed self and peer assessment into unit plans, and give opportunities for retesting and revision of assignments based on teacher feedback.</p> <p>Tags: Academic expectations, Academic rigor</p>	Teachers	Sep 1, 2016	Sep 30, 2016	Not started
<p>✦ At the beginning of the year revise the grading policy, with consideration for English Language Learners and Diverse Learners.</p> <p>Tags: Balanced assessment, Accountability</p>	Teachers Admin	Aug 15, 2016	Aug 31, 2016	Not started
<p>✦ Grading policies will be presented and explained to students the first two weeks of school which will require them to review their data folder bi-weekly to self-assess progress and reflect on how to improve.</p> <p>Tags: Balanced assessment, Alignment</p>	Teachers Admin	Aug 20, 2016	May 31, 2017	Not started
<p>✦ Teachers work together on building common unit assessments and rubrics that align with standards. Time for professional development and collaboration will be provided by the Instructional Leadership Team and will be outlined in a calendar.</p> <p>Tags: Balanced assessment, Professional development, Collective responsibility</p>	Teachers ILT	Sep 1, 2016	Sep 15, 2016	Not started
<p>✦ Parents will be given a presentation on the new grading and balanced assessment system that will include sharing the grading policy, making it available in the Parent Handbook, a Parent Portal workshop and how to review student grades in order to collaborate with teachers.</p> <p>Tags: Balanced assessment, Community, Grading policy, Parent communication, Communications</p>	Teachers/ Admin	Aug 31, 2016	Sep 16, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Build cultural awareness among students through creating a calendar for integrating lessons with monthly cultural focus, and establishing student clubs where staff members mentor a group of students to dialogue and address individual needs.</p> <p>Tags: Diversity, Culturally relevant, Climate and Culture, Committee</p>	Teacher/sAdmin	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Provide cultural competency training for staff, parents and community members in order to foster tolerance, acceptance, understanding, and compassion for diversity.</p> <p>Tags: Diversity, Culturally relevant, Climate and Culture, Approaches to teaching and learning</p>	Cultural Committee	Sep 1, 2016	Oct 20, 2016	Not started
<p>✦ In order to foster interpersonal interactions that are positive, caring, and respectful, we will create communication protocols including professional feedback in Praise, Question, Suggestion format, a template for email communication which requires staff action (including: what, why, when, importance, exceptions to non-negotiable and adjustments to workload, if any), and norms for marking and replying to urgent emails.</p> <p>Tags: Diversity, Culturally relevant, Culturally relevant, Communications</p>	Teachers/Admin	Sep 1, 2016	Jun 23, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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.

At Azuela workshops and presentations during different meetings will address concerns and questions that ultimately inform parents of policies affecting their children education. Parents are invited also to a discuss data and curriculum. Newsletters are sent home on a monthly basis

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

Azuela Title 1 Annual Meeting and Organizational Meeting will take place in September 2016.
Azuela will create a yearly calendar with all meetings' date. Parents will complete survey to select topic/workshop to be presented for each month. Robocalls will be used to remind parents of the parent meetings. Fliers and invitations will be sent to parents to attend PAC meetings.

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.

Azuela will continue sending calendars, fliers and newsletters to parents so they are informed of the different activities in school.
Azuela's website will continuously be updated periodically updated so that the information posted is current.
Principal's report during the LSC meeting, will also give information about curriculum, assessments and student growth and attainment.
At the beginning of the year the principal will present the state of the school in order to inform parents and school community of the academic status of the students and school.
Workshops will be offered to review and discuss NWEA data.

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.

At Azuela teachers communicate with parents on weekly basis (teachers' logs), progress reports are sent home every five weeks. Parents also attend parent-teacher conference. During the Coffee and Donuts with the Principal meeting concerns and questions and suggestions are collected and next steps are determined in regards to the education of their children.

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.

During parent teacher conferences parents are giving their child's NWEA scores-the level of growth and attainment of the student. At that time the teachers explain the meaning of the scores and offer suggestion to parents on how to help student in the areas of growth. Also as part of the different meetings, when requested by the parents, a workshop is presented to give more information and clarity on the meaning of the assessment/scores.

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.

On a yearly basis, Azuela sends letters to parents informing them that their child's teacher is highly qualified or not highly qualified.

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.

This will be accomplished through data meetings, parent portal, reports sent home, website, parent-teacher conference, progress reports and newsletters. Parents also have a designated place in the school to meet; have access to a computer and also a mini library with books for them to use.

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.

At Azuela teachers will continue to communicate and meet with parents to provide information and materials on how to assist their child's academic learning. Also a survey will be sent home to determine PDs needed or preferred. Different PDs are offered throughout the year and parents will get a certificate of completion for attending PD.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Teachers will continue presenting workshops to parents; teachers have an opportunity to converse with parents before or after school; parent volunteers are placed in classroom to assist teachers; teacher contact parents on a weekly basis to inform them about student progress; parents will continue be welcomed to visit school throughout the year.

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.

All pre-school parents are invited to the different meeting in school. Teachers will continue to contact them for updates on the student's progress and other pertinent information.

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 documents are sent in English and Spanish.

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)

xxxx

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.)

Using the rigorous and cohesive Common Core Standards as our foundation, all students will be continuously exposed to academic, technical and socially enriching experiences. These experiences will prepare them to be college and career ready in the 21st century while assisting them in becoming contributing citizens in their own unique ways.

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

Parent/Teacher conferences are held throughout the school year in different formats. District wide P/T conferences are scheduled on Nov. 9, 2016; April 19, 2017. In addition to district wide P/T days, Teachers may schedule individual conferences based on the need of their students. Parents also have the opportunity to schedule conferences with individual teachers throughout the school year to discuss academics or concerns. Teachers always welcome and encourage parents to meet with them throughout the year.

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

Progress Report; Q1 on October 7, 2016 Q3 on March 10, 2017
Q2 on January 9, 2017 Q4 on May 19, 2017

Report Card Distribution: Nov. 9, 2016; April 19, 2017 . Parents also have the opportunity to monitor their child's grades by establishing an account in the Parent Portal. Additionally, remediation plans are established during P/T conferences.

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

Parents requests a meeting/conference with teachers 48 hours in advance or, if situation calls for immediate attention teachers are always available.

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.

After background check, parents are allowed to volunteer in school. Parents are invited to observe child in classroom. Parents are invited to the many curricular nights. Parents can volunteer in a number of ways such as: recess monitors, lunchroom attendants, classroom support and help with special projects during the school year.

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

Parents monitor childrens' grade through the Parents' Portal and Agendas. Parents are sent a form to communicate that their child has not met homework and uniform expectations (Detention or Suspension). Communication is established with parents to inform the status of their child's academic progress through emails, phone calls or one on one conferences. Parent workshops such as Math, Reading and Science night are provided to help parents learn how to help their child at home. Parents are also invited to data meetings to discuss assessments' reports and scores. All district policies and procedures are followed to monitor attendance.

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

Teacher and parent conferences for educational remediation plans, (MTSS), IEPs. Teacher and parent meet for update in progress and discuss any needed changes. Behavioral plans as part of the MTSS process are established based on the needs of students. Teachers and Administration are always in contact with parents and/or contact parent to inform them of progress or concerns in regards to their children.

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).

All students have a goal setting folder; review it on a weekly basis and practice needed skills on computer based programs. Data folders are updated throughout the year: BOY, MOY and EOY. Students set and understand their growth target goals and each classroom is responsible for establishing maintaining a culture for learning. Our school is always trying to infuse and nurture a climate of college and career ready; the students are constantly being challenged to stay focused and have determination to meet goals set.

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.

As in past years we will continue to invite, encourage and involve parent to become active participants in their child education and in school community. A master calendar will be created for year to include all parents' meetings and activities.

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.	\$ 1000 .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.	\$ 600 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 2500 .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)	\$ 3000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 2000 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 3000 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 500 .00
53510	Postage Must be used for parent involvement programs only.	\$ 100 .00
53306	Software Must be educational and for parent use only.	\$ 300 .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.

\$	500	.00
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