James Shields Middle School (/school-plans/679) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/15/2016	Auffant, Knutson, Judeh, Ferro, Petersen, Marose	CIWP Purpose and Planning Timeline
02/03/2016	Knutson, Dugger	Dimension 1: Planning Meeting
	Knutson, Dugger, ILT	Dimension 1: Teacher Consult Team Meeting
02/15/2016	Nuno, Rodriguez	Dimension 2: Planning Meeting
02/08/2016	Nuno, Rodriguez, Vertical Team Leads	Dimension 2: Teacher Consult Team Meeting
	Marose, Petersen, Gandurski	Dimension 3: Planning Meeting
	Marose, Petersen, Gandurski, MTSS Team	Dimension 3: Teacher Consult Team Meeting
	Judeh, Ferro	Dimension 4: Planning Meeting
	Judeh, Ferro, School Culture & Climate Team	Dimension 4: Teacher Consult Team Meeting
02/11/2016	CIWP Team Planning Meeting	Prepare for Teacher Evidence Collection Rounds
02/18/2016	ALL SMS Teachers (Achievement Team Meetings)	Collect SEF Dimension/Category Evidence from teachers

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

> Shields Middle School has an established mission statement and instructional priorities, which creates a strong sense of purpose throughout the school community. There is comprehensive evidence all stakeholders understand and uphold the shared mission for our school. The mission statement is visible in all classrooms and common areas within the school building. In addition to visibility, it is used to set the purpose of every meeting and students review the mission statement on a weekly basis.
>
> SMS has effectively and continuously articulated our mission to create common understanding of our core values, beliefs, and instructional priorities. SMS is proud of the instructional program we have created and sustained. Notable evidence in this category includes: 80% of teachers believe we have a solid curriculum and 70% of teachers believe there is alignment within and across grade levels.
>
> Even though there is strong evidence to support a clear focus and high expectations for learning, SMS should continue to improve instructional alignment of our scope and sequence. In order to improve alignment, SMS needs to prioritize professional learning on development of rigorous tasks to ensure challenging content is available for all students.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   3   **4**

> Shields Middle School has an Instructional Leadership Team representing relevant specialities that have a common understanding of the team's purpose and instructional priorities. The ILT team meets weekly with a clear focus of creating and implementing theories of action to improve teaching and learning. ILT utilizes the problem solving process to identify needs and then makes evidence based decisions to positively impact learning at SMS. As a professional learning community, the ILT engages staff in cycles of continuous learning to develop common understanding of best practices at SMS.
>
> In order to advance in this area, SMS should continue to have an ILT that uses the PSP process to identify areas of need, make research based decisions to improve practice, and develop professional learning opportunities embedded in safe practice and teacher observation. As we continue to grow as a learning community, the ILT needs to continuous route representatives of the team to engage in the process of designing professional learning opportunities.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.

- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   **3**   4

Shields Middle School has selected and designed professional learning that sustains on-going practice grounded in research based best practices. Our goal is to identify PL that will improve teacher practice, thus increasing student achievement. All stakeholders engage in reflection of school-wide data in order to determine focus areas for PL. Our PL this year focused on providing further supports for teachers to build their capacity to improve the learning of our EL students. We identified this as our area of growth after reflecting on our feedback outlined in the SQRP. Additionally, ILT uses feedback from adult learners to align PL to the needs of our staff and students; differentiated instruction was identified as the powerful practice for ILT cycle 1.

SMS is proud of the aligned professional learning we have developed and stakeholders report that there is time and structures in place for teachers to collaborate and learn together as well as participate in 'safe practice. Notable evidence in this category includes: 92% of teachers agreed PL aligned to improvement plans; 89% of teachers believe they have opportunity to work collaboratively; and 96% of teachers agreed that PL has been sustained and coherently focused, rather than short-term and unrelated.

SMS should continue to prioritize PL around instructional strategies when working with EL students. Growth in this area would include developing rigorous tasks to ensure challenging content is available to all students. In order to advance in this area, SMS should provide coaching/mentoring support while teachers work in 'safe practice' and observe colleagues to internalize new knowledge, practice, and beliefs. improve in order to implementation of new and continued practices.

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   **3**   4

SMS makes every effort to ensure that students, teachers, families and community members have access to the resources necessary to ensure that our students are successful and that the school will continue to improve. SMS follows a block schedule that allows for extended learning time for each course offering, including unique college and career classes through AVID, NFTE, Pre-Algebra and Algebra. School budget allocations and instructional priorities reflect CIWP priorities and implementation milestones. SMS boasts a 4 year, 96% teacher retention rate, and collaborative hiring teams are created to identify and select high quality candidates for open positions. In addition to teacher positions allocated to core and exploratory classes, the school budget allocates additional positions aligned to school priorities: additional counselor, instructional coach, case manager, full time bilingual lead teacher and bilingual teachers assistant, and AVID tutors. Additionally, student and instructional support programs are prioritized in the school budget, including: Compass Learning and Lab, Mastery Manager, Homework Help, extended day pay for teachers to plan and support students, student groups and organizations, coaching and athletics.

There is strong evidence that reflect meaningful outreach efforts to engage community members as partners and resources. Notable evidence in this category is recognized through programs and positions supported by partners. In particular, the Brighton Park Neighborhood Council provides support for: Community School Program, Parent Mentors, separate Parent & Resource Coordinators and Health Promoter, two part time school counselors and 1 family case manager. Support from BPNC provides needed services otherwise unattainable based on budgetary restrictions. Additional notable partners include Mesirow Financial, United Way, Big Brothers and Big Sisters, M.A.D.E., Future Founders/NFTE and New Leaders.

SMS should continue to align budget and resource allocation to support CIWP and Instructional Priorities. To improve in this area, SMS should create structures to acquire grant funding to further support CIWP and Instructional Priorities. Teachers have requested opportunities to learn more about grant writing. Additionally, while recent purchases for Math and Science have updated classroom resources, teachers seek additional resources to support implementation of CCSS in reading and writing classes. Growth in this area would also include improvements to turnaround time for ordering and delivery of supplies and classroom orders. To address EL/DL needs, SMS leadership should review the impact of the block schedule on these particular subgroups and address areas of concern.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1   2   **3**   4

Implementation of CCSS is a priority at Shields Middle School. Grade level teachers engage in planning once a week and content area teachers meet monthly to ensure horizontal and vertical alignment and update scope and sequence calendars as needed. Teachers have developed Unit Plans that address the CCSS using the Understanding By Design (UbD) model. Unit plans and lesson plans are shared on a common drive. Content area teachers have developed interim assessments that address and monitor student growth on critical CCSS. SMS ILT provided professional development on identifying levels of proficiency in order to providing targeted instruction to differentiate learning. CPS Framework for teaching indicates that 55% of teachers are proficient and 33% are distinguished in component 3c Engaging Students in Learning. Additionally, 57% of teachers are proficient and 35% are distinguished in component 1d Designing Coherent Instruction. SMS reaches outside the classroom to provide real world application. Notable evidence includes, NFTE, Science Fair, Gizmo, AVID, Gear Up, BPNC, Constitutional Right Foundation, Facing History, and Art Show.

To advance in this area, SMS should provide professional development on social emotional learning standards and WIDA standards in order for teachers to incorporate them in their unit plans and lesson plans. Additionally, teachers need additional professional development on stage 2 and 3 of UbD in order for them to be able to evaluate and improve their unit plans.

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=Y3BzLmVkdXxrY3xneDoyYjlINGl4MmY3YTlxYTgz), 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	✓ 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	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 **2** 3 4

SMS is proud of fully implementing CCSS. English Language Arts teachers updated materials based on new understanding of CCSS, Math, Science and Social Studies have CCSS aligned textbooks. Teachers create and research standards-aligned materials that address their unit plans. Native speakers are provided with materials in their native language. CPS Framework for teaching indicates that 45% of teachers are proficient and 49% are distinguished in component 1b Demonstrating Knowledge of Students. Resources available to all students and teachers include: a classroom set of Galaxy Tablets, a classroom set of iPads, two classroom sets of laptops, a fully stocked library, a book room with leveled texts, scholastic magazines, and online subscriptions to Compass Learning, Gizmo, and access to various educational applications.

Growth in this area would include providing teachers with additional technology. Teachers have expressed a need for additional laptop carts. English Language Arts teachers need additional resources that support CCSS, leveled readers to meet the diverse needs of students. Math teacher need additional manipulatives that support CCSS and Mathematical Practices. Additionally, content area teachers need resources that can help them with the implementation of Tier 2 interventions and challenge above proficiency level students.

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

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> SMS has high expectations for all students to learn at a high level and show growth and experience success. CPS Framework for teaching indicates that 40% of teachers are proficient and 55% are distinguished in component 2b Establishing a Culture for Learning. ILT has provided professional development on identifying levels of proficiency in order to provide targeted instruction to differentiate learning. Teachers make students aware of the lesson goal by displaying and going over the daily learning target. SMS classrooms show evidence of a data driven culture by displaying data walls that demonstrate continual progress. Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks. Content area teachers have developed interim assessments that address and monitor student growth on critical CCSS. Math teachers are currently implementing checks for understanding that address conceptual understanding and procedural knowledge.
>
> To advance in this area, teachers need additional professional development on depths of knowledge to help them develop tasks that support the learning goal of the lesson. Teachers need additional professional development on stage 2 and 3 of UbD and on key shifts of literacy and mathematics in order to be able to evaluate and improve their unit plans. Additional planning meetings are needed in order for teacher to discuss skills and knowledge that are being addressed below and above their grade level. Professional development is needed on looking at student work in order to determine student proficiency across grade levels and content areas.

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

Transitions, College & Career Access & Persistence:

Score

1 **2** 3 4

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

> The mission of SMS is to prepare students to be career and college prepared. SMS teachers convey high leaning expectation for all students. CPS Framework for teaching indicates that 40% of teachers are proficient and 55% are distinguished in component 2b Establishing a Culture for Learning. SMS hosts a high fair for all graders 8th graders and our counselor meets with 8th grade students to discuss their High School selection options. English language learners are monitored throughout their four years at SMS even after they exit the transitional bilingual program. SMS is an AVID model school and selected 6th, 7th and 8th grade students participate in AVID classes taught by a certified AVID trained teachers. Students in 8th grade participate in the NFTE program where they are encouraged to be entrepreneurs. SMS is currently offering two pre-algebra classes and three algebra classes for eligible 7th and 8th grade students.
>
> To advance in this area teachers need professional development on building and enhancing students' self-efficacy and on the process of setting goals with students. Additional advisory time is needed to allow teachers help students set long term goals.

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	✓ 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	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

Accessibility and the use of data is a priority at Shields Middle School. Notable evidence in this category includes access to Mastery Manager, AIMSWeb, Compass Learning, NWEA, and On Track reports allow staff to plan for a range of effective approaches to student learning. This range includes planning for the Gradual Release of Responsibility through Daily Learning Targets and the alignment of formative checks for understanding. Targeted instruction occurs from the analysis of data which identifies students' instructional needs. Recently given the distinguished title of an AVID model school, Shields Middle School implements common instructional strategies such as Cornell Notes, Philosophical Chairs, Socratic Seminars, and the use of binders to improve students' organizational skills. Teachers engage in common planning times throughout the week with their grade level teams, as well as meet monthly in content-areas to align standards-based instruction and strategies. Content teachers are supported by Network 8 Teacher Leaders within SMS in the planning and implementation of UBD unit plans. Formal observations under REACH component 3C, Engaging Students in Learning, shows that 88% of teachers fall into the Proficient and Distinguished categories, demonstrating that teachers regularly use appropriate and well-developed examples to connect to students.

Although 64% of teachers are Proficient in REACH component 3C, using questioning and discussion techniques, Shields Middle can advance by providing embedded, ongoing professional development around school-wide AVID strategies. The accessibility of current technology should be furthered through adult professional development that utilizes the breadth of features within Mastery Manager, IMPACT/Gradebook, AIMSweb, NWEA, and Compass Learning. Lastly, SMS should continue to provide effective EL services with additional bilingual support staff and collaborate with achievement and vertical teams to enhance instruction.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	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	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

Content-area teams have devised a year long scope and sequence calendar which not only guides instruction, but also aligns instruction with intentional assessment. These interim assessments are given pre and post instruction in the core content areas which teachers use as actionable data to inform planning and supports. Teachers also utilize on-track data every five weeks to help close the learning gap prior to students reaching the end of the quarter. Based on REACH component 4A, Reflecting on Teaching and Learning, 81% of teachers are distinguished, showing that teachers are continuously reflecting on specific ideas about how well various lesson adjustments will work for specific student learning needs, including diverse learners and English learners. According to SMS' SY16 SQRP rating, SMS showed a 60% growth in Diverse Learner growth percentile on NWEA Reading and a 94% growth in Diverse Learner growth percentile on NWEA Math from SY15.

SMS showed a 48% growth in English Learner growth percentile on NWEA Reading and a 25% growth in EL growth percentile on NWEA Math from SY15.

Through Parent Portal, parents and students are able to monitor multiple measures of student learning by reviewing grades that are updated by teachers bi-weekly. SMS is proud that over 80% of parents are signed up with access to Parent Portal. Grade weights are determined by each grade level to provide consistency within achievement teams.

Growth in this area should include further discussion around consistent implementation of the grading policy amongst teachers and administration. To provide consistency school-wide, grade categories/weights should be determined vertically as well as across grade levels. Teachers at SMS can benefit from further professional development around the analysis of ongoing multiple measures of assessment, and also around best practice strategies for English Learners.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

The MTSS at SMS has prioritized daily Tier 3 interventions through the addition of a Tier 3 interventionist. The Tier 3 interventionist targets students in grades 5 through 8 with the greatest academic need and plans for personalized learning with the support of the REWARDS intervention program.

Regarding students identified as off-track, SMS counselors meet with these students every 5 weeks to review progress report and report card data. Members of the MTSS team use on-track data to design and implement Tier 2-3 behavior interventions. SMS utilizes a Restorative Justice Coach to support teachers in the implementation of positive restorative justice practices. The Restorative Justice Coach helps measure and monitor the impact of our efforts with the school-wide behavior plan. The Culture and Climate team at SMS meets regularly to reflect on the effectiveness of the school-wide behavior plan and makes suggestions for adjustments and improvements.

As part of our efforts toward student efficacy, students initiate parent-teacher conferences with the support of a student-created goal-setting sheet that guides the conversation.
LBS1 teachers meet regularly with general education teachers to discuss student progress and plan for differentiated learning. We also have weekly achievement team meetings with an allotted time for MTSS conversations.

In an effort to improve ongoing MTSS and SEL practices, teacher teams at SMS should be provided with guided discussion/protocol for the MTSS agenda time during Achievement Team meetings. This will provide both teachers and the MTSS team with more specific information to make intentional choices regarding interventions/supports for all students. In order to empower staff to incorporate SEL goals into their planning and instruction, more professional development should be provided around the SEL standards.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

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

Establishing and maintaining a culture for learning is a priority at Shields Middle School. Our culture for learning is present and shared among all stakeholders in our school - this belief is represented in our school mission statement, instructional priorities, behavior plan, and learning expectations. SMS is a place where there are high expectations for all students as well as a place where teachers and students value learning and hard work. Notable evidence in this category includes: 84% of students agree that their coursework requires them to complete hard work in order to do well; 93% of students agree that teachers push them to become better thinkers, rather than just memorize facts; and 96% of students agree that teachers at SMS expect them to do their best work at all times.

SMS sets high expectations according to grade-appropriate learning objectives by creating an educational curriculum that fosters students at all learning levels. Multi-tiered Systems of Support (MTSS) have been implemented school-wide to ensure learning of all students. ILT learning cycles have focused specifically on differentiating instruction in order to ensure all students are able to persevere. There is comprehensive evidence to support SMS's belief in our students as well as our ability to make a difference with each and every student. For instance, 84% of teachers feel mostly responsible when students fail, and 81% feel mostly responsible to help each other do their best.

To advance in this area, SMS should continue to foster a culture for learning by teaching students a growth mindset to encourage student resilience and hard work. Specific growth in this area would include a structured advisory program that develops students' awareness of the knowledge and skills necessary for social and academic success.

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

1 **2** 3 4

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.

High levels of relational trust between all school participants is an essential focus at Shields Middle School. There is exemplary evidence to support the high levels of support and respect teachers display among other teachers as well as teacher-principal trust. Evidence in this area includes: 100% of teachers agree that they trust one another; 95% agree that teachers respect other teachers who take the lead in school improvement plans; and 100% agree that they feel respected by other teachers.

Respectful exchanges among teachers 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. Notable evidence in this area is as follows: 97% of teachers respect colleagues who are experts at their craft, and 97% agree that teachers engage in constructive conversations about their feeling, worries, and frustrations.

Students at SMS participate in restorative practices in order to build positive relantihops with their peers as well as ensure an improved proportion of interactions remain positive. Although 87% of teacher feel mostly responsible for helping students develop self-control, improvement in this area should continue to create opportunities for improved interactions (restorative practices), allowing students to become more mutually supportive and respectful of individual differences.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Providing early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming is outlined in Shield Middle School instructional priorities. Providing academic rigor and enrichment is explicitly stated in our school mission statement in an effort to encourage our students to make positive contributions to their education, school, and community.

SMS students have equitable access to a wide range of elective classes such as Guidance, Spanish, Art, Music, and Physical Education. In order to continue nurturing student talent and interest SMS solicits student feedback in determining extracurricular activities such as Art Club, Band, Eagle Eye Productions, Student Leadership, Big Brothers Big Sisters program, and our ongoing involvement with the Brighton Park Neighborhood Council. Additionally, SMS has built an ongoing relationship with United Way, fostering meaningful relationships and opportunities for all SMS community members. Furthermore, SMS staff provide additional after school learning programs such as Homework Help and Compass Learning, but also athletic opportunities which are determined by student input and interest.

Rigorous courses such as AVID, Pre-Algebra, and Algebra are part of SMS's course curriculum in order to nurture students interest in high education as well as increase engagement for students currently performing at high levels.

Growth in this area would include increasing opportunities for community based outreach projects and programs. SMS should continue to foster relationships with outside businesses to connect to decision-makers. In doing so it will improve student understanding and awareness of the structure and roles of a civil society in an effort to enhance student impact on school and outside community.

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

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

All Shields Middle School stakeholders are invested in ensuring that all students and adults feel physically, socially, intellectually, and emotionally safe throughout the school. SMS implements a teacher created school-wide behavior policy aligned to the CPS Student Code of Conduct but also includes restorative practices in an effort to reinforce establish expectations in a proactive way. SMS emphasizes the aforementioned practices in order to minimize punitive consequences and instill a shared expectation for positive behavior. SMS is proud that 90% of teachers agree in feeling responsible for maintain discipline in the entire school rather than just their classroom. Also 87% of teachers feel mostly responsible for helping students develop self-control.

SMS's continued dedication to this work has increased our capacity to manage classroom routines and procedures to maximize instructional time. Teachers model and reinforce clear behavior expectations for students to help them contribute to the learning environment in classrooms without excess disruption. Notable evidence in this area includes: 87% of students agree they feel safe and comfortable with their teachers and 82% of students agree they feel safe in our building.

Although safety and order is demonstrated by the ease and efficiency of arrival and dismissal, 42% of students lack a sense of safety traveling between home and school. SMS should continue to provide clear procedures for reporting and responding to safety concerns, managing efficient and orderly transitions between activities, maintaining that all adults including recess supervisors, parent volunteer, and lunch staff use active supervision (move, scan, and interact) in all settings. Additionally, creating a more explicit criteria for office versus classroom managed behavior should be outlined in our school-wide behavior plan.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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.

Social emotional learning is a priority at Shields Middle School. All staff take a restorative approach in all of our interactions with all community members. A school-wide behavior policy reinforces positive student behavior with clear expectations, routines, and procedures. SMS is proud of our development and implementation of a Climate and Culture team at SMS. The team meets regularly to organize systems that support a restorative environment. Success of our Climate and Culture team includes: creating positively stated behavioral expectations posted throughout the school and in all classrooms; helping sustain routines and procedures central to the learning environment and student success; creating a scheduled reflection time for students to engage in restorative conversations in order to change behavior, facilitating Award Assemblies, Random Reward days, and Attendance announcements to continually acknowledge effective effort for positive student behavior.

Implementing a Multi-tiered System of Supports (MTSS) at SMS has increased stakeholders ability to facilitate change in improve students social, emotional, and behavioral growth. The MTSS team uses multiple data facets including NWEA, Attendance, Off-Track/On-Track reports, Progress Reports and Report Cards in order to establish reinforcements for students in need of tier two or tier three supports. Additionally, when students are identified as in need of social, emotional, academic, and behavioral growth our school Interventionist continues to progress monitor and collect data to help drive our ability to make informed decisions around restorative practices.

SMS also has a Restorative Practice Coach who aids the Culture and Climate team in deepening their understanding and knowledge of restorative practices; the Culture and Climate team then provides learning to staff of new skills and strategies in an effort to use Restorative conversations and acid power struggles with students by offering an opportunity for student choice and voice. Notable evidence in this area includes: 87% of teachers feel mostly responsible for helping students develop self-control, 80% of students agree that teacher listen to their ideas, and 89% of students agree that teachers treat them with respect. This evidence demonstrates the level of mutual trust and respect among students and teachers at SMS.

Shields staff members have increased student engagement in talking circles and restorative dialogue as a means for students to take responsibility for repairing harm caused by the actions. Punitive responses to behavior are only implemented for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separations is a logical response to the behavior. However, to advance in this areas SMS should continue to consistently implement the Shields MS Behavior Plan, engage teachers in professional learning around the SEL standards and adolescent development, develop teacher capacity to properly intervene by identifying, progress monitoring, and documenting students in need of classroom level interventions. Further growth in this area would include identifying materials for Tier 3 intervention with a focus on math, allocating personnel to provide Tier 3 interventions and time at Achievement Team meetings to discuss students at risk. And continue our partnership with BPNC to provide Tier 3 SEL supports, including one on one and family counseling, meaningful after school learning and enrichment opportunities, and promote healthy lifestyles and decision making.

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) ✓ 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

1　2　**3**　4

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.

As stated in the Shields Middle School Mission Statement, students, families, staff, and partners will work together to provide academic rigor and enrichment in a nurturing, positive, and safe environment. The partnership established among all stakeholders is most notable through our parent-led PAC, fully-staffed and active LSC, highly visible Parent Patrol who ensure safe arrival and dismissal as well as recruiting new parent volunteers, and also our parent representative to support network initiatives and implementation (N8PL's).

Additionally, SMS continues to engage in sustainable, on-going communication with parents and community members on a regular basis. SMS is proud that 80% of parents have active Parent Portal accounts at the end of SY15. Both written and verbal forms of communication are provided in English and Spanish. Forms of communication include but are not limited to: monthly newsletters, regular updates via robocalls, announcements posted to school website, weekly communication via phone and email from teachers. Furthermore, in order to increase opportunities for parents to ask questions, raise concerns, and give feedback, Principal Auffant hosts weekly meetings for parents to engage in quality conversations. There is widespread evidence to support SMS's efforts to continually support parent partnerships. For example, 95% of teachers feel respected by parents, 82% agree that teachers and parents think of each other as partners in education children, 76% agree that most parents support teachers teaching effort, and 100% agree that SMS staff work hard to build trusting relationships with parents.

Through SMS's partnership with BPNC parents and families are invited to participate in the learning and development of our students through our Parent Mentor program. In doing so, parents remain informed of grade level standards and expectations. Other opportunities implemented to develop strong parent partnerships include SMS's annual science fair, art show, student music assemblies, AVID family night, and open house. Other monthly workshop series are offered as well as weekly classes engaging parents in physical fitness and the arts.

With that being said, only 47% of stakeholders feel parents are involved in the development of programs aided at improved students' academic outcomes. Therefore, to improve family support and engagement as partners in the instructional program SMS should identify and communicate the role of students, parents, and staff to build a successful school community.While also designing ongoing opportunities for families to engage in meaningful learning experiences relevant to content and culture.

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

School Excellence Framework Priorities

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

| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 2 3 4 5 ⊘ |
| 4 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 ⊘ |

Goals

Required metrics (Elementary)   0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	64.00	71.00	80.00	85.00
National School Growth Percentile - Math				
(Blank)	14.00	61.00	67.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	49.10	(Blank)	67.00	75.00
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	62.00	71.00	75.00	80.00
English Learner Growth Percentile - Reading				
(Blank)	27.00	75.00	80.00	90.00
Diverse Learner Growth Percentile - Reading				
(Blank)	17.00	77.00	50.00	66.00
African-American Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	15.00	61.00	67.00	75.00
English Learner Growth Percentile - Math				
(Blank)	15.00	40.00	45.00	55.00
Diverse Learner Growth Percentile - Math				
(Blank)	1.00	95.00	50.00	60.00
National School Attainment Percentile - Reading (Grades 3-8)				
(Blank)	34.00	43.00	50.00	66.00
National School Attainment Percentile - Math (Grades 3-8)				

(Blank)	28.00	50.00	55.00	66.00

National School Attainment Percentile - Reading (Grade 2)

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

National School Attainment Percentile - Math (Grade 2)

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

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	24.80	27.00	45.00	66.00

Average Daily Attendance Rate

(Blank)	96.60	96.50	97.00	97.50

My Voice, My School 5 Essentials Survey

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

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If Shields MS focuses on a deep implementation of UbD based Unit Plans,	then Shields MS will be better positioned to respond to the needs of students, families and teachers.	SQRP metrics

Tags:
Instruction, Aligned resources, Instructional material, Parental involvement, Rigorous tasks

Area(s) of focus:
3

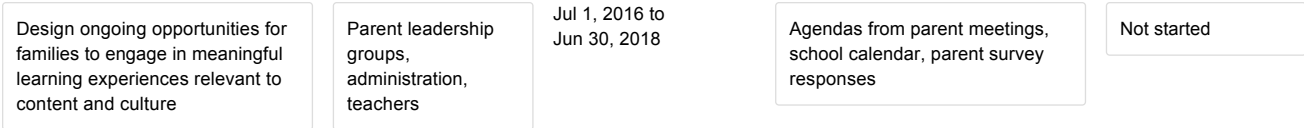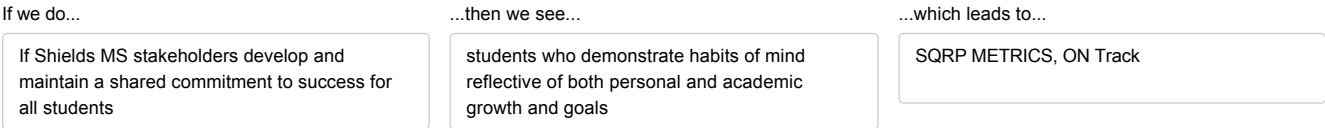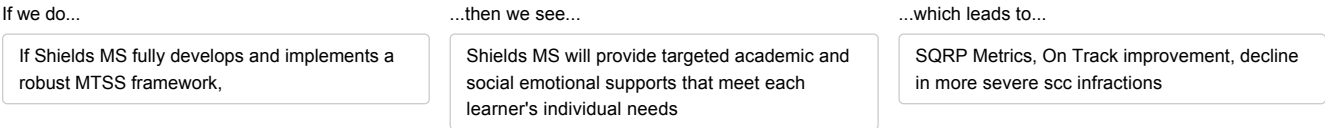| Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers engage in Professional Learning on the topics of: UbD (Stage 2 & 3), Gradual Release, Depths of Knowledge, Student Discourse, English Learners, Diverse Learners, Social Emotional Learning	Senior Leadership Team	Jul 1, 2016 to Jun 30, 2018	PD Agendas, classroom observations, Formative Assessment Data, Unit Plans, end of year SQRP metrics	Not started
Annual budget allocations will prioritize curricular supports for EL, DL, Technology, ELA/MATH materials aligned to CCSS; materials will be identified and delivered in a timely manner	Administration, LSC, Curriculum Leads	Jul 1, 2016 to Jun 30, 2018	SY17 and SY18 Budgets, Completed materials request forms with google doc tracking	Not started

Design ongoing opportunities for families to engage in meaningful learning experiences relevant to content and culture	Parent leadership groups, administration, teachers	Jul 1, 2016 to Jun 30, 2018	Agendas from parent meetings, school calendar, parent survey responses	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
If Shields MS stakeholders develop and maintain a shared commitment to success for all students	students who demonstrate habits of mind reflective of both personal and academic growth and goals	SQRP METRICS, ON Track

Tags:
College Access and Persistence, Grading, Parental involvement

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Consistent school wide grading and assessment practices and policies.	Senior Leadership Teams	Jul 1, 2016 to Jun 30, 2018	Team agendas, grading policy	Not started
Structure an advisory program that develops students' awareness of the knowledge and skills necessary for social and academic success.	Senior Leadership Teams	Jul 1, 2016 to Jun 30, 2018	Advisory schedule, student learning plans,	Not started

Trust

Identify and communicate the role of students, parents, and staff to build a nurturing, positive and safe school community.	Parent leadership groups, Administration	Jul 1, 2016 to Jun 30, 2018	Identified roles, agendas from team meetings	Not started
Engage teachers in professional learning around the SEL standards, restorative practices and adolescent development	Senior Leadership Team, Culture & Climate Team	Jul 1, 2016 to Jun 30, 2018	PD Agendas, Team Agendas, Verify & Dashboard Data	Behind

Strategy 3

If we do...	...then we see...	...which leads to...
If Shields MS fully develops and implements a robust MTSS framework,	Shields MS will provide targeted academic and social emotional supports that meet each learner's individual needs	SQRP Metrics, On Track improvement, decline in more severe scc infractions

Tags:
MTSS, Professional Learning, Intervention, Instruction, Social emotional, Aligned resources, Instructional material, Parental involvement

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Action Step	Responsible	Timeframe	Evidence	Status
Develop teacher capacity to properly intervene by identifying, progress monitoring, and documenting students in need of classroom level interventions	Teachers, MTSS Team	Jul 1, 2016 to Jun 30, 2018	On Track Report, MTSS T2 Intervention Log	On-Track
Consistently implement the Shields MS Behavior Plan	Teachers, MTSS and Culture & Climate Teams	Jul 1, 2016 to Jun 30, 2018	Verify and dashboard data, Tier 2 Intervention Log, teacher anecdotals	On-Track
Engage teachers in professional learning around the SEL standards, restorative practices and adolescent development	Senior Leadership Team	Jul 1, 2016 to Jun 30, 2018	*(Blank)*	Behind
Identify materials for Tier 3 intervention with a focus on math.	MTSS Team	Jul 1, 2016 to Aug 31, 2016	*(Blank)*	Behind
Allocate personnel to provide Tier 3 interventions and time at Achievement Team meetings to discuss students at risk	Senior Leadership Team	Jul 1, 2016 to Jun 23, 2018	*(Blank)*	On-Track
Partner with BPNC to provide Tier 3 SEL supports, including one on one and family counseling, meaningful after school learning and enrichment opportunities, and promote healthy lifestyles and decision making	School Counselors and Case Manager, BPNC Leadership	Jul 1, 2016 to Jun 30, 2018	*(Blank)*	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
➕ Teachers engage in Professional Learning on the topics of: UbD (Stage 2 & 3), Gradual Release, Depths of Knowledge, Student Discourse, English Learners, Diverse Learners, Social Emotional Learning Tags: Instruction, Aligned resources, Instructional material, Parental involvement, Rigorous tasks	Senior Leadership Team	Jul 1, 2016	Jun 30, 2018	Not started
➕ Annual budget allocations will prioritize curricular supports for EL, DL, Technology, ELA/MATH materials aligned to CCSS; materials will be identified and delivered in a timely manner Tags: Instruction, Aligned resources, Instructional material, Parental involvement, Rigorous tasks	Administration, LSC, Curriculum Leads	Jul 1, 2016	Jun 30, 2018	Not started
➕ Design ongoing opportunities for families to engage in meaningful learning experiences relevant to content and culture Tags: Instruction, Aligned resources, Instructional material, Parental involvement, Rigorous tasks	Parent leadership groups, administration, teachers	Jul 1, 2016	Jun 30, 2018	Not started
➕ Consistent school wide grading and assessment practices and policies. Tags: College Access and Persistence, Grading, Parental involvement	Senior Leadership Teams	Jul 1, 2016	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Structure an advisory program that develops students' awareness of the knowledge and skills necessary for social and academic success. Tags: College Access and Persistence, Grading, Parental involvement, Trust	Senior Leadership Teams	Jul 1, 2016	Jun 30, 2018	Not started
✚ Identify and communicate the role of students, parents, and staff to build a nurturing, positive and safe school community. Tags: College Access and Persistence, Grading, Parental involvement	Parent leadership groups, Administration	Jul 1, 2016	Jun 30, 2018	Not started
✚ Engage teachers in professional learning around the SEL standards, restorative practices and adolescent development Tags: College Access and Persistence, Grading, Parental involvement	Senior Leadership Team, Culture & Climate Team	Jul 1, 2016	Jun 30, 2018	Behind
✚ Develop teacher capacity to properly intervene by identifying, progress monitoring, and documenting students in need of classroom level interventions Tags: MTSS, Professional Learning, Intervention, Instruction, Social emotional, Aligned resources, Instructional material, Parental involvement	Teachers, MTSS Team	Jul 1, 2016	Jun 30, 2018	On-Track
✚ Consistently implement the Shields MS Behavior Plan Tags: MTSS, Professional Learning, Intervention, Instruction, Social emotional, Aligned resources, Instructional material, Parental involvement	Teachers, MTSS and Culture & Climate Teams	Jul 1, 2016	Jun 30, 2018	On-Track
✚ Engage teachers in professional learning around the SEL standards, restorative practices and adolescent development Tags: MTSS, Professional Learning, Intervention, Instruction, Social emotional, Aligned resources, Instructional material, Parental involvement	Senior Leadership Team	Jul 1, 2016	Jun 30, 2018	Behind
✚ Identify materials for Tier 3 intervention with a focus on math. Tags: MTSS, Professional Learning, Intervention, Instruction, Social emotional, Aligned resources, Instructional material, Parental involvement	MTSS Team	Jul 1, 2016	Aug 31, 2016	Behind
✚ Allocate personnel to provide Tier 3 interventions and time at Achievement Team meetings to discuss students at risk Tags: MTSS, Professional Learning, Intervention, Instruction, Social emotional, Aligned resources, Instructional material, Parental involvement	Senior Leadership Team	Jul 1, 2016	Jun 23, 2018	On-Track
✚ Partner with BPNC to provide Tier 3 SEL supports, including one on one and family counseling, meaningful after school learning and enrichment opportunities, and promote healthy lifestyles and decision making Tags: MTSS, Professional Learning, Intervention, Instruction, Social emotional, Aligned resources, Instructional material, Parental involvement	School Counselors and Case Manager, BPNC Leadership	Jul 1, 2016	Jun 30, 2018	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

> Shields Middle School provides details and supports the PAC Organizational Meeting required by Title 1 and provides additional supports to parents throughout the year in conjunction with PAC leadership.

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

> "The Title I Annual Meeting will be held on 9/28/2016 at 8:30am in the school cafeteria.
>
> The Title I PAC Organizational Meeting will be held on 9/28/2016 at 9:00am in the school cafeteria.

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.

> The information associated with Title 1 Programming (description and explanation of curriculum, assessments, and proficiency levels/targets of students) will be regularly communicated to parents during PAC meetings.

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.

> Feedback from parents is regularly requested, both formally (surveys, school diagnostics, at PAC meetings) as well as through informal conversations between parents and school administration. The principal meets weekly (Mondays, 845am, in the cafeteria) with parents to discuss current issues.Feedback is regularly requested from parents, and it is the intention of the administration to respond to parent requests in a timely manner.

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

> Parents regularly receive performance information gained through assessments at the state, district, and local levels. Parents are provided with an opportunity to speak with teachers in person regarding their performance results. Students also will track their data. Additionally, at the first PAC meeting of each semester, the Principal provides a State of the School address.

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.

Shields Middle School complies with all timelines associated with NCLB and Title 1 parent notices.

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

The school will communicate in writing (letters home) and in person (parent meetings and conferences) about student's progress towards meeting state and local standards.

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.

In partnership with the neighborhood council, Shields Middle School will continue to offer training and workshops in the areas of: supporting student achievement at home; technology classes for parents, healthy living parent workshops, literacy strategies to use with students at home, adolescent development, and restorative practices.

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.

As part of our school culture improvement initiative, we will strengthen the relationships between teacher and parents as advocates for children.

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.

Shields MS does not serve grades PreK-4th. However, we will continue to reach out to parents to identify workshops and areas of learning they deem valuable and worth improving.

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.

Spanish is the dominant language spoken in most households within our school community. Shields Middle School will continue to send materials home and over the auto-dialer in both English and Spanish languages.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact   Complete

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

The James Shields Middle School community consisting of students, families, and staff will work together to provide a nurturing, positive, and safe environment in which rigorous instruction will be implemented. As a team we will work together to provide a college and career ready curriculum that will encourage each student to be: respectful, responsible, courageous, wise, and also have integrity upon their education. Each student will be able to utilize their intellectual and leadership qualities in the real world.

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

In November (Q1) and April (Q3), the school will conduct parent-teacher conferences; parents will have an opportunity to meet with each of their child's teachers in one afternoon/evening. Translators will be provided.

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 reports are distributed once per quarter: October/December/February/May. Progress reports will be sent home with students, parents can request a current copy at any time.

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

At a minimum, staff are available to conference with parents on a daily basis during teacher preparation periods.

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.

Parent volunteers are welcomed at our school. Many choose to participate in monthly PAC meetings and events, school celebrations, parents can visit any classroom at any time, volunteer to help before, during, and afterschool in many capacities that support school operations and student learning.

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

Because we employ a specific academic note taking and organization strategies, we inform parents of these strategies and share ideas for how they can continue to support their child's performance and progress from home. Additionally, and in conjunction with the Brighton Park Neighborhood Council, SMS provides positions for 8-12 parent mentors in the classroom to assist students in learning. These mentors also make regular, weekly calls to parents to keep them informed of students progress and school/classroom events.

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

Parents have opportunities to participate in school based decisions through current parent leadership groups (PAC, BAC, LSC, Parent Patrol); participate in external and internal parent surveys; participate in school diagnostics; are welcomed with our open door policy to share celebrations and concerns.

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

Students are rewarded for academic performance and personal responsibility through incentives and social emotional learning gained through our PBIS program, receive quarterly recognition for performance in academics, attendance, and citizenship; 12 students are recognized monthly as Students of the Month; students participate in the school improvement process through the organized Student Leadership Team.

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.

Our goal is to increase support for students through building parents' capacity to meet the academic, social emotional, and cultural needs of their students and families. We will accomplish this through identification and regular offering of parent workshops.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 900 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 900 .00

| 54205 | **Travel** | $ | 1000 | .00 |
| | Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | | | |

| 54565 | **Reimbursements** | $ | 1000 | .00 |
| | 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. | | | |

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

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

| 55005 | **Furniture and Equipment** | $ | 752 | .00 |
| | 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. | | | |