



Little Village Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
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03/21/2018

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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All teachers continue to implement best practices across all grade levels and content areas. Teachers create instructional units that are aligned to CCSS, WIDA, and NGSS.

Additionally, all teachers receive updated NWEA/TRC BOY, MOY and EOY data when it becomes available to guide their instruction and create flexible, guided reading/math groups. Teachers and administrators have one-on-one data conversations with individual students to assess their progress and establish goals. These goals are recorded on the student's data document and revised throughout the school year. Students meet one-on-one with their teachers and administrators to set individual goals in regards to their standardized test scores. Our teachers update their data tracking document after progress monitoring students, then set individual student goals

We have established an MTSS Committee to guide and support teachers through the MTSS Process. The MTSS Committee consists of teachers, instructional coaches, psychologists, case manager and administration who meet bi-monthly to support teachers with data analysis and review, support and feedback.

We also support all students' social-emotional learning needs through a series of activities and best practice strategies. We advocate for our students by establishing relationships with community services and other stakeholders.

Opportunities for Growth:

Continue to provide ongoing professional development that is differentiated according to teacher's area of growth around instructional practices.

MTSS: Proper implementation of interventions, progress monitoring, re-adjusting instruction to meet student academic needs.

MTSS: Clear understanding of the MTSS process across all grade levels and content areas

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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Our Instructional Leadership Team (ILT) is made up of administrators, instructional coaches, and teachers. We meet bi-weekly to discuss topics of interest and to address areas of concern. All team members have a voice and influence over instructional decisions and commit to developing themselves to better support others. ILT members disseminate the information to their grade level band. The ILT collaborates effectively, value transparency and engage stakeholders.

The ILT is driven to lead the work of improving teaching and learning school-wide. The ILT is reflective on its own team processes and practices. The ILT created an ILT survey to gather teacher input on professional development opportunities. Based on these surveys, teachers were invited to lead PD around instructional best practices.

Opportunities for Growth:

- * Prioritize cycle work for meeting agendas
- * Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.
- * Analyze student work on a more consistent basis to strengthen teaching practices.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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We pride ourselves on capitalizing on our teachers' strengths within our building by inviting them to lead professional development to meet the needs of our staff and students. The principal presents teachers with opportunities to attend PDs to allow them to flourish as instructional leaders or to enhance their instructional practices. Teachers take on the responsibility of implementing their newly gained expertise. Additionally, instructional coaches collaborate with teachers to provide them with instructional support as well as supporting students in small guided groups.

All teachers are provided with five common preparation periods per week to plan and collaborate to support diverse learners in both the inclusion and resource setting. Teacher schedules allow for vertical content and grade level team meetings.

Newly hired staff and teachers are provided professional support from a team member who serves as a mentor. This includes teachers new to the profession, as well as those who are new to their discipline.

Opportunities for Growth:

- * Create professional learning cycles
- * Schedule structured time for teachers to share what they learned during PDs
- * Schedule learning walks, debrief findings
- * Set goals based on professional development and cycle

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

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Go Math curriculum purchased for K-4
 3rd-4th grade are departmentalized to ensure instructional minutes in the core subject are met as well as to allow for co-teaching (inclusion) to take place.
 5th-8th grade follow a block schedule to ensure instructional minutes in the core subjects are met as well as to allow for co-teaching (inclusion) to take place.
 All 5th-8th grade students participate in a daily intervention/acceleration period to target their individual needs.
 Supplemental funding is used to hire instructional coaches to target specific grade level and content area needs.
 The decision was made to fund additional special education teacher positions in lieu of additional technology purchases. These positions were funded by supplemental funds to support our DLs in both resource and inclusion setting. (ensure compliance)
 Additional SECAs were funded by the school.
 When interviewing and hiring new candidates, grade level/content area teams participate in the interview process.
 All teachers are Highly Qualified with the appropriate certificates/endorsements to the grade level/subject.
 Teacher leaders have been identified to take on leadership roles aligned CCSS and/or NGSS.
 Teachers complete a Grade Preference Sheet to specify which grade level/content area they would like to teach the following school year.
 Dependent upon available funding, technology is purchased to support the academic needs of students.
 Boeing FUSE Grant application was completed and the school will receive \$26,000 in funding to support the program (Design Class).
 Teachers attend professional development opportunities
 We continue to strengthen our partnerships with community organizations to support our student and community, needs (New Life Church, Beyond the Ball, Urban Life Skills, Mt. Sinai, Under the Rainbow, Erie House to name a few)

Guide for Aligned Resources

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

- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Go Math Series was purchased for students in K-4th grade as a supplemental resource to support math instruction. The math coach facilitates learning experiences and collaborates with math teachers on vertical alignment by using the CCSS Math Model Content Framework to emphasize key math topics. K-8th grade teachers developed a scope and sequence aligned to CCSS and NGSS. Teachers continue to adjust their scope and sequence throughout the school year during grade level or vertical team meetings. Teachers incorporate formative and summative assessments into units of study to assess student progress and understanding of essential understandings. Vertical team members include content area teachers, instructional coaches, inclusion DL teachers and resource DL teachers. Through the hiring of additional special education teachers, DL students are now able to have their needs met in the Least Restrictive Environment. Special education teachers collaborate with general education teachers to ensure all diverse learners are provided with the same instructional opportunities as their peers in the general education. After two years of focusing on using collaborative conversations into school-wide professional developments, teachers are better able to integrate language goals into daily classroom activities and instructional units. ESL endorsed teachers are represented in every grade level and subject area (including exploratory classes) in order to ensure meaningful instruction for English Learners.

Guide for Curriculum

- - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

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

All grade levels have a set of instructional materials that are aligned to CCSSf

Leveled classroom libraries, bilingual reading libraries

K-3rd ELD materials

K-5th Go Math Series

Math instructional textbooks for grades 6th-8th

Online instructional programs such as Raz Kids, IXL Math, BrainPop, Middle School Math Online Texts plus other programs to support student learning

A variety of instructional materials are purchased to meet student academic levels in general education, special education and bilingual classrooms

Field trips, guest speakers, and culminating trips to D.C. and Springfield are aligned to instructional units of study.

Field trips and guest speakers are linked to novels of study and classroom texts to expose students to real-life experiences.

ESL and Instructional materials in Spanish are made available to ELs.

New novels are purchased to reflect updated instructional units and to support our guided reading programs.

Teachers write grants to receive materials (technology, novels, field trips).

PATHS Kits are purchased to support our school's SEL program

Fountas and Pinnell LLI and BAS Kits are used to assess students' reading levels, to progress monitor students' growth and to provide interventions

Materials and consumables to support the FOSS and SEPUP science curriculum are purchased as needed.

Students in the 4th- 8th grades have a 1:1 technology

There are at least 2 technology carts per grade in the K-3rd grades

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

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

Novels chosen for instructional units are non-fiction/realistic fiction
 Tasks and units require students to support claims with evidence
 Vertical planning allows for teachers to meet regularly to update the curriculum to meet their students' instructional needs.
 TRU Math is evident through daily classroom lessons
 Key shifts in math are reflected across grade levels.
 Through multi-grade level meetings, there is a vertical alignment of instructional units
 Rigorous tasks are evident throughout the curriculum using best practices and materials (FAL, MARS, POM, BALTS)
 Teachers attend professional development to enhance their instructional practice.
 Math coach provides instructional support to teachers and students.
 DOK has been a focus school-wide with an emphasis on levels of questioning in all content areas and grade levels.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For (Observation Tool) ✓ Checking In, On Classroom Arrangements Reflect Today's Higher Standards! ✓ Student Work Protocol (SQRIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Students in Pre-K through 8th grade participate in career day where they are able to hear from professionals in various careers. Junior Achievement is also scheduled during the school year, in which Prek-8th grade have an opportunity to learn about money and finances.

During the month of May, students choose and research a university to represent their classroom. Classrooms doors, walls and bulletin boards are decorated with artwork and display student's research about the university. Students are made aware of their progress through standardized test scores. Through data tracking, students and teachers have data from NWEA, DIBELS, and MClass readily available in order to see successes as well as areas of improvement. Students are also encouraged to do their best on tests through fun pre-test activities such as the NWEA and PARCC pep rally.

In the beginning of the year, an open house is held where teachers are able to speak with students and parents about the expectations for the year and beyond.

The middle school students have advisory. During advisory, teachers and students talk about GPA. Students are encouraged to set goals on how to improve in their content area to boost their GPA. Students also learn about different options for high school, college, and beyond. Advisory time also incorporates skills to support students as they transition to the next grade level.

A workshop are provided to parents on how to understand their child's GPA and the role it plays in high school and college selection, scholarships, etc

Alumni are invited as guest speakers in which they share their academic journey through high school and college.

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

The math coach facilitates learning experiences and collaborates with math teachers on vertical alignment by using the CCSS Math Model Content Framework to emphasize key math topics.

K-8th grade teachers developed a scope and sequence aligned to CCSS and NGSS. Teachers continue to adjust their scope and sequence throughout the school year during grade level or vertical team meetings.

Teachers incorporate formative and summative assessments into units of study to assess student progress and understanding of essential understandings. .

Vertical team members include content area teachers, instructional coaches, inclusion DL teachers and resource DL teachers. Through the hiring of additional special education teachers, DL students are now able to have their needs met in the Least Restrictive Environment.

Special education teachers collaborate with general education teachers to ensure all diverse learners are provided with the same instructional opportunities as their peers in the general education.

Teachers share the lesson's objective at the start of every lesson, then tie it in with real world experiences. Teachers engage students on a variety of low and high level, open ended questions through collaborative conversations with a focus on DOK Levels 3 & 4. Teachers scaffold and adjust their lessons to ensure students understand and mastery of the skill.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

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

District-wide assessment data is analyzed as reports become available. Teachers analyze NWEA/TRC BOY, MOY and EOY data to guide their instruction and create flexible, guided reading/math groups. Teachers implement guided reading and use leveled texts as the core method of instruction. Students are exposed to a variety of genres through novels and other nonfiction texts.

Teachers create text-dependent questions to engage students in meaningful group discussions. There is a school-wide focus on collaborative conversations to take place for at least 50% on the instructional time.

Teachers create unit plans that align objectives and assessments to CCSS. Students engage in inquiry based science experiments/lab.

Teachers integrate technology into lessons on a daily basis.

A school-wide data tracker was created and distributed to teachers. The administrative team met with teachers to discuss NWEA/TRC BOY, MOY, and EOY data. During the conversation, teachers set goals for their students. Teachers discussed strategies to target student academic needs.

Additional progress monitoring is completed using programs such as BAS, LLI, SIL, Raz-Kids, Math IXL, and Easy CBM. Teachers create end of unit performance assessments aligned to CCSS to assess students' knowledge. General education teachers collaborate with special education teachers to ensure student IEPs are followed with fidelity.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.e. Selecting Learning Objectives 1.g. Designing Student Assessment 2.d. Using Assessment in Instruction 4.a. Reflecting on Teaching & Learning 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

The MTSS committee is represented by members of different grade level bands, the school's psychologist, case manager and administration. At the start of school year, PD was provided to teachers regarding the expectations for the MTSS process. To improve clarity and effectiveness on data collection, the committee streamlined and aligned the MTSS paperwork for all grade levels

During grade level meetings, the teachers share and discuss student progress, interventions, grades and absenteeism. Interventions are updated to reflect student progress. Teachers document interventions in Gradebook Logger.

A parent letter was created to inform them of the areas of need and supports to be provided to their child. Throughout the MTSS Process, parent meetings are scheduled to discuss student progress.

Intervention is scheduled on a weekly basis for students in 4th-8th grade.

Tier 1

Review:

NWEA

DIBELS/IDEL

TRC

K-5th: PATHS Curriculum

6th-8th: Advisory

New in Fall 2016: 6th-8th: Blueprints

Individual data conversations with students and teachers as well as principal

Goal setting conversations with students and teachers as well as principal

Tier 2 & Tier 3

MTSS committee provides continued support to teachers to ensure students are being provided appropriate interventions.

RSP provide guidance on interventions in their areas of expertise.

Middle school students that are at risk are partnered with community services (NewLife)

Individual Mentors for "at-risk" or "high risk" students identified by grades, behavior and attendance

Personal Learning Plans for students previously in summer

RSP provide interventions to students in the classroom as needed

Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

A school-wide data tracker was created and distributed to teachers. Principal met with teachers to discuss NWEA/TRC BOY, MOY, and EOY data. During the conversation, teachers set goals with their students. Teachers discussed strategies to target student academic deficiencies. Students are made aware of their standardized test scores when conferencing individually with teachers and administrators. Students also track their progress using data tracking and goal setting documents to see their successes as well as areas of improvement. As teachers meet with their students, they set realistic goals students can meet.

Teachers differentiate their instruction to support student learning. Teachers meet, plan and collaborate with grade level/content area team to identify areas of academic support for students.

Through collaborative group work and projects, students discuss assignment, then self-assess their own/group's performance. This allows for students to take ownership over their learning.

Teachers take pride in creating a culture in their classroom. Teachers establish trusting relationship with their students in which students feel safe and a sense of belonging.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.

- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework Curriculum & Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/set) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

At LVA, all students are included in our school community, culture and academics in the least restrictive environment. The culture and language of our students is highly respected and celebrated. We celebrate diversity and expose students to themes celebrated across the calendar months such as: Hispanic Heritage Month, Mexican Independence Day, Women's Month, Black History Month, Cinco de Mayo and other cultures or themes. Monthly parent calendars are sent home and teachers communicate with parents via email, phone or in person (as needed). Notifications are sent home in both English and Spanish and are posted in social media.

We offer after school and enrichment programs designed to build relationships between our students and staff. We offer other after school programs to build relationships in our school community including, but not limited to: Urban Initiatives, Poetry/Writing Club, Science Club, etc. Teachers are often present before and after school to assist students with their needs. We have established a partnership with New Life, Rainbow House, the Pilsen-Wellness Center and other community centers to support our student's social-emotional needs.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**

- Respect other teachers who take the lead in school improvement efforts.
- Respect colleagues who are experts at their craft.
- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

At LVA, we have established a Student Voice Committee. The committee meets on a weekly basis to discuss topics that will benefit students, the school and community. Committee members ensure student voices are heard through the creation of student surveys. Students are encouraged to exercise their voice by participating in student surveys and by completing the My Voice, My School Survey.

All students are included in our school community and culture. Students with special needs are included in general education classrooms when appropriate and with support, extracurricular activities, and special events. The culture and language of our students is respected and celebrated. Communication between staff, students and parents are always in the preferred language of the family.

We have many after school and enrichment programs designed to build relationships between our students and staff. The school has established a partnership with Urban Initiatives, New Life Church, Universidad Popular, and counseling organizations within the community to further support their academic and social/emotional needs.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.

- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ INVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Feedback regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HSI Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

There are schoolwide and classroom procedures in place. Teachers invite students to establish classroom rules. School wide hallway expectations are posted in the hallways. There are 2 security guards and 1 part-time off-duty officer at the school. All staff take part in securing student and staff safety. Mandatory CPS security drills are completed with fidelity.

The school has a partnership with Erie House. Through this partnership, counselors invite students to engage in restorative practices.

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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.

- Clarify criteria for office referrals versus classroom managed behavior.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	<ul style="list-style-type: none"> ✓ School Climate Standards Rubric/Assessment ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

A Behavioral Health Team has been established. Teachers submit student referrals to the BHT. The BHT reviews referrals then identify the supports on a case by case basis.

LVA has been recognized as an International Model PATHS School. Through PATHS, teachers in Prek-5th grade teachers use the PATHs Curriculum to teach students how problem solve and use strategies to deescalate behaviors.

Teachers in 6th-8th grade conduct advisory on a weekly basis. During advisory, students are invited to share their feelings or any topic they wish to discuss in class.

Monthly parent workshops are conducted. Parent workshops focus on meeting the academic and/or social needs of students as well as parents.

There are 2 full time school counselors staffed. They provide counseling services to students as needed. They collaborate with teachers to guide them how to support student while in the classroom.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.

- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Systems are in place to communicate student learning goals and to provide school-wide parent involvement opportunities, such as: Open House, Reading and Math Night, High School Fair, Parent Library, Parent Field Trips, LSC, NCLB, and BAC committees. Parent workshops are designed to provide parents with the tools necessary to support their children at home academically as well as social/emotionally. Parents are also invited to volunteer in the classrooms as well as in school wide events (such as Picture day, Field Day, etc.)

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
During the 2016-2017 school year, 78% of students were meeting national growth norms in reading. With supports and interventions in place, the percentage of students meeting national growth norms in reading will increase to 82% by the end of the 2017-2018, 85% by the end of 2018-2019. and 88% by the end of 2019-2020.	64.00	78.00	82.00	85.00	89.00
National School Growth Percentile - Math					
During the 2016-2017 school year, 48% of students were meeting national growth norms in math. With supports and interventions in place, the percentage of students meeting national growth norms in math will increase to 55% by the end of the 2017-2018, 60% by the end of 2018-2019, and 63% by the end of 2019-2020.	55.00	48.00	55.00	60.00	63.00
% of Students Meeting/Exceeding National Ave Growth Norms					
During the 2016-2017 school year, 55.5% of students were meeting national growth norms. With supports and interventions in place, the percentage of students meeting national growth norms will increase to 60% by the end of the 2017-2018, 63% by the end of 2018-2019 and 67% by the end of 2019-2020.	54.90	55.50	60.00	63.00	67.00
African-American Growth Percentile - Reading					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
During the 2016-2017 school year, 78% of students were meeting national growth norms in reading. With supports and interventions in place, the percentage of students meeting national growth norms in reading will increase to 82% by the end of the 2017-2018, 85% by the end of 2018-2019 and 87% by the end of 2019-2020.	66.00	78.00	82.00	85.00	87.00
English Learner Growth Percentile - Reading					
During the 2016-2017 school year, 76% of ELs were meeting national growth norms in reading. With supports and interventions in place, the percentage of students meeting national growth norms in reading will increase to 80% by the end of the 2017-2018, 82% by the end of 2018-2019 and 85% by the end of 2019-2020.	73.00	76.00	80.00	82.00	85.00
Diverse Learner Growth Percentile - Reading					
During the 2016-2017 school year, 97% of DLs were meeting national growth norms in reading. With supports and interventions in place, the percentage of students meeting national growth norms in reading will increase to 97% by the end of the 2017-2018 , 98% by the end of 2018-2019 and 99% by the end of 2019-2020.	42.00	97.00	97.00	98.00	99.00
African-American Growth Percentile - Math					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					

During the 2016-2017 school year, 48% of students were meeting national growth norms in math. With supports and interventions in place, the percentage of students meeting national growth norms in math will increase to 52% by the end of the 2017-2018, 55% by the end of 2018-2019 and 60% by the end of 2019-2020.

57.00 48.00 52.00 55.00 60.00

English Learner Growth Percentile - Math

During the 2016-2017 school year, 50% of ELs were meeting national growth norms in math. With supports and interventions in place, the percentage of ELs meeting national growth norms in math will increase to 52% by the end of the 2017-2018, 55% by the end of 2018-2019 and 58% by the end of 2019-2020.

50.00 50.00 52.00 55.00 58.00

Diverse Learner Growth Percentile - Math

During the 2016-2017 school year, 31% of DLs were meeting national growth norms in math. With supports and interventions in place, the percentage of ELs meeting national growth norms in math will increase to 40% by the end of the 2017-2018, 43% by the end of 2018-2019 and 47% by the end of 2019-2020.

13.00 31.00 40.00 43.00 47.00

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

During the 2016-2017 school year, the school's attainment for reading in grades 3rd-8th was 46%. With supports and interventions in place, our attainment will increase to 52% by the end of the 2017-2018, 55% by the end of 2018-2019 and 60% by the end of 2019-2020.

40.00 46.00 52.00 55.00 60.00

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

During the 2016-2017 school year, the school's attainment for math in grades 3rd-8th was 31%. With supports and interventions in place, our attainment will increase to 40% by the end of the 2017-2018, 45% by the end of 2018-2019 and 50% by the end of 2019-2020.

30.00 31.00 40.00 45.00 50.00

National School Attainment Percentile - Reading (Grade 2)

During the 2016-2017 school year, the school's attainment for reading in 2nd grade was 24%. With supports and interventions in place, our attainment will increase to 35% by the end of the 2017-2018, 45% by the end of 2018-2019 and 50% by the end of 2019-2020.

52.00 24.00 35.00 45.00 50.00

National School Attainment Percentile - Math (Grade 2)

During the 2016-2017 school year, the school's attainment for math in 2nd grade was 21%. With supports and interventions in place, our attainment will increase to 30% by the end of the 2017-2018, 40% by the end of 2018-2019 and 45% by the end of 2019-2020.

21.00 21.00 30.00 40.00 45.00

% of Students Making Sufficient Annual Progress on ACCESS

NA

38.70 (Blank) 66.00 0.00 0.00

Average Daily Attendance Rate

During the 2016-2018 school year, the school's attendance rate was 95.8. Our goal is for student attendance to increase to 96% by the end of 2017-2018, 96.5 by the end of 2018-2019 and 96.7 by the end of 2019-2020.

96.20 95.80 96.00 96.50 96.70

My Voice, My School 5 Essentials Survey

Our school is to increase the results of the My Voice, My School Survey to well-organized.

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we provide teachers with professional learning opportunities focused on content area, IB philosophy, UBD, and DOK

teachers engaging in meaningful learning opportunities and fostering collaboration among colleagues

100% of teachers being equipped with the skills and knowledge to implement: CCSS, NGSS, and WIDA Standards within a global context.

Tags:
1

Area(s) of focus:
1

Action step

Responsible

Timeframe

Status

Attend Professional Development around IB Practices, UBD, DOK, and content areas

Teachers, Ms. Pedroza, Ms. Melgar, Ms. Hernandez, Ms. Lazu

Jun 24, 2018 to Jan 1, 2020

On-Track

Dok and ubd, Ib training, Content teams

Create a protocol to share information from professional development with staff who did not attend

ILT Members

Jul 1, 2018 to Jan 1, 2019

Not started

ILT

Allocate structured time for teacher teams to continue developing unit plans and lesson plans to ensure they are aligned with the instructional goals of Little Village Academy

Ms. Lazu, Ms. Melgar, Ms. Pedroza

Jul 1, 2018 to Sep 1, 2019

On-Track

Content area meeting

Strategy 2

If we do...

...then we see...

...which leads to...

Build leadership capacity within the ILT and other school committees

Committees will be equipped with the necessary skills to support staff with the development and implementation of Little Village Academy's goals

a shared leadership to build 100% teacher capacity around LVA's goals allowing for greater student achievement

Tags:
ILT, Accountability, School goals

Area(s) of focus:
1

Action step

Responsible

Timeframe

Status

Assign staff members to committees (IB, MTSS, ILT)

ILT, Ms. Melgar, Ms. Pedroza, Ms. Lazu

Jul 1, 2018 to Sep 1, 2019

Completed

ILT, Ib framework, Committees, Mtss meeting

Within each committee, establish roles and responsibilities

ILT, Ms. Melgar, Ms. Pedroza, Ms. Lazu

Jul 1, 2018 to Sep 1, 2019

On-Track

ILT, Committee engage, Ib framework

Strategy 3

If we do...

schedule vertical planning meetings, have consistent grading practices, and create clear expectations

...then we see...

Teachers using consistent grading practices throughout the school

...which leads to...

100% of students understanding the school's grading practices and expectations

Tags:

Vertical articulation, Grading practices

Area(s) of focus:

3

Action step

ILT will create non-negotiables for cohesive grading practices.

Responsible

ILT, Ms. Lazu, Ms. Melgar, Ms. Pedroza

Timeframe

Jul 1, 2018 to Sep 1, 2019

Status

Not started

Grading practices, Grading weights

Create Instructional units that include performance tasks that align to the content standards (CCSS,WIDA, IB, NGSS)

K-8th teachers

Jul 1, 2018 to Sep 1, 2020

On-Track

Rigorous tasks, Dok and ubd, Ubd units, Instructional units

Students will engage in peer assessments and self-evaluations

K-8th teachers

Sep 4, 2018 to Jun 19, 2020

On-Track

Rigorous student tasks, Collaborative conversation

Strategy 4

If we do...

Develop a cohesive intervention schedule, planning time and program (resources) to meet all students needs with flexible grouping of students.

...then we see...

An Intervention program will be implemented consistently across all grade levels

...which leads to...

a shared leadership to build 100% teacher capacity around MTSS and appropriately tiered interventions allowing for greater student achievement

Tags:

Multi-tiered support systems, Social emotional support

Area(s) of focus:

3

Action step

MTSS team will develop a cohesive intervention program, schedule and provide teachers with resources.

Responsible

MTSS Team, Ms. Melgar, Ms. Lazu

Timeframe

Jul 1, 2018 to Sep 1, 2019

Status

On-Track

Multi-tiered support systems, Social emotional support

Analyze student data to create flexible IA student groups with a focus on students in Tiers 2 & 3

Teachers

Sep 17, 2018 to Jun 19, 2020

On-Track

MTSS, Data analysis, Flexible grouping

Teacher PD will be provided and allow intervention planning time for teachers on a quarterly basis to build 100% teacher capacity.

Teachers, MTSS Committee, Ms. Melgar, Ms. Lazu

Aug 27, 2018 to Oct 18, 2019

On-Track

MTSS, Shared leadership, Planning interventions

Action Plan

Strategy 1

ON-TRACK

Attend Professional Development around IB Practices, UBD, DOK, and content areas"

Jun 24, 2018 to Jan 01, 2020 - Teachers, Ms. Pedroza, Ms. Melgar, Ms. Hernandez, Ms. Lazú

Status history



ON-TRACK

Nov 28, 2018

Evidence

Life Skills

Foubert and Valentino- September

Math Teachers:

ICTM, October: Ms. Platek, Ms. Ross, Ms. Pawelko

NCTM, November: Ms. Pfankuch, Ms. Armenta, Ms. Cote, Ms. Dewey

Desmos Training: Monthly starting in September, Ms. Platek & Ms. Dewey

Chicago Teacher Math Circles: October, November, December, February: Ms. Platek & Ms. Dewey

New Math Teacher Cohort: Monthly, Ms. Platek

Leading with Algebra: Quarterly, Ms. Platek

MMC: January, Ms. Platek

Art/Music

CPS Fine Art PD, September & November: Gallagher, Targosz, Laspina

PE

Physical Education Conference, November : Martinez, Valentino

Midwest MTSS conference November 5th/6th

Ms. Melgar

Ms. Pawelko

Ms. Martinez

Ms. Pedroza

Middle School

Ms. Loza, Ms. Lazú, Ms. Sanchez Association of Middle Level Education Conference October 2018

Ms. Platek, Ms. Lapointe, Ms. Sanchez, Ms. Lazú, Ms. Loza AIMS Network Institute December 2018

IB

Heads of School/IB coordinators: Implementing the MYP curriculum- Category 1 January 2019

Biliteracy October

Araceli Pedroza

Bilingual Conference December 4th-7th 2018

IRC: 42nd Annual Statewide Conference for Teachers Serving Linguistically and Culturally Diverse Students

Mr. Calderon

Ms. Downs

Ms. Arguinzoni

Ms. Martinez

Ms. Ortiz

Ms. Padilla

Ms. Behn

Ms. Unzueta

Ms. Lewis
 Ms. Pawelko
 Ms. Nieto
 Ms. Veytia
 Ms. Jimenez
 Ms. Villanueva
 Ms. Lathrop
 Ms. Galvez
 Ms. Reed
 DL conference (october)
 Mr. Valentino
 Ms. Martinucci
 Ms. Pedroza

NOT STARTED May 16, 2018
Evidence
 Teacher Surveys, Teachers attending PD and sharing best practices with colleagues

NOT STARTED Create a protocol to share information from professional development with staff who did not attend"
 Jul 01, 2018 to Jan 01, 2019 - ILT Members

Status history



NOT STARTED May 16, 2018
Evidence
 Meeting agenda, protocols, create a calendar with dates and times to share information

ON-TRACK
 Allocate structured time for teacher teams to continue developing unit plans and lesson plans to ensure they are aligned with the instructional goals of Little Village Academy"
 Jul 01, 2018 to Sep 01, 2019 - Ms. Lazu, Ms. Melgar, Ms. Pedroza

Status history



ON-TRACK
 Nov 28, 2018
Evidence
 Monthly vertical team meetings are scheduled to allow primary grade teachers to meet and plan. Content area middle school teachers meet weekly to plan and discuss unit plans.

NOT STARTED May 16, 2018
Evidence
 upload units to a shared google folder, create a calendar with dates and times to allow for vertical team meetings

Strategy 2

COMPLETED Assign staff members to committees (IB, MTSS, ILT)"
 Jul 01, 2018 to Sep 01, 2019 - ILT, Ms. Melgar, Ms. Pedroza, Ms. Lazu

Status history



COMPLETED Nov 28, 2018
Evidence
Committees have been established.

NOT STARTED May 16, 2018
Evidence
Staff interest surveys, establish committees for the school year,

ON-TRACK Within each committee, establish roles and responsibilities"
Jul 01, 2018 to Sep 01, 2019 - ILT, Ms. Melgar, Ms. Pedroza, Ms. Lazu

Status history



ON-TRACK Nov 28, 2018
Evidence
ILT: roles & responsibilities have been established.
MTSS: is in progress
Middle School Team Committee: is in progress
School Climate Committee: is in progress

NOT STARTED May 16, 2018
Evidence
Establish roles and responsibilities, create agenda, create a calendar with dates and times to share information

Strategy 3

NOT STARTED ILT will create non-negotiables for cohesive grading practices."
Jul 01, 2018 to Sep 01, 2019 - ILT, Ms. Lazu, Ms. Melgar, Ms. Pedroza

Status history



NOT STARTED Nov 28, 2018
Evidence

NOT STARTED May 16, 2018
Evidence
create non-negotiable document,

ON-TRACK
Create Instructional units that include performance tasks that align to the content standards (CCSS,WIDA, IB, NGSS)"
Jul 01, 2018 to Sep 01, 2020 - K-8th teachers

Status history



ON-TRACK
Nov 28, 2018
Evidence
Monthly vertical team meetings are scheduled to allow primary grade teachers to meet and plan. Content area middle school teachers meet weekly to plan and discuss unit plans.

NOT STARTED May 16, 2018
Evidence

review professional resources, implementation of performance tasks, feedback on performance tasks

ON-TRACK

Students will engage in peer assessments and self-evaluations"

Sep 04, 2018 to Jun 19, 2020 - K-8th teachers

Status history



ON-TRACK

Nov 28, 2018

Evidence

Students participate in peer critiques in projects, gallery walks with post its, collaborative conversations, exit slips, self-reflections based on how they feel on topics

NOT STARTED

May 16, 2018

Evidence

students engaging in collaborative conversations, exit slips, peer evaluations, goal setting, rubrics

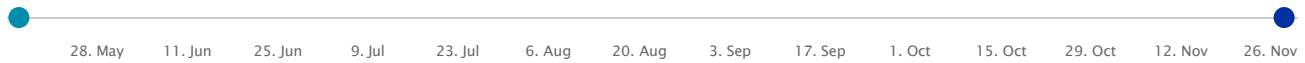
Strategy 4

ON-TRACK

MTSS team will develop a cohesive intervention program, schedule and provide teachers with resources."

Jul 01, 2018 to Sep 01, 2019 - MTSS Team, Ms. Melgar, Ms. Lazú

Status history



ON-TRACK

Nov 28, 2018

Evidence

MTSS PD was conducted in November. Bi-weekly MTSS meetings. During grade level meetings, teachers use the MTSS Data Document to identify student groups.

NOT STARTED

May 16, 2018

Evidence

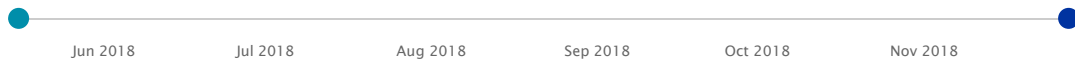
create a calendar with dates and times

ON-TRACK

Analyze student data to create flexible IA student groups with a focus on students in Tiers 2 & 3"

Sep 17, 2018 to Jun 19, 2020 - Teachers

Status history



ON-TRACK

Nov 28, 2018

Evidence

During grade level meetings, teachers use the MTSS Data Document and class data to create student groups.

NOT STARTED

May 16, 2018

Evidence

student data, MTSS Logger

ON-TRACK

Teacher PD will be provided and allow intervention planning time for teachers on a quarterly basis to build 100% teacher capacity."

Aug 27, 2018 to Oct 18, 2019 - Teachers, MTSS Committee, Ms. Melgar, Ms. Lazú

Status history



Jun 2018

Jul 2018

Aug 2018

Sep 2018

Oct 2018

Nov 2018

ON-TRACK

Nov 28, 2018

Evidence

PD around MTSS was conducted in August and November, 2018.

During grade level meetings, time is dedicated to conversations around MTSS and tiering students.

Bi-weekly MTSS meetings take place after-school.

NOT STARTED

May 16, 2018

Evidence

create a calendar with dates and times

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA 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.

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy

Complete

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

Little Village Academy will host the annual parent meeting during the first month of school. During this meeting parents will be informed of the policy and procedures for the school participation in Every Student Succeeds Act, Title I programs. The school will explain the Title I requirements and the parent's right to be involved with Title I programs. The school will also offer a number of additional monthly parental meetings. During these meetings, parents will participate in several workshop that will enhance their knowledge for implementing Title I funds.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Our annual principal informational ESSA -Title I meeting will be held September 19, 2018, and our Organizational Meeting will be held on October 3, 2018. During the organizational meeting, the PAC committee will create a school calendar with workshops, meetings and additional ESSA-Title I, parent meetings. A school calendar is developed which includes the number of additional ESSA/PAC parent meetings. Parents are notified of these meetings via monthly calendars, newsletters, and the school social media page. All communication is in English and Spanish to encourage all parents to attend.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

When parents request a meeting to take place, these suggestions will be taken back to the ESSA/PAC, BAC or LSC for further discussion. Upon approval of these meetings, the committees will decide on a date and time for these meetings to take place. All meetings will be included in the monthly calendar, school website and social media.

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 and guardians from Little Village Academy are provided with the following data regarding their child's academic progress in all core subjects. Progress reports will be sent home on a quarterly basis during the following weeks of school: 5th, 15th, 25th 35th. Report cards will be sent home quarterly during the year and there will be two parent-teacher conferences during the 1st and 3rd marking quarter. Parents are highly encourage to come and discuss their child's progress with teachers. During the month of September, parents have the opportunity to create parent portal accounts to keep them informed on their child's performance. In addition, parents will receive detailed reports of PARCC, NWEA, ACCESS and TRC Assessments as they become available. Parent workshops are conducted to discuss and understand assessment tools and the proficiency levels students are expected to meet throughout the school year. During these workshop parents are provided with resources to use at home that support their child's academic skills.

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.

All teachers at Little Village Academy are "highly qualified".

Schools will assist parents of participating ESSA 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.

We will continue to provide CPS Parent Portal trainings to inform parents on how to access and monitor their children's academic/attendance progress. Several teachers also incorporate ClassDojo as a tool to build communication with parents and students. This resource provide families with the student's progress instantly. On a quarterly schedule, teachers will conduct parent workshops and trainings on how parents can further support their children at home in literacy, math and science.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

At Little Village Academy, our priority is to increase parental involvement through various learning opportunities for our families. Parents will learn how to help the child improve their academic skills as we provide information and workshops that will highlight the following areas: literacy, ESL, math, social and emotional, technology and other academic workshops. These topics will be presented during our monthly ESSA, BAC, Parent Book Club meetings. Parents will receive a monthly calendar with the list of topics that will be provided. During the month of September, our school community will have the opportunity to host open house for our families. We will continue to host family literacy, math and science nights to increase parental engagement across all grades.

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

All school staff value the contribution of parents. We have over 95% of parent participation family activities such as Open House and Report Card pick-up and parent workshops. Additionally, teachers will provide workshops to train parents on how to implement best practices at home. For example, during family literacy night teachers will model to parents best literacy practices on how to engage their children in literacy activities at home. Quarterly math workshops will be shared with parents on strategies and questions on the transition to the Common Core Standards.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

The school is committed to supporting the state Pre-K program to further encourage and support parents. School is supportive of the parent volunteer program and of the Head Start workshops and activities. Parents are highly encouraged to volunteer to support instruction in the classroom.

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

Parents are notified of these meetings via monthly calendars, newsletters, or announcements (Social Media, marquee). All communication is in English and Spanish to encourage parents to attend.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement 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

School-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.)

At Little Village Academy, we inspire all students to become global citizens by providing them with a rigorous and integrated instructional program that is inclusive and meets their academic and social-emotional needs. We create a safe environment that is nurturing and student-centered in which all voices are heard and diversity is respected. Through our dedicated and passionate staff, parents, and community members, we empower students to become self-motivated, self-aware and self-advocating individuals preparing them to become lifelong learners as they pursue post-secondary education.

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

Parent Teacher Conferences will take place on November 14, 2018 and April 10, 2019. In addition to the report card pick-up dates, teachers will conduct individual parent meetings, as needed, throughout the school year.

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

Parents will receive progress reports in Spanish or English on the 5th, 15th 25th, 35th week of school. Progress Reports will be distributed on the following dates: Oct. 5, 2018, Dec. 14, 2018, March 8, 2019, May 17, 2019 Report Card Pick-up dates are November 14, 2018 and April 10, 2018. Reports cards will be sent home on Feb. 8, 2019 and June 4, 2019. Parents also have access to Parent Portal.

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

At Little Village Academy, teachers and staff are available for parents, upon request, before/after school or by appointment. There is a list of available translators that provide access for parents and staff to communicate effectively regardless of their language. Parents can also email teachers via our school website.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents are provided with a variety of opportunities to volunteer in school-wide activities, such as assisting teachers in the classroom throughout the day, classroom field trips and school events. An informational parent volunteer meeting is held in the beginning of the school year to inform parents of volunteering opportunities, rules and regulations and the CPS Civiccore application process.

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

Through the CPS Parent Portal and school website parents have access to monitor their child's attendance and grades. Every year, students receive a yearly planner/agenda in which assignments/notes are documented. Through the use of these tools, parents are highly encouraged to check on their child's academic performance. Monthly parent workshops are held to assist parents on how to better support their children at home and at school. To explain further, during the quarterly math workshops, parents learn how to model strategies for their children. Family literacy night is held multiple times a year, for teachers to model for parents on how to engage their children in literacy best practices at home. Parents are encouraged and invited to participate in the parent book club. During these book sessions, parents learn how incorporate literacy skills that best support their child's academic needs.

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 will be active participants in the academic achievement of their child by participating in parent teacher conferences, informal parent-teacher meetings, parent workshops, informational meetings, and all opportunities provided by the school (PAC- Title I, BAC, LSC Meetings).

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

Administrators and teachers conduct one on one meetings with students to discuss academic goals and expectations in a quarterly basis. Students receive quarterly incentives for academics and attendance. Additionally, students who demonstrate academic achievement receive vouchers to attend sporting events, restaurants and certificates of achievement during the annual awards assembly.

Parent Budget

Complete

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

September, 2018
 Title 1 Parent Meeting
 Goal: Title 1 Parent Organizational Meeting
 Parent's will vote and select members of the NLCB/PAC Committee
 September, 2018
 Complete a survey to determine parent workshops for the 2018-2019 school year
 November, 2018
 Parent Workshop: TBA
 January, 2019
 Parent Workshop: Immigration
 February, 2019
 Parent Workshop: TBA
 March, 2019
 Parent Workshop: Test Readiness (Understanding your child's NWEA or PARCC Scores)
 April, 2019
 Parent Workshop: TBA
 May, 2018
 Parent Workshop: How to prevent the summer slide?

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	\$ 999 .00

53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	1300	.00
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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)

\$	1227	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	1000	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	900	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

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

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

\$	Amount	.00
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