



Wolfgang A Mozart Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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Team meetings

Date	Participants	Topic
02/21/2018	ILT	SEF Review and Framework Prioritization
02/28/2018	ILT	CIWP Framework Prioritization Continued
03/07/2018	ILT	CIWP SEF Explanation
03/14/2018	ILT	CIWP SEF Explanation
04/04/2018	ILT	CIWP Goal Setting
04/11/2018	ILT	CIWP check with Rubric/Revise Goals/Start Strategies
04/25/2018	ILT	Finished Theory of Action for each priority
04/25/2018	ILT	Finished Theory of Action for each

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

1 2 **3** 4

- TEAM/CHAMPS All students to be college and career through rigorous curriculum/technology integration, College and Career Night ( 4-20-18) staff and students know what is expected of them. Students are given a NWEA goal. Parent meetings ( technology and math), Parent Portal...
- DL/SEL ( Voice level, detention, second step). ILT/N4 Summit/Balanced Literacy/Peer Collaborations/Committee Work/ PPLC/ Grade Level Meetings/ Parent Mentors. Student Council NCLB/PAC/BAC LSC/ LSNA is how we build leaders, Family Night, Battle of the Books/OST
- CIWP/ After School/ Teacher presenters/ Collaboration during ILT
- Units, MTSS, RIT Goal Setting, Mozart Academy
- REACH for students and teachers- Performance Assessments
- 85%Reading 70% Math Growth goals Attainment goals Reading 55% Math 45% to meet NWEA , Updating CIWP

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

### Instructional Leadership Team:

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

### Score

1 2 **3** 4

Coaching cycles, PLCs, GLM, PPLC, feedback provided for PA, CIWP priorities are chunked by teams and quarters/content ( grade levels)

- made school wide rubrics/ grading scale/ revised the feedback form and the reflection form for teachers, admin provided feedback to the ILT created scope and sequence, looked at data, created coaching cycles, student groupings, Mozart Academy, PLP for students, PD/PD evaluations from teachers, ILT Presenter feedback ( November). ILT will provide feedback for writing. N4 Majid Hanif will provide data support to teachers during ILT and GLM ( 3-5-18).
- Shared Leadership is present in ILT, Summits for Literacy, STEM, Balanced Literacy N4 PDs, Framework Fest, C2 Framework Fest, EL/ OLCE Workshops/Weekend Workshops
- We all push back/ provide feedback for PA, writing prompts-Chunk work by quarters, ( task oriented and synthesizer and supportive, organized and detail oriented)
- Meeting Norms, Agendas, roles, Calendar,
- analyze data, REACH, percentage of meeting or exceeding, student achievement MTSS, Priorities for student groups ( DL/EL)
- Meet twice a month, use agenda with clear focus, calendar
- All have equity of voice, taking turn for leadership/ time keeper/collaborate- we inform through PD to staff ( need to email staff about ILT work- Friday Message)
- Coaching Cycles math, reading and science focused on student data- other teachers come from other schools Everybody has provided PD/ internal walkthroughs
- ( Need to identify Mozart Staff for Mentors for new teachers)-
- Meet and Greet
- Social Committee- Secret Santa, Guess Who,
- Community Table

- **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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

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

Score

1 2 3 4

- Master Scheduling, Collaboration board (503), Peer Observation Scheduler/ Outside Teachers coming in/Mozart Summit Folder/Gust/N4 Support( Hurwitz SEL), Vilchez (Math), Gavin (Math), Majid (Data)
- Designed professional developments in all content areas based on school data (TRC, mClass math, DIBLES, IDEL NWEA, PARCC, ACCESS, Dashboard /On-track, Quarterly Assessments, , SQRP, Culture and Climate/5 Essentials)
- Summit teach backs to staff during Grade Level meetings
  - Provided professional developments that reflects the needs of the DLs and ELs
  - Several ILT members provided professional developments at Network sessions for reading, math and science PDP/REACH for teachers
  - Offered and administered peer coaching opportunities on specific reading, math, EL strategies
  - Utilized model teachers and ILT members to share best practices in reading and math instruction
  - Teachers seeking coaching cycles or observations on specific teaching practices in all content areas
  - Coaching cycles and peer observations were organized and conducted individually and in small groups
  - Administered walk-throughs that result in seeking professional development, peer observations, and/or coaching cycles
  - Assigned a team member to assist a new teacher with curriculum and implementation of the units

### 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback: surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

### Score

1 2 **3** 4

Design of School Day- Teachers utilize the CPS Instructional Time and Block Guidelines to maximize instructional time ( 90 minutes for Math and 120 minutes for Literacy).  
 Teachers create and implement all Mozart units.  
 Teachers utilize the copy machine to make additional copies for students when needed.  
 Teachers utilize DonorsChoose and GoFundMe grant opportunities to seek material and supplies to support their classroom.  
 Gizmo Grant, Kids in Need( World Vision), Adopt a Classroom, Book donation(Boyd),  
 Free technology resources are provided for staff  
 Programs for after school support ( Mozart Academy)  
 Pool- HR, NEIU ( student teachers),resumes, subs, recommendations  
 Hiring Process- Team of teachers, staff, administration, ESPs, DL Round 1 and Round 2 consists of a lesson demonstration-debrief  
 Admin- check teacher's previous performance  
 Create opportunities for growth including opportunities for staff to assume additional leadership roles ( ILT/Summit / Grade level lead) Teachers are encouraged to attend Network PD as well as host PD ( Science, Second Step, CHAMPS. STEM, Literacy)  
 Community Outreach- Parent Mentors/ LSNA Survey( teachers and collect student data), LSNA, Tonys, Jimenez, Ballet( LSNA Chicago Ballet Company), Arts Partnerships, Box Tops  
 Teachers supplementing Math curriculum  
 Sheltered Instruction  
 Moby Max

## 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

### Score

1 2 **3** 4

Language Arts units and performance assessments that are aligned to CCSS and WIDA standards

- Content standards such as NGSS incorporated into Language Arts units
- Math units and performance assessments that are aligned to CCSS and WIDA ( 103 & 104 standards)
- Following the Scope and Sequence for Language Arts and content standards from K-8
- Following the Scope and Sequence for suggested math standards according to CPS
- Implementing literacy and math block schedule that reflects balance literacy and GRR (Gradual Release of Responsibility)

Curriculum development for Dual at all grade levels

Differentiation of instruction embedded in the curriculum to meet the needs of all learners, including the advance learners

More differentiation within Tier 1 instruction ( level 3) for K-8.

EL Strategies ( Sheltered Instruction/ SIOP Model)

Adding additional standards in units

- Enduring understanding and essential questions are identified within the units
- Laid out what students needs to know and do by the end of the unit in all unit plans
- Incorporating and utilizing complex and leveled text in both English and Spanish in all the units
- Created and implemented rubrics that reflect CCSS and content standards to measure student understanding
- Utilization of the collaboration log between the DL and the general education teachers to teach the units with modification according to student needs
- Incorporating modified rubric and expectation for EL and DL students
- Second step program is used to address SEL standards and embedded in the units
- Units and performance assessments relevant and applicable to real life
- Partnerships with outside organizations to enhance the unit and to connect the unit to the real world( Museums, Department of Natural Resources, Science and Society Resources for Science that enhance units( North Western University, Worked with Gavin from Math Department, GUST, CANDO/ St. Elizabeth Hospital, Disney Musical, Junior Achievement, LSNA, OST, Mozart Academy, ( Global Education)

## 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

- NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ [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

**Instructional Materials**

Each grade level or content team has a set of instructional materials that are aligned with grade level Units/Topic, Common Core State Standards, and Content Standards.

Teachers meet during common preps to discuss current curriculum and strategies under focus. They are encouraged to analyze student work and plan together so that the curriculum begins to spiral from grade to grade and is aligned with the Common Core State Standards. Teachers have the opportunity to discuss individual teaching strategies at these meetings in order to build professional capacity as well as a professional learning community within the school. Teachers also assess classroom materials and their choices and needs are and will be respected to enhance classroom instruction. Teachers also meet to discuss specifics by subject areas on staff development days. Aligned with curriculum maps, all curriculum teams and grade levels received supplemental materials linked to Common Core reading standards. These materials are used to expand knowledge basis provided within the text. Furthermore, additional technology tools have been provided in all classrooms; including Chrome books, laptop carts and iPad carts. This enables all learners to access grade level content and standards, and showcase their strengths using various mediums.

Resource Room ( 503)

Scholastic Guided Reading Program Materials are provided to each teacher in grades K-5 which include: a basal reader, supplemental materials to reteach and extend learning opportunities, assessments, spelling, and grammar.

Treasures: is a research based, comprehensive Reading Language Arts program for grades K-6 that gives educators the resources they need to help all students succeed. High quality literature coupled with explicit instruction and ample practice ensures that students grow as life-long readers and writers.

Be a Writer: A yearlong supplemental writing curriculum for grades K–6 that integrates writing instruction and social development to support different learning styles

Teachyourmonstertoread.com : Online Teaching Resources

Chrome book classroom centers of 5. Supplemental student paced reading program that covers everything from letters and sounds to reading full sentences. Can be used in students' homes.

Khan Academy.org : Online Teaching Resources

For 3 – 8 grade students can practice all of K-12 math with our Common Core standards-aligned materials at their own pace- Go Math, Easy CBM, Facing History, GIZMO, Learning Storms, ISBE Live Binders, Knowledge Center

Writing 6+1 : Six Traits Writing is a systematic approach for looking at writing one part at a time. Since writing is such a complicated activity, this approach helps many people break down the task and understand it better

Learning/Reading A-Z, Moby Max ( MTSS), Khan Academy, Read Theory, Raz Kids ( Independent Reading) — Online Teaching Resources, Mystery Science

Is a leading provider of digitally delivered teaching products that support instruction and student growth in reading, writing, and science.

Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).

Computer Lab:

1 hour class is an extension of the classroom instructional units. Students practice the CCSS, NETS, and skills that they are learning in the classroom using 21st century tools. Classes attend Computer Lab once a week.



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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li><a href="#">Curriculum &amp; Instruction</a></li> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UCA PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### 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

## Rigorous Student Tasks

### Evidence:

- Most teachers have high learning expectations for students
- Most teachers create a positive learning environment where students can learn
- Most teachers use DOK language model to create student tasks
- In math, students examine various approaches to getting to an answer in a problem
- Students engage in challenging math concepts (MARS Tasks) that require students to engage in productive struggle
- Teachers focus on reading complex text using academic vocabulary, evident in classroom anchor charts
- Performance assessment contains complex text, task requires evidence, and it includes reading, writing, and content (social science and science)

### Can Improve on:

- Conduct more internal walk throughs that focus on making sure that there is evidence of mathematical practices, math talks, 3 READs, 3 ACTS, MARS TASKS, POM

Incentives for memorizing basic math facts schoolwide

Math Coaching cycle ( whole class observes not just teachers)

- Make sure all teachers are aware of the key shifts in mathematics and Teach for Robust Understanding in Mathematics (TRU Math)
  - Examine other forms of student work, besides performance assessment, to identify the qualities of strategic thinking, both rich in content and relevant for students
  - Humanities and science is rigorous, integrate more STEM practices/Inquiry Based/ Engineering
- Align Science units to Mystery Science

## 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"><li>✓ Cross-section of student work from a variety of content areas</li><li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li><li>✓ Focus group(s) and discussions with students</li></ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (SQIP)</a>
✓	<a href="#">Slice Protocol – Looking at Student Work</a>

## Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

### On-Track

NGSS Science Standards, CCSS Aligned Thematic Units K-8 ( ELA/ Science/ SS)

High School Fairs- Career Day- Career Path Portfolios for 7 and 8th, Passport to Success 6 and 7th, Junior Achievement Program K-8, Facing History, Counselors facilitate parent and student conferences for high school registration and enrollment bi-weekly, Battle of the Book enrichment, staff bulletin board, door decoration, POEFF Film Festival, College Banners, Peace Chicago Event,

Incentives- Popcorn party, movie night,

Readiness- ESL pullout, PLP, literacy support to targeted students, Meeting for parents during Open House

Grants- Target ( Take Charge of Education), donorschoose, gizogrant, Art Grants ( Chicago North River Dance), Meemic

Foundation Book Grant

OST, Mozart Academy, College and Career Committee

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships awarded</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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"> <li>✓ <a href="#">Everything College</a></li> <li>✓ <a href="#">CPS Authority Framework</a></li> <li>✓ <a href="#">Transitioning college plans from making away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (CCSB, 2006)</a></li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

- Teach Backs for literacy (Khan and Mohammad), math (Ms. Calvillo, Ms. Vilchez)
- Walk-through focusing on differentiation in instruction and implementation of the curriculum
  - Providing professional developments and coaching cycles on questioning and discussion techniques by Mozart Staff
  - Implementation of discussion techniques such as utilizing sticks, anchor charts that show different jobs during discussion, and discussion stems for each group
  - Implementation of scaffolding strategies such as close reading, text coding strategy, 3 reads, and etc.
  - Multi-modal approach in instruction, especially for DLs and ELs, such as incorporating hands-on experiments/investigations, visual aids, music, and arts
- Inclusion: Co-teaching in grades 4 and 6
- MTSS groups according to NWEA and TRC/mClass math data
  - Formative and summative/performance assessment in every unit that shows mastery of the standards taught in the unit
- Regular progress monitoring to check progress
  - Student Progress Monitoring Sheet from K-8 that monitors grades, interventions, behavior, and academic goals

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

### 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

Score: 3

Evidence:

ILT/grade level team looks at performance tasks at the end of each quarter to look at student work and provide feedback to teachers for improvements

Rubrics are created and aligned to match expectations

Modified Rubrics for EL students

5 Essentials rating of Strong for Ambitious Instruction

Adjusted gradebook percentages - Homework 10%, Collaboration & Presentation 20%, Assignments and Projects 40%, Exams & Performance Assessment 30%

We have a scope and sequence of social studies and science units

ACCESS testing and data analysis for measuring and monitoring the development of academic language for ELL

Student portfolio

Created a schoolwide system of grading with rubrics to ensure consistency, fairness, and accuracy

MTSS plans are created based on data to implement Tier 2 & Tier 3 services for students

Teachers use a range of assessments to adjust teaching

Assessment calendar

Units provide clear student learning objectives

ILT goes over school wide assessment data

Grade levels go over assessment data

Middle School content areas goes over data specific to their area and how it is vertically aligned

Improvements:

SQRP attainment score of average and a growth score below average

Things to Add:

Examples of performance tasks across grade levels

Units that include clear formative and summative assessments

Average teacher rating on 1c, 1e, 3d, 4a, and 4b on CPS Framework for Teaching

Grade distribution reports

## 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	✓ 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 gradabooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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

#### Multi-Tiered System of Supports

Score: 3

#### Evidence:

- Teachers rotate and volunteer their time to supervise students serving detention, schedule is available
- Second Step and CHAMPS have been implemented, classrooms have anchor charts and hallways have reminders for students of student levels and expectations

N4 Support( Ms. Hurwitz)to create a plan for SEL support

- Daily attendance announcements
- Monthly attendance bulletin board (near main lunchroom)
- Quarterly attendance display (connector)
- Progress Monitoring all students that is updated by teacher every 5 weeks
- Mozart Academy, parents received letters of students selected into the program, students were monitored throughout the 10 weeks

Separated Mozart Academy Protocols from MTSS Protocols

- MTSS evidence in classrooms, through anchor charts, student folders
- DL classrooms have SECAs
- Mr. Hanif Majid presented MOY NWEA data to ILT and teachers during grade level

Can Improve on:

- Timely student interventions by the teachers
- Need to use student personal learning plans
- Problem solving process needs to be in place for tier 2 and 3 students
- Hold parent meetings to discuss plan to support students

### 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
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	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.

Score: 3  
 Evidence:  
 5 Essentials Ambitious Instruction score Strong  
 Bulletin boards throughout school with student works  
 Review student performance tasks and provide feedback to teacher  
 Teachers set goal sheets with students for intermediate and middle school  
 Classrooms are set up as a community to bring the sense of belonging to students - classroom mission statements  
 Students are recognized Quarterly for Honor Roll, citizenship, attendance/participation in the classroom  
 Clubs and activities that foster academic enrichment  
 Second Step SEL program implemented to create a culture that supports social emotional learning and effective effort  
 Monitor and support of student academic behaviors through quarterly performance tasks and data analysis  
 Ongoing monitoring of specific students due to retention or low test scores at the beginning of the school year - interventions and grades are monitored every five weeks  
 Student Council

Improvements:  
 All students are aware of their goals  
 Student reflection on work or at report card time  
 Collaborative Teachers and Supportive Environment are Neutral on 5 Essentials survey  
 Attainment was below average and Growth was average from SQRP

Things to add:  
 Student learning goal sheets from a cross-section of teachers  
 Student work evidence from Rigorous Student Tasks  
 Percentage of units that include SEL standards  
 Average teacher rating on 2b for CPS Framework for Teaching



## 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

Second Step- We have integrated the research-based Second Step program with in our curriculum across all grade levels. This program helps our teachers teach and model essential communication, coping, and decision-making skills that help students navigate around common pitfalls such as peer pressure, substance abuse, and bullying (both in-person and online). As a result, this program reduces aggression and helps students make good choices, and experience social and academic success.

TEAM/ CHAMPS- With the integration of the CHAMPS curriculum classroom teachers have designed a proactive and positive classroom management plan that teaches students how to behave responsibly both inside and outside the classrooms.

Group Work/Turn and Talk/Think-Pair-Share- In the classrooms teachers ensure that group work is included in the daily learning activities. The group work allows opportunities for students to build positive relationships with their peers.

Teachers pair students across grade bands for some activities (second grade reading buddy).

Community Learning- Celebrate Black History Month in February and Hispanic Heritage Month (Day of Child in May, bulletin board displays) Students read about important figures during morning message. CPS integrated units on Language and Culture (Interdisciplinary African and African American Studies Curriculum and Interdisciplinary Latino and Latin American Studies Curriculum). SEL standards integrated in units/lesson plans.

Engage Families- Family Reading Night, Performing Arts Assemblies/ Parent Mentors/ Lending Library/ Parent workshops ( Math, Technology, Literacy)

Mozart Staff provide PD for staff ( science, math, literacy, SEL). Meeting norms have been established for PD and ILT meetings. PLC during GLMs. Staff provides feedback for improvement/effectiveness to ILT and Mozart Staff presenters after presentations.

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Getting information to add:  
Supportive Environment  
Misconduct data  
Average teacher ratings for 2a, 2d, 4c in CPS Framework for Teaching

Things to improve upon:  
Unit plans with SEL standards - what percentage of teachers include this  
Peer-to-peer restorative counseling program  
Parent contact for good behavior - "Caught being good" program  
MTSS for social, emotional, and behavior growth  
Develop a Behavioral Health Team  
School wide accountability - teachers correcting an issue even if it's not their direct student  
Misconduct data analysis like we do with NWEA/DIBELS  
Supportive Environment from 5 Essentials was Neutral (Safe, supportive school with high expectations)  
Student Council events focused on fund raising ( family movie night, field trips)  
Require Middle School students to complete service hours  
OST, Mozart Academy, LSNA, Battle of Books, Disney

## 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"> <li>• MINS Student Survey completion rates and results</li> <li>• Artifact from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Sample learning reports and/or reflections of SL projects</li> <li>• Link and curriculum maps, rubric, assessment artifact</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
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 3c. 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/MS 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

School Safety and Security- 2 security guards on staff. Both have schedules to monitor and secure the building and the school school grounds.

2 certified counselors on staff to provide social and emotional support to all students and staff.

FIMS updated yearly- (drills- lock down, emergency, tornado etc.) drills conducted throughout the year so that students and staff are aware of what to do in case of a emergency.

Conduct drills unannounced

In the beginning of the year all teachers are given a folder that explains all safety protocols and procedures to follow in case of an emergency. Clear safety protocols are listed in the Staff Handbook.

All staff and students receive the SCC and expectations for positive behavior. AP, counselor and social worker provide restorative approaches to discipline.

All teachers/staff use CHAMPs expectations/consequences posted in the classrooms and throughout the school.

All staff and parent mentors are trained to scan, move and interact in all student settings.

All staff are informed on when a student SCC becomes a student referral ( Group 5 and 6).

### 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	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ <a href="#">Social Emotional Learning Supports (cps.edu/pdf)</a>

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

#### Evidence:

CHAMPS & TEAM - school-wide PD set up common language - posters throughout school and classroom including support staff & prep teachers  
 Second Step PD and then curriculum to incorporate SEL skills into instruction and core content.  
 Crisis Management presentation PD for whole school in response to student behavior  
 School PD's on climate and culture  
 Safe and Inclusive classroom PD from Facing History  
 Attendance announcements, incentives are restorative and proactive as they reinforce positive student behavior with clear expectations, routines, and procedures and respond effectively to change them when needed.  
 After school detention program with reflection sheets  
 Buddy classrooms with reflection time  
 Certain grade levels received specific interventions from Crisis Management - 6th & 7th Stress Management  
 Bullying presentation  
 Assistant Principal handles restorative behavior practices along with counselors.  
 Students are encouraged to take responsibility for their actions - apology letters, face to face talk outs  
 Provided ISS for students when needed  
 Organized under Culture and Climate for My Voice, My School 5 Essentials Survey  
 1.6 out of school suspensions in 2015 and 2.8 in 2014 which is lower than the district average of 3.8  
 SCC will be used as a curriculum  
 Ms. Hussain and Ms. Castro will visit all classrooms in the beginning of the year to explain the SCC  
 Workshop for parents

### 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	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

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.

Score

1 2 **3** 4

## Parent Partnership

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement by:

We will involve parents through the LSC, PAC, and on an individual basis. Parents are encouraged to participate in regular monthly PAC meetings and to attend all school functions. The school will host an open house where pertinent information regarding school improvement and decision-making items will be shared. A parent feedback and a suggestion box will be housed near the security desk area of the school to provide a continuous opportunity for parent and community feedback to be given. A State of the Schools address will be held every semester to discuss the school's current status and the improvement process.

Parent meetings:

The annual meeting will take place at Mozart's Open House scheduled for the 5th week of the 2015 school year. The event is the first opportunity for parents to meet their new teachers and learn about their child's progress for the first 5 weeks of school. Parents will receive a calendar of LSC and PAC meetings as well as a calendar of events for the school year. They will also receive an outline of the various programs we will offer for the 2015 school year. Other parent opportunities will be outlined with dates provided as well such as STEM Night, Report Card Pick Ups, Parent Teacher Conferences, Movies Nights, Fun Fair.... Parents will be encouraged to attend meetings for explanation and receipt of assessment scores periodically. Parent-Teacher conferences are encouraged to review results and schedule each student for appropriate tutoring and/or enrichment classes before and/or after school.

Schools will provide parents information in a timely matter:

Continuing information will be sent home quarterly with each report card and be available at Report Card Pick-Ups and Parent-Teacher conferences. Monthly Newsletters and Calendars will be sent home with all students. Parents are encouraged to participate in the education of their children. While test scores will be sent home as they are received, parents are encouraged to see their child's teacher and/or an administrator to discuss progress. Programs are available for academic support at all levels. Parents will be a part of the graduation activity planning process via 8th grade parent meetings to be held. Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to and work with, parents as equal partners:

Teachers are encouraged to develop relationships with all parents to ensure success. Call logs are maintained. A phone for calling parents is available in the Teacher Resource Room of each building. Administrators are available for additional conferencing and calling. Teachers at each grade level will continue to offer Assessment Prep handouts for parents so that they know what their child is responsible for knowing at each grade level. The process is ongoing. Parents will also be notified of students arriving late to school. Parents are provided the opportunity of sitting in the classroom to observe their child at work during the school day. The Instructional Leadership Team and Principal will be available to meet with parents and will provide information regarding student and school progress quarterly for all parents. Monthly calendars of events, Newsletters, marquis notification, notices and flyers sent home with students, and the CPS calling system will all be used to communicate events, programs, meetings, and activities to all parents. We also continuously update the school website with new information in addition to posting large posters on the entrance doors of each building.

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

Five week progress reports are issued. Ten week report cards are issued. Progress reports are sent home with students and mailed. Report Cards for the first and third quarters are picked up by parents on scheduled dates. Third quarter report cards are sent home with students and mailed. Final report cards are sent home with students and/or mailed. Additional reports regarding student progress are made as deemed necessary or beneficial scheduled by individual teachers or administrators.

Items to work on:

More Parent Involvement, Monthly Coffee and... meetings with parents to encourage two-way communication...

LSNA Advisory Board- Monthly meetings

Parent Mentor Program- Support classroom teachers K-8

## 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	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ 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	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

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



3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	<input type="radio"/>
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	<input type="radio"/>
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	<input type="radio"/>

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
<b>National School Growth Percentile - Reading</b>					
According to Spring 2017 NWEA data, 82% of our students met/exceeded their goals We are projecting that 83% of our students will meet/exceed their growth targets this year,in 2018-2019 students will meet/exceed their growth targets by 84% which should result in our school to reach or surpass the 64th Growth Percentile in Reading this year and 65th Growth Percentile in Reading in 2018-2019.	76.00	82.00	83.00	84.00	85.00
<b>National School Growth Percentile - Math</b>					
According to Spring 2017 NWEA data, 65% of our students met/exceeded their math goals. We are projecting that 72% of our students will meet/exceed their growth targets this year,in 2018-2019 students will meet/exceed their growth targets by 75% which should result in our school to reach or surpass the 60th Growth Percentile in Math this year and 61st Growth Percentile in Math in 2018-2019.	53.00	72.00	75.00	76.00	77.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
According to the Reading data, 53% of our students were On-Track to Meet/Exceed National Ave Growth Norms. As we are providing more support and differentiating instruction for all our students, we are projecting 62% of our students will meet/exceed their growth targets this year and 63% in 2018-2019.	56.60	62.60	63.00	64.00	65.00
<b>African-American Growth Percentile - Reading</b>					
NA	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
According to Spring 2017 NWEA data, 81% of our students met/exceeded their Reading goals. We are projecting that 82% of our students will meet/exceed their growth targets this year,in 2018-2019 students will meet/exceed their growth targets by 83% which should result in our school to reach or surpass the 63% Growth Percentile in Reading this year.	79.00	82.00	83.00	84.00	85.00
<b>English Learner Growth Percentile - Reading</b>					
According to Spring 2017 NWEA data, 91% of our students met/exceeded their Reading goals. We are projecting that 92% of our students will meet/exceed their growth targets this year,in 2018-2019 students will meet/exceed their growth targets by 93% which should result in our school to reach or surpass the 60th Growth Percentile in Reading.	34.00	87.00	92.50	93.00	93.50
<b>Diverse Learner Growth Percentile - Reading</b>					

According to Spring 2017 NWEA data, 90% of our students met/exceeded their Reading goals. We are projecting that 91% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 92% which should result in our school to reach or surpass the 72% Growth Percentile in Reading this year.

54.00

86.00

91.00

91.50

92.00

**African-American Growth Percentile - Math**

NA

(Blank)

(Blank)

0.00

0.00

0.00

**Hispanic Growth Percentile - Math**

According to Spring 2017 NWEA data, 69% of our students met/exceeded their math goals. We are projecting that 75.5% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 80% which should result in our school to reach or surpass the 60th Growth Percentile in Math this year.

52.00

75.00

75.50

80.00

80.50

**English Learner Growth Percentile - Math**

According to Spring 2017 NWEA data, 47% of our students met/exceeded their math goals. We are projecting that 48% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 49% which should result in our school to reach or surpass the 50th Growth Percentile in Math this year.

52.00

47.00

48.00

49.00

50.00

**Diverse Learner Growth Percentile - Math**

According to Spring 2017 NWEA data, 42% of our students met/exceeded their math goals. We are projecting that 43% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 43.5% which should result in our school to reach or surpass the 60th Growth Percentile in Math this year.

13.00

39.00

43.00

43.50

44.00

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

According to Spring 2017 NWEA data, 52% of our students met/exceeded their math goals. We are projecting that 53% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 54% which should result in our school to reach or surpass the 60th Growth Percentile in Reading this year.

41.00

50.00

53.00

54.00

55.00

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

According to Spring 2017 NWEA data, 41% of our students met/exceeded their math goals. We are projecting that 42% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 43% which should result in our school to reach or surpass the 60th Growth Percentile in Math this year.

31.00

38.00

42.00

43.00

44.00

**National School Attainment Percentile - Reading (Grade 2)**

According to Spring 2017 NWEA data, 30% of our students met/exceeded their reading goals. We are projecting that 31% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 32% which should result in our school to reach or surpass the 40th Growth Percentile in Reading this year.

27.00

14.00

31.00

32.00

33.00

**National School Attainment Percentile - Math (Grade 2)**

According to Spring 2017 NWEA data, 11% of our students met/exceeded their math goals. We are projecting that 12% of our students will meet/exceed their growth targets this year, in 2018-2019 students will meet/exceed their growth targets by 13% which should result in our school to reach or surpass the 25th Growth Percentile in Math.

9.00

5.00

12.00

13.00

14.00

**% of Students Making Sufficient Annual Progress on ACCESS**

According to SQRP for 2016-2017, 50% of our students did not make sufficient annual progress on ACCESS due to the exit criteria being changed because of the the test difficulty and the test now switching from paper pencil to online. The exit criteria previously was 5.0 overall and 4.2 in reading and writing. Now the exit criteria has changed to 4.8 because the online test is more difficult and has more content. As we are providing more support and differentiating instruction (sheltered instruction, graffiti carousel and the 3x and the accountable talks strategies that will improve their oracy skills) for our EL students, we are projecting 55% of our EL students will make sufficient process on ACCESS in 2016-2017 and 60% in 2017-2018. Students will also take the practice ACCESS test online to improve navigation and become familiar with the online test process.

30.40	(Blank)	60.00	61.00	62.00
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**Average Daily Attendance Rate**

According to school data, we are at or above 96% for attendance. We will continue to use incentives to maintain the average daily attendance rate of 96% or higher.

96.40	95.90	96.30	97.00	97.00
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**My Voice, My School 5 Essentials Survey**

Our overall goal is to be at "Well-Organized" for SY 2018. We will work on effective leadership, collaborative teachers, and involved families as we provide more opportunities for more collaboration between administration, teachers, students and families throughout the school year.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we provide all teachers with training throughout the year during GLMs on how to analyze and align standards to formative assessments in ELA to ensure that all students including ELs and DLs master the standards

teachers will be able to create, implement and reflect on the formative assessments

students achieving 70% or better on their quarterly performance assessments.

Tags:

El, Assessments, DI, Common core

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Before this school year 2018 ends, develop a scope of PD on formative assessments for all grade level teachers to include monthly meeting

ILT, Admin

Apr 27, 2018 to Jun 30, 2018

On-Track

**Assessment, EI, DI**

Before the school year 2018 ends, create a reflection sheet that teachers will be using to reflect on their formative assessments

ILT, Admin

Apr 27, 2018 to Jun 29, 2018

On-Track

**Assessment, EI, DI**

Before this school year 2018 ends, 100% of ILT will establish expectations on key features of effective formative assessments

ILT, Admin

Apr 27, 2018 to Jun 30, 2018

On-Track

**Assessment, EI, DI**

Strategy 2

If we do...

Before the end of this school year if we refine our multi-tiered systems of supports including progress monitoring data, menu of available interventions for behavior and academics inclusive BHT and MTSS teams and clear tier exit and entry criteria

...then we see...

all staff will have the collective understanding of the MTSS system and would be able to provide multi-tiered system of supports to meet the needs of all students at all tier levels including our DLs and ELs

...which leads to...

30% of our students moving from tier 2 to tier 1 and 50% of our students moving out of Tier 3

Tags:  
SEL, EI, DI, Mtss,

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Status
Before the end of September 2018, Administration will create an MTSS team with an academic focus and BHT team with members representing the Administration, DL teachers, primary, intermediate and middle school teachers, ESPs, ELPT, MTSS Coordinator, Case Manager, School Psychologist and Social Worker.	Teachers, MTSS Coordinator, Admin, Counselor, Social Worker, Psychologist	Aug 27, 2018 to Sep 24, 2018	On-Track
<b>MTSS, SEL, EI, Dis</b>			
Before the end of September 2018, 100% of the MTSS and BHT will create an Entry and Exit criteria for determining Tier 2 and 3 student groups for both academics and behavior.	MTSS and BHT Team, Admin	Apr 27, 2018 to Jun 30, 2018	On-Track
<b>MTSS, SEL, EI, DI</b>			
Before September 2018 100% of the MTSS and BHT will create a menu of Tier 2 and 3 interventions for Reading, Math and Behavioral Health that outline the duration of the cycle, frequency, and progress monitoring.	MTSS Team, SEL Team, Admin	Sep 3, 2018 to Sep 17, 2018	On-Track
<b>MTSS, SEL, EI, DI</b>			
Before September 2018, 100% of teachers will input weekly Second Step schedule into the Master Schedule (Google Drive), (In Middle School SEL will be taught by Humanities teacher) and Second Step lessons will be integrated in the weekly lesson plans.	Teachers, Admin	May 28, 2018 to Sep 7, 2018	On-Track
<b>MTSS, SEL, EI, DI</b>			
During the 2018-2019 school year 100% of the classroom teachers will track Tier 2 and 3 students' progress by utilizing the Mozart Progress Monitoring Tracking Spreadsheet every 5 weeks, and enter Tier 2 interventions in IMPACT every 5 weeks.	Teachers	Oct 1, 2018 to Jun 21, 2019	On-Track
<b>MTSS, SEL</b>			
During the 2018-2019 PD week in August, the BHT will communicate their responsibilities to the staff and the referral process for behavior issues.	Counselor, BHT	Aug 27, 2018 to Aug 31, 2018	Not started
<b>MTSS, SEL</b>			
Throughout the 2018-2019 school year, The MTSS Coordinator will track 100% of Tier 3 progress monitoring data and school counselor will track 100% of Tier 3 BHT progress motoring data.	MTSS Coordinator, School Counselor	Sep 3, 2018 to Jun 21, 2019	On-Track
<b>MTSS, SEL</b>			

Throughout the 2018-2019 school year, the BHT Team will attend PD (OSEL Restorative Practitioner Affiliate Training Series) and review Dashboard discipline data every 5 weeks (BHT will be given access to Dashboard), and will implement restorative practices to reduce our detentions and OSS by 50%.

BHT Team

Aug 27, 2018 to Jun 21, 2019

Not started

**MTSS, Climate and Culture, SEL, EI, DI**

Throughout the 2018-2019 school year, both the BHT and the MTSS team will meet every 10 weeks for data analysis cycle

BHT Team/MTSS team

select

Not started

**MTSS, EI, Data cyc, DI, Bht**

**Strategy 3**

If we do...

If we do teach backs during GLMs and peer collaboration cycle on questioning and discussion techniques of a variety of low and high level, open-ended, and developmentally appropriate questions to challenge students cognitively and advance high level thinking and discourse

...then we see...

then we will see more students engage in authentic discussions about content and formulate their own questions ( DOK levels), and challenge one another respectfully using viable arguments based on evidence within their cooperative/collaborative learning groups which will increase student Agency, Authority and Identity and deepen student understanding

...which leads to...

increase in REACH observation trends in relation to Domain 3B: Student Questioning and Discussion Techniques to be rated Proficient and increase in growth for SQRP

Tags:  
Instruction

Area(s) of focus:  
2

Action step

By the end of September 2018, In collaboration with grade level lead (teachers) ILT and administrations will create a calendar/schedules for accountable talk teach backs and peer collaboration cycles during 2018-2019.

Responsible  
ILT, Teachers, Admin

Timeframe  
Jun 21, 2018 to Sep 24, 2018

Status  
Not started

**Instruction, EI, DI**

By the end of 2018-2019 school year 100% of the staff will engage in the peer collaboration cycle throughout the whole year across their grade bands to learn more about the accountable talk strategies in both math and reading.

Admin, Participating Teachers, Teacher Leaders

Oct 1, 2018 to Jun 3, 2019

Not started

**Instruction, EI, DI**

**Strategy 4**

If we do...

If we revisit and align our units of studies for both ELA and Math to create scope and sequence maps to pace units and lessons appropriately during GLMs/PD days

...then we see...

then teachers will include at least 80% of Common Core Standards and Content Standards within their lessons and units,

...which leads to...

NWEA Spring to Spring growth and 50% meeting ( Level 2 or 3) on the PARCC Assessment and 70% meeting on Performance Assessments

Tags:  
Curriculum

Area(s) of focus:  
3

Action step

Before September 2018 100% of teachers will Develop a shared scope and sequence for Literacy and Math Instruction in grades K-8.

Responsible  
Teachers  
ILT, Admin

Timeframe  
Aug 27, 2018 to Sep 3, 2018

Status  
On-Track

## Curriculum

Before September 2018 100% of the teachers will begin to revise their next year's first quarter units for Literacy and Math in grades K-8

Teacher, Admin

Aug 27, 2018 to  
Sep 3, 2018

On-Track

## Curriculum

During 2018-2019 grade level meetings, 100% of teachers will revise their quarterly units to ensure alignment of standards and assessments for Literacy and Math in grades K-8.

Teacher,  
Admin

Sep 3, 2018 to  
Apr 30, 2019

Not started

## Curriculum

During the 2018-2019 August PD week, 100% of teachers will integrate their SEL Competencies within their existing units of instruction.

Teachers, Admin

Aug 27, 2018 to  
Aug 31, 2018

Not started

## Tier 1 instruction, Mtss sel, Curriculum

During the 2018-2019 school year, the BHT will conduct 3 walk throughs throughout the school year ( BOY, MOY, EOY) to observe high quality Second Step or other SEL Lessons to provide modeling for other teachers

BHT

Aug 27, 2018 to  
Jun 21, 2019

Not started

## Tier 1 instruction, Mtss sel

## Action Plan

### Strategy 1

ON-TRACK

Before this school year 2018 ends, develop a scope of PD on formative assessments for all grade level teachers to include monthly meeting"

Apr 27, 2018 to Jun 30, 2018 - ILT, Admin

## Status history

Jul 30

ON-TRACK

Jul 30, 2018

### Evidence

The Scope including the schedule and topics

ON-TRACK

Before the school year 2018 ends, create a reflection sheet that teachers will be using to reflect on their formative assessments"

Apr 27, 2018 to Jun 29, 2018 - ILT, Admin

## Status history

Jul 30

ON-TRACK

Jul 30, 2018

### Evidence

The Reflection Sheet

ON-TRACK

Before this school year 2018 ends, 100% of ILT will establish expectations on key features of effective formative assessments"

Apr 27, 2018 to Jun 30, 2018 - ILT, Admin

## Status history

**ON-TRACK** Jul 30, 2018  
**Evidence**  
Formative Assessment Expectations

### Strategy 2

**ON-TRACK**

Before the end of September 2018, 100% of the MTSS and BHT will create an Entry and Exit criteria for determining Tier 2 and 3 student groups for both academics and behavior."

Apr 27, 2018 to Jun 30, 2018 - MTSS and BHT Team, Admin

### Status history



**ON-TRACK**

Jul 30, 2018  
**Evidence**  
Exit and Entry criteria for both academics and BHT

**ON-TRACK**

Before the end of September 2018, Administration will create an MTSS team with an academic focus and BHT team with members representing the Administration, DL teachers, primary, intermediate and middle school teachers, ESPs, ELPT, MTSS Coordinator, Case Manager, School Psychologist and Social Worker."

Aug 27, 2018 to Sep 24, 2018 - Teachers, MTSS Coordinator, Admin, Counselor, Social Worker, Psychologist

### Status history



**ON-TRACK**

Jul 30, 2018  
**Evidence**  
Inclusive MTSS and BHT

**ON-TRACK**

Before September 2018 100% of the MTSS and BHT will create a menu of Tier 2 and 3 interventions for Reading, Math and Behavioral Health that outline the duration of the cycle, frequency, and progress monitoring."

Sep 03, 2018 to Sep 17, 2018 - MTSS Team, SEL Team, Admin

### Status history



**ON-TRACK**

Jul 30, 2018  
**Evidence**  
List of Interventions for Reading, Math and BHT

**ON-TRACK**

Before September 2018, 100% of teachers will input weekly Second Step schedule into the Master Schedule (Google Drive), (In Middle School SEL will be taught by Humanities teacher) and Second Step lessons will be integrated in the weekly lesson plans."

May 28, 2018 to Sep 07, 2018 - Teachers, Admin

### Status history



ON-TRACK

Jul 30, 2018

**Evidence**

SS Master Schedule/lesson plans

ON-TRACK

During the 2018-2019 school year 100% of the classroom teachers will track Tier 2 and 3 students' progress by utilizing the Mozart Progress Monitoring Tracking Spreadsheet every 5 weeks, and enter Tier 2 interventions in IMPACT every 5 weeks."

Oct 01, 2018 to Jun 21, 2019 - Teachers

### Status history

Jul 30

ON-TRACK

Jul 30, 2018

**Evidence**

Mozart Progress Monitoring Tracking Spreadsheet and MTSS in Gradebook

ON-TRACK

Throughout the 2018-2019 school year, The MTSS Coordinator will track 100% of Tier 3 progress monitoring data and school counselor will track 100% of Tier 3 BHT progress monitoring data."

Sep 03, 2018 to Jun 21, 2019 - MTSS Coordinator, School Counselor

### Status history

Jul 30

ON-TRACK

Jul 30, 2018

**Evidence**

Gradebook/IMPACT

NOT STARTED

Throughout the 2018-2019 school year, the BHT Team will attend PD (OSEL Restorative Practitioner Affiliate Training Series) and review Dashboard discipline data every 5 weeks (BHT will be given access to Dashboard), and will implement restorative practices to reduce our detentions and OSS by 50%."

Aug 27, 2018 to Jun 21, 2019 - BHT Team

### Status history

Jul 30

NOT STARTED

Jul 30, 2018

**Evidence**

Detention Log, Dashboard data on Discipline

NOT STARTED

During the 2018-2019 PD week in August, the BHT will communicate their responsibilities to the staff and the referral process for behavior issues."

Aug 27, 2018 to Aug 31, 2018 - Counselor, BHT

### Status history

Jul 30

NOT STARTED

Jul 30, 2018

**Evidence**

Counselor's Action Plan

NOT STARTED

Throughout the 2018-2019 school year, both the BHT and the MTSS team will meet every 10 weeks for data analysis cycle"

- BHT Team/MTSS team

### Status history

Jul 30



Jul 30

NOT STARTED

Jul 30, 2018

**Evidence**

Agendas, data decks, action items.

### Strategy 3

NOT STARTED

By the end of September 2018, In collaboration with grade level lead (teachers) ILT and administrations will create a calendar/schedules for accountable talk teach backs and peer collaboration cycles during 2018-2019."

Jun 21, 2018 to Sep 24, 2018 - ILT, Teachers, Admin

### Status history

Jul 30

NOT STARTED

Jul 30, 2018

**Evidence**

Google Doc Calendar/schedule

NOT STARTED

By the end of 2018-2019 school year 100% of the staff will engage in the peer collaboration cycle throughout the whole year across their grade bands to learn more about the accountable talk strategies in both math and reading."

Oct 01, 2018 to Jun 03, 2019 - Admin, Participating Teachers, Teacher Leaders

### Status history

Jul 30

NOT STARTED

Jul 30, 2018

**Evidence**

Peer Observation log

### Strategy 4

ON-TRACK

Before September 2018 100% of teachers will Develop a shared scope and sequence for Literacy and Math Instruction in grades K-8."

Aug 27, 2018 to Sep 03, 2018 - Teachers ILT, Admin

### Status history

Jul 30

ON-TRACK

Jul 30, 2018

**Evidence**

Shared Scope and Sequence for Literacy and Math

ON-TRACK

Before September 2018 100%of the teachers will begin to revise their next year's first quarter units for Literacy and Math in grades K-8"

Aug 27, 2018 to Sep 03, 2018 - Teacher, Admin

### Status history

Jul 30

ON-TRACK

Jul 30, 2018

**Evidence**

## Revised Units

NOT STARTED

During 2018-2019 grade level meetings, 100% of teachers will revise their quarterly units to ensure alignment of standards and assessments for Literacy and Math in grades K-8."

Sep 03, 2018 to Apr 30, 2019 - Teacher, Admin

### Status history



Jul 30

NOT STARTED

Jul 30, 2018

#### Evidence

Shared Revised Units

NOT STARTED

During the 2018-2019 August PD week, 100% of teachers will integrate their SEL Competencies within their existing units of instruction."

Aug 27, 2018 to Aug 31, 2018 - Teachers, Admin

### Status history



Jul 30

NOT STARTED

Jul 30, 2018

#### Evidence

Units with Integrated SEL Competencies

NOT STARTED

During the 2018-2019 school year, the BHT will conduct 3 walk throughs throughout the school year ( BOY, MOY, EOY) to observe high quality Second Step or other SEL Lessons to provide modeling for other teachers"

Aug 27, 2018 to Jun 21, 2019 - BHT

### Status history



Jul 30

NOT STARTED

Jul 30, 2018

#### Evidence

Walk through Checklist

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## 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.

Parents will be meeting at school building during their on-going monthly ESSA parent meetings. ESSA parent-school compact is on file. Students, parents, teachers and the Principal each commit to honoring their obligations to support student learning. There is an active PAC team which helps communicate policies and procedures to parents and community. Our Local School Council which represents wide range of parents and community members communicates to the entire parent community.

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

Every year a general meeting will be held. During organizational meeting office bearers will be selected. During that meeting parents will be informed about ESSA and what it entails. Budget and activities for the school year will be organized. PAC will meet on a monthly basis. Speakers will be invited to inform parents the importance of involvement and agendas. The Annual Title I Parent Meeting will take place on 10-4-2018. The School's Title I PAC Organizational Meeting will take place on 10-22-2018.

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.

The School Advisory Board meetings take place as needed to discuss school improvement. Parents can request meetings to plan and make suggestions for school wide events. There are teachers, parents and the administration discuss and plan together to plan activities and events that benefit the students.

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.

Teachers provide quarterly updates on students progress throughout the year and parent teacher conferences are held twice a year and upon parent request. Parents are provided access to Parent Portal to access student grades and attendance. Monthly newsletters are sent by teachers, monthly calendars sent by administration and school website is updated monthly with upcoming events.

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.

In case there are teacher who is not "highly qualified", school will send a letter home when the teacher starts the class to notify the parents of who they are, what they are teaching, and the plan to provide opportunities for the teacher to achieve the "highly qualified" status.

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.

During the State of the School Address the Principal presents the school's academic content standards, student achievement standards, requirements to be Title 1 including how to work with teachers and monitor their child's progress.

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.

Teachers communicate with parents on scheduled meeting days and as needed to share information on student performance, various resources to assist students at home with technology, provide them opportunities to access Parent Portal and opportunities to volunteer in classrooms. Teachers, administration and all other personnel are also available by appointment. Parents are able to discuss and understand their child's educational needs.

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.

We have new and returning parent mentors that assist in the classrooms. We share different ideas to reach out to parents during grade level meetings and the whole staff meetings to encourage teachers to reach out to parents through newsletters, school website, email and the REMIND phone app.

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.

LSNA provides ESL classes for parents. School provides a place for them to meet for the classes and the announcements are passed out to parents through classroom teachers. State Pre-k encourages parent involvement by inviting them to the classroom to sit in or help during projects.

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 receive monthly school newsletter and flyers that gives them information on upcoming events, programs, meetings, family nights, and other school-wide events in both languages. Scheduled meeting days are also notified via newsletters and classroom teachers. Parents can communicate directly with teachers and administration by appointments as needed. Parents are able to discuss and understand their child's educational needs throughout the year.

#### 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.)

Mozart School will provide a rigorous and engaging standards-based curriculum, infused in technology, that is designed to motivate, challenge and increase student achievement. To engage students through inquiry based leaning, led by essential questions, relevant content thematic units and rich authentic literature. Through thematic units, students will develop academic language, rich vocabulary and background knowledge that will empower them for life, college and career so that they are able to participate fully in a democratic society. Engage and develop teacher leaders who are invested in the success of the school and have ownership in student success to support and strengthen our mission school wide.

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.

Mozart School has two parent-teacher conferences a school year. They occur in the fall and in the spring of each school year. The parents receive the students' report card and have a conference with the teacher about the progress of the student. Then each teacher schedules a parent conference as needed for the progress of the student with the parents as often as needed to benefit the student.

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

Mozart School sends home to the parents a progress report for each student every five weeks in the entire school year. If a child needs individual progress reports the teacher will send a report or comments to the parents as often as needed, daily, weekly, either by paper or by phone call to parent.

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

Parents may write a note requesting to speak to the teacher. Teachers send home notes via student planners. The teacher will respond when it is a convenient time to come to school and speak with the parent about their child. Also teachers give their phone numbers and email addresses to parents so that there is always an open line of communication between the teacher and the parent about the progress of the student.

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 always encouraged to volunteer in the classroom and to join the classes on field trips. The school has a parent-mentor program that places a parent in a classroom environment to help, to tutor, and to assist the teacher in learning activities. The school also has family nights in areas of reading, math, science, arts, where the parents and students participate in hands-on activities to help the parent and child learn the concepts of each learning area. These family nights occur during the entire school year.

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

Each child has an daily agenda or folder that they enter all the work they are doing in school. The students take this home daily and the parents are asked to check over all the work the child has done on that particular day and to help the child with their homework and check all the papers that are done in the classroom and help and encourage the child to do them correctly.

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

The parents can participate in decisions relating to the education of their children by attending local school council meetings, voicing their opinions about the education policies at the school, discussing the education of their child with the school counselor, attending parent meetings, workshops to learn about the educational opportunities available at the school.

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

The students always share the responsibility for academic achievement. The students will complete all work assigned to them and to complete these items, neatly and correctly as to their ability. They are always taught respect for each other and to the staff of the school. The students know they should have good attendance in order to receive all the education they need to receive. The students are encouraged to come to school daily and have all the school supplies they need to complete their assignments on a daily basis.

**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.

Mozart School's goal to increase our student achievement is to provide support and training to our school's parent body by scheduling workshops and educational related field trips.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ Amount .00

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

\$	Amount	.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)

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

\$	Amount	.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.

\$	Amount	.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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