



Calmecca Academy of Fine Arts and Dual Language / Plan summary

2018-2020 plan summary

Team

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At Calmecca Academy there is a shared vision of success that drives the school rigorous instruction. Calmecca Academy has set high academic expectations for all our students. Calmecca also aims to develop an inclusive and orderly environment of high discipline values that is conducive to academic learning and to inspire all our students to pursue a college career. The school has established a theory of action to achieve clear, measurable goals for student academic progress. This theory of action is regularly updated as the school gathers additional student data. Both, the school vision and mission drive the process of decision making at Calmecca.

Evidence:

- 1) The school vision and mission has been shared with school stakeholders such as parents, faculty members, staff, network, community members, LSC, BAC, NCLB, etc. Calmecca has also distributed promoting brochures in the community where the school vision and mission is shared as well as the different programs that Calmecca offers to our community.
- 2) Regarding the Five Essentials Survey, Calmecca has obtained a 65% "strong" rating under the category "Effective Leaders." This category indicates whether principals and teachers work together to implement a school shared vision.
- 3) Under the "Effective Leaders" Calmecca has obtained the following rates :
 - a) Program Coherence: 61% (Strong)
 - b) Principal Teacher Trust: 66% (Strong)
 - c) Teacher Influence: 66% (Strong)
 - d) Collaborative practices: 69% (Strong)
 - e) Collective Responsibility: 55% (Neutral)
 - f) Quality of Professional Development: 68% (Strong)
 - g) School Commitment: 64% (Strong)
 - h) Teacher to Teacher Trust: 60%
- 4) The school principal has assessed and presented the state of the school before the school stakeholders.
- 5) There is a diverse team developing the CIWP for the SY18 – 19.
- 6) Instructional decisions are data driven. 100% of our faculty members use data to inform their classroom instruction.
- 7) The school vision and mission drive the decision making at Calmecca Academy.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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.

1 2 **3** 4

The Calmecca ILT is focused on improving both: student academic achievement and teacher professional practices. The ILT team meets twice a month to engage in the following: multiple sources of data analysis, best instructional practices, implement school powerful practices, provides professional training to faculty, guide the work of collaborative teams, align school's work with the district, focuses on learning, collaborates on school continuous improvement plan, conducting school instructional rounds, etc.

Evidence:

- 1) The ILT team meets 2 times a month with an agenda. Mainly the ILT focus is the following: data analysis, instructional best practices, guide the work of the collaborative teams, align school's work with the district and classroom, focuses on learning, and collaborate on school continuous improvement plan.
- 2) The ILT Effectiveness rubric score was 3 at the beginning of the school year.
- 3) The ILT has selected the powerful practice of Close Reading after an in-depth analysis of our data. The ILT has broken down the powerful practice in two parts:
 - a) Phase 1 (Vocabulary and text structures- completed)
 - b) Phase 2 (AAI within Close Reading- started second semester.)
- 4) The ILT has provided professional learning in two phases due to the data we received from the Spring EOY NWEA data.
- 5) After analyzing school data, the ILT Team concluded that there were two major areas of improvement for ELA as a school:
 - a) Vocabulary acquisition use
 - b) Main ideas and supporting details
- 6) The ILT is implementing the Cycles of Continuous Improvement. To accomplish a full implementation of these cycles, the ILT uses a rubric as a framework to structure and guide the team as the powerful practices are being implemented.
- 7) The ILT has developed a professional development annual calendar.
- 8) A full 100% of the faculty members have completed a self-reflection tool to assess their grasp of the Powerful Practice as they receive professional development.
- 9) The ILT has developed BOY and MOY surveys to utilize teacher input in the design of the school professional development.
- 10) The ILT has also collected data to identify the next steps or challenges that need to be addressed.
- 11) The ILT has created a checklist that defines what the powerful practice looks like at Calmecca. We have also completed the implementation of Safe Practice & Learning Walks or instructional rounds.
- 12) In regards the 5Essentials survey the results are the following:
 - a) School Community 64% (Strong)
 - b) Collaborative Teachers 62% (Strong)
 - c) Quality of Professional Development – 68% (Strong)
 - d) Teacher-Teacher – 60% (Strong)
 - e) Effective Leaders – 65 % (Strong)
 - f) Teacher-Principal Trust – 66% (Strong)
 - c) Instructional Leadership – 69% (Strong)

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
Measures	✓ Teacher team agendas/minutes reflective of ILT focus
	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Instructional Leadership Team Planning Tools
	✓ PLC and Mentoring Coaching Resources

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

Calmecca has a year-long professional development plan that is fully aligned with the school growth goals, priorities, and the school vision. Thus, Calmecca professional development is job-embedded, consistent and implemented on an on-going basis. For instances, all the faculty members, but 2 brand new teachers, have been sent to the PD "La Cosecha" that focuses on successfully implementing the dual program. Teachers also attend the district training. For instance, there are many lead teachers that are attending the Summits for elementary schools. Teachers participate in all Network training and in school internal professional developments that are fully integrated with the school vision. These trainings have agendas and feedback surveys.

Evidence:

- 1) Calmecca develops school collective capacity on a regular basis through our PLCs/grade level meetings that take place three times per month. Through these meetings teachers work collaboratively in small inclusive groups, they analyze student data to inform their classroom instruction, and they share best instructional practices, academic interventions as well as grouping students to effectively support them. Overall, grade level meetings include bilingual teachers, special education teachers, regular teachers, dual or bilingual coordinator as well as school administration. Calmecca has an established protocol that guides these meetings.
- 2) To monitor the effectiveness of professional development the ILT and the school administration conduct instructional rounds school wide.
- 3) A 100% of teachers use student data to inform their lesson plans, provide a differentiated instruction, grouping students, select their academic interventions, implement the MTSS, etc. Teachers meet on a regular basis to monitor student academic progress. They also meet with the ILT to discuss the implementation of the school powerful practices. This year Close Reading was selected as the school powerful practice and it is being implemented school wide.
- 4) In regards the SQR, Calmecca has received a School Level 1+ rating. There are many factors that have contributed to achieve that rating. Among them, the quality of the professional development implemented school wide.
- 5) According to the SQR report, student academic growth in reading and math are the following:
 - a) Student academic growth Reading Growth on NWEA MAP (grades 3-8): better than 83% schools nationally
 - b) Student academic Math Growth on NWEA MAP (grades 3-8): better than 68% schools nationally
- 6) In regards the 5Essential Surveys, Calmecca obtained the following rates:
 - a) Effective Leader Performance – 61 % (Strong)
 - b) Instructional Leadership – 65% (Strong)
 - c) Program Coherence – 61% (Strong)
 - d) Collaborative Teachers 62% (Strong)
 - e) Quality of Professional Development – 68% (Strong)
 - f) Teacher-Teacher – 60% (Strong)
 - g) Effective Leaders – 65 % (Strong)
 - h) Teacher-Principal Trust – 66% (Strong)
 - i) Instructional Leadership – 69% (Strong)

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

Once the school priorities have been identified, the next step is to align the school priorities with the school budget. All decisions involved in the budget are student centered and data driven. All decisions are focus on improving student learning and improving teaching professional practices. Teachers, parents, provide their feedback to allocate school resources. The school allocates funds to hire teachers and instructional materials to fully support student learning.

Evidence:

- 1) A master schedule is developed to make sure students are receiving a high quality education.
- 2) To support the implementation of the bilingual and dual program, the school allocates financial resources to have a bilingual teacher and a Dual Program Coordinator. The Bilingual Resource Teacher identifies students that need additional supports based on the results of school data from ACCESS and LAS Assessments. The Dual Language Coordinator collaborates closely with teachers to create Unit Plans with all teachers that are aligned to meet the CCSS and Spanish Language Arts Standards.
- 3) The school allocates financial resources to have Teacher Assistant positions to support student learning especially when they are working in small collaborative groups.
- 4) The school allocates financial resources to implement a WIN block school wide. This WIN (What I Need) addressed the needs of students based on the NWEA results. The school also provides with instructional materials to support student learning.
- 5) The school allocated funds to make sure teachers analyze student data to inform their classroom instruction. Teachers use several sources of data such as NWEA BOY and MOY, Access, LAS, internal assessments, etc.
- 6) School funds are also allocated to provide external and internal professional training that is job embedded and consistent with the school vision and mission.
- 7) According to the State School Report Card, Calmecca has a teacher retention rate of 88%
- 8) To hire personnel Calmecca has a protocol established for interviews and to request proper documentation.
- 9) Calmecca has established many community partnerships to enlarge its capacity to solve problems such as:
 - a) National Museum of Mexican Fine Arts
 - b) Depaul University
 - c) Mariachi Foundation
 - d) University of Illinois
 - e) Old Town of Folk Music
 - f) Changing Worlds
 - g) Columbia College

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).

- Use an interview process including a protocol for questioning and select highly qualified candidates.
- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Curriculum

As a school we engage in many opportunities to create a rich curriculum that is both vertically and horizontally aligned through curriculum maps that are shared electronically with all faculty. Our curriculum maps are aligned vertically by quarter and literary genres to assure that all grade levels are meeting the CCSS. In addition to this, we have structured our meeting times to assure that curriculum development occurs within grade levels, grade bands, and as a staff during principal directed meeting. We have also created a curriculum alignment plan that has outlined our curriculum development year to year.

This year we have focused on UBD stage 2- Assessment and stage 3- Learning Plan. For stage 2- Assessment, we have met as cycle teams for Unit Planning weekly sessions. UBD plans include assessments that are evaluated using valid criteria and indicators, reflective of not only quality performance but related to the Desired Results of Stage 1: CCSS, enduring understanding, and essential questions. In addition to this criteria the grade cycles also include cross-curricular themes that incorporate culturally relevant topics.

Evidence:

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

According to the 5 Essentials Survey, the school was rated as STRONG under Ambitious Instruction with a score of 61. Thus, the instruction is clear, well-structured, and encourages students to build and apply knowledge. Key indicators of this strong performance is that Quality of Student Discussion was scored 62-strong, Academic Press was scored 73-strong, and Math Instruction was scored 60-strong.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**

- Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Teachers use a variety of online resources that provide differentiated texts and resources including Newsela, Razkids, Math IXL, Scholastic News Magazines (Scope, Jr, Science World) including a plethora of online resources, & Brainpop/ESL.

Teachers have access to a variety of consumables that address different content and skills including Word Wisdom, Reading Coach CCSS.

Evidence:

- 1)The literacy curriculum is teacher created based on CCSS using authentic literature and texts.
- 2) Teachers differentiate tasks based on the needs of diverse learners.
- 3)Teachers have daily access to technology to enhance lessons and instruction including Mimios, laptop carts, IPADS, smart boards, etc.
- 4)Diverse learners & EL teachers have a set of IPADS to use on a consistent basis.
- 5)A variety of instructional materials including games, CD's, and hands-on learning activities are provided to classrooms.
- 6)Social Studies curriculum is integrated with English Language Arts curriculum for attainment of goals in both areas.
- 7)A new math CCSS aligned curriculum has been provided for grades K-8.

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

Rigorous Student Tasks: LASW & Equip protocol

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.

Teachers meet during school to collaboratively design curriculum units (Curriculum mapping -UBD)

Evidence:

- 1) ILT and staff conducted learning walks to monitor progress of school-wide powerful practices which include Close Reading and Text Dependent Questioning and monitors the implementation of previous powerful practices: Depth of Knowledge (DoK) and Accountable Talk.
- 2) Middle school schedule has allows for teachers to have monthly meetings that are content specific for vertical alignment of curriculum units.

According to 5 Essentials Survey:

- 1) Middle school Science & Social studies instruction is student centered and student led with project oriented assignments. Middle school math instruction promotes group collaboration.
- 2) Middle school instruction includes differentiated instruction based on individual student needs addressing students excelling above level, on level, and below level.
- 3) Middle school students are given responsibility to make choices based on interest and instructional levels (i.e books, homework assignments, research projects, etc.)
- 4) Teachers identify academic vocabulary in all subject areas and prepare them for test taking strategies.
- 5) Middle school participates in a Career Fair/Junior Achievement exposing them to life experiences and career opportunities.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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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)

Transitions, College & Career Access & Persistence

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Evidence:

1)Seal of Biliteracy

Calmecca's Dual Language program prepares students for the Seal of Biliteracy. The Seal of Biliteracy is an award given by CPS in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.The Seal of Biliteracy encourages students to pursue biliteracy, honors the skills our students attain, and can be evidence of skills that are attractive to future employers and college admissions offices.

2)Go CPS

Calmecca reached 100 % registration for all 8th grade students with GoCPS. GoCPS allows families to learn, research, explore, and apply to nearly every CPS school and program through one online platform.

3)Career Week and Career Fair

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

4) College Week

During College week students research colleges and universities that interest them based on their future educational plans and careers.

5) College Tour/Partnerships

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

6) Data Meetings with students

Throughout the school year students periodically monitor their own individual data. Looking at their gains, their lows and deficits. Furthermore, hypothesizing on several aspects of their data analysis such as a deficit in academic subjects/strands. Their strengths are also reviewed and given a deeper analysis to successfully understand their relative strengths. Throughout the years, students have showed a drastic gain in data driven results. Instructors have facilitated the role of data analysis with their homerooms and have also created a WIN block schedule ("What I need" program) that focuses on the relative weaknesses amongst several individuals as a group, helping them thru positively progress monitor their own target areas and thus make progress and gains throughout the school year.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliiteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

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

Instruction:**Score**

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

1 2 **3** 4

Calmecca Academy offers a Dual Language Program. To hone teachers' instructional skills in implementing the school dual program, the majority of them have participated in professional development at "La Cosecha" in New Mexico. Additionally, they attend PD from Central Office, Network and school internal training.

Evidence:

- 1) 100% of the teachers are implementing the school powerful practice selected for the FY 2017-2018: Close Reading. The main focus in the implementation of this practice is two folded: guiding students to lead small group discussions and guiding students to pose questions from low to high thinking questions.
- 2) Teachers use data to inform their classroom instruction. 100% of our teachers use Multi-Tiered System of Support to group students into differentiated groups. Through the WIN (What I Need) Block teachers provide the support students' need based on their academic performance.
- 3) ILT team has provided training to implement consistently the school powerful practice.
- 4) 100% of the teachers at Calmecca began to use the LASW Protocol to evaluate student assessment and end of unit tasks. As the year progressed we gradually switched towards the EQUIP Protocol to make student assessments and task were cognitively demanding and rigorous.
- 5) 100% of our teachers are merging our "Close Reading" powerful practice with AAI (Agency, Authority and Identity) instructional practice. This merging will increase student support in developing oracy and their abilities to lead discussions and to pose from low to high order thinking questions in a responsive classroom with an emphasis in research based inquiry.
- 6) Internal learning walks have been conducted school wide as well as Network directed walks through randomly selected classrooms.
- 7) Instructors have created professional learning grade level meetings to align curriculum, blackline masters, anchor charts, prior to OLCE walk-throughs and network visits to align curriculum and consensus at all grade levels.
- 8) 100% of teachers have been evaluated through the REACH System. All of them have received feedback to improve their teaching practices.
- 9) 100% of our teachers use the Understanding By Design protocol to develop their unit and lesson plans. All teachers work collaboratively in small groups to develop them. Professional development is provided quarterly.
- 10) According to the SQRP, Calmecca NWEA results are as follows:
 - a) Reading Growth: 83%
 - b) Math Growth: 68%
 - c) Reading Attainment (3 – 8): 54%
 - d) Math Attainment (3 – 8): 44%
- 11) According to the 5 Essentials support the school has received the following scores:
 - a) Ambitious Instruction: 64 (Strong)
 - b) Quality of Student Discussion: 94 (Very Strong)
 - c) Academic Press: 64 (Very Strong)
 - d) English and Math Instruction: 54 (Neutral)
 - e) Program Coherence: 61 (Strong)
 - f) Effective Leaders: 65% (Strong)
 - g) Instructional Leadership: 69% (Strong)
 - h) Principal Trust: 66 (Strong)
 - i) Supportive Environment: 57% (Neutral)
 - j) Peer support for Academic Work: 55% (Neutral)

Guide for Instruction

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

- Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
- Provide targeted supports to individual students or groups of students based on their identified needs.
- Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

At Calmecca Academy, teachers have developed student assessments using the Understanding By Design. The school has used the LASW protocol to evaluate these assessments. Nevertheless, the school has moved forward towards using the EQUIP protocol to have an accurate evaluation of the students' assessments that are being administered in the school.

Evidence:

- 1) 100% of teachers have developed unit and lesson plans that include both, formative and summative assessments.
- 2) 100% of teachers meet on a regular basis to analyze data to inform planning and classroom instruction.
- 3) The school grading policy has been approved by the Network and Central Office. Calmecca uses the same grading policy that all schools in Network 8 use.
- 4) For diverse learners and English language learners, the school employs a modified grading scale.
- 5) For the grade distribution report the school had 93% of parental attendance.
- 6) The school promotes the inclusion model in the middle level. This helps to have aligned assessments.
- 7) A "No Zero policy" has been implemented to support student effort and to meet the school promotional expectations by the end of the year.
- 8) NWEA results:
 - a) Reading Growth: 83%
 - b) Math Growth: 68%
 - c) Reading Attainment (3 – 8): 54%
 - d) Math Attainment (3 – 8): 44%
- 9) ACCESS results for English Language Learners
 - a) Progress and Growth: 37.8%
- 6) According to the 5 Essentials Support, the school has received the score of 64 % (Strong) in "Ambitious Instruction".
- 7) Throughout the year, 100% of teachers meet to analyze a variety of data to determine the curriculum scope and sequence.

- 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 gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.e. Selecting Learning Objectives
CPS Framework for Teaching	1.e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

School wide MTSS is being implemented in an ongoing process to provide the least restrictive environment at all grade levels. 100% of teachers use data to group students. Universal instruction in the implementation of the core curriculum and Social Emotional Learning: Tier 1. WIN block to provide additional support in Tier 2. One on one instructional interventions by instructors during allotted time to help students in Tier 3. With the support of a paraprofessional and or teacher the ongoing interventions are academically modified and aligned to meet the students needs.

Evidence:

- 1) SEL is implemented school wide. 100% of teachers are using the Second Step Curriculum. 100% of teachers use data to group students.
- 2) Social Emotional Learning Program supports students as follows:
 - a) 100% of eighth grade students have had individual counseling
 - b) 100% of students in need of individual counseling have been served
 - c) Short term solution focused on small Group Counseling
 - d) 100% of the cases involved family outreach
 - e) Calmecca has established partnerships with community organizations and agencies to enlarge its capacity to provide emotional support.
 - f) 100% of the crisis cases at Calmecca have followed CPS Crisis Response Counseling
 - g) 100% of the cases in need of intervention at Calmecca has followed the Trauma Focused Intervention
 - h) Calmecca has implemented the Aggression Prevention Interventions school wide
 - i) 100% of the anger cases have been addressed using the Anger Coping Protocol
 - j) The Calmecca Anger Coping Group, has developed a curriculum to support students with socialization skills
 - k) Behavioral team meets to consult and discuss family needs at least twice monthly.
 - l) 100% of the cases related to behavior support, have been attended by the school Behavioral Team. This team meets with educators and parents to evaluate and determine best practices to service students and their families.
 - m) Parents workshops have been provided with a focus on children developmental stages
 - n) 100% of students on temporary living situations have been properly assisted with full uniforms and instructional supplies
 - o) 100% of the cases that need to be reported have been reported to DCFS
 - p) The school counselor and social worker have conducted socio/emotional trainings
 - q) The PBIS meet on a regular basis to develop school guideline to implement the SEL curriculum
 - r) The PBIS team uses the MTSS guidelines to group students with discipline issues
- 3) NWEA results
 - a) Reading Growth: 83%
 - b) Math Growth: 68%
 - c) Reading Attainment (3 – 8): 54%
 - d) Math Attainment (3 – 8): 44%
- 4) Attendance rate at Calmecca Academy has been as follow:
 - a) FY2014: 95.8%
 - b) FY2015: 96%
 - c) FY2016: 96.4%
 - d) FY2017: 96.2%
- 5) In regards to the 5 Essentials, the school has the following scores:
 - a) Ambitious Instruction: 64%(Strong)
 - b) Collaborative Practices: 68% (Strong)

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	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 **4**

At Calmecca, the staff has established an environment that fosters academic and behavior expectations. We believe that as educators we have the power to impact students in a positive manner if we establish high expectations then our students will rise to meet these expectations.

Evidence:

1. School has established school wide expectations for all students to follow and these are in the Student/Parent handbook and posted in each classroom.
2. The SEL team has hosted a school wide assembly to remind students and staff of the school expectations
2. The staff does a great job modeling the high expectations throughout the school building
3. Students know that their hard work will be recognized by earning Principal ribbons when they are caught meeting the school expectations
4. Students are encouraged to feel comfortable to voice their opinions in the classroom
5. Teachers confer with students to be able to set specific learning goals to promote academic growth

According to 5 Essentials Survey, Calmecca is defined as Strong (Score of 64) in Ambitious Instruction, therefore having well-defined with clear expectations for student success, interactive and encourages students to build and apply knowledge, well-paced (not measured), aligned across grades (not measured) and classes are challenging and engaging for students.

According to the 5 Essential Survey results;

- a. Calmecca scored 65, Strong with Teacher Influence where teachers have influence in a broad range of decisions regarding school policies and practices.
- b. Calmecca scored 72 Strong for School Commitment, teachers are deeply committed to the school. Teachers are happy working at the school and would recommend this school for their own children
- c. Calmecca scored 65, Strong for Supportive Environment where the school is safe, demanding and supportive.

Calmecca School Climate Self Assessment Data:

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

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Relational Trust

The school is characterized by high levels of relational trust between all school participants - the “glue” of the school. The administration intentionally conveys to employees the importance of building positive relationships with anyone who is in the school building.

Evidence:

- 1.The administration intentionally conveys to employees the importance of building positive relationships with everyone who enters the school building.
- 2.The front desk staff is welcoming and polite when greeting everyone and while offering assistance. It is typical for visitors to witness warm day-to-day social exchanges between staff, students, teachers, parents,community members, and visitors.
- 3.At the school, we consider it imperative that the everyone feels supported in their accountability for shared standards.
4. We also understand the importance of providing autonomy to support leadership for individual efforts in hope that under this culture staff will develop the safety needed to try out the implementation of innovative practices as well as welcoming ideas that support the students.
- 5.To build relational trust between the staff and the students we have established a routine of greeting the students in the morning to begin their day on a positive note.
6. We make it a point to address the students by their first name to acknowledge that they are important individuals and that they matter.
7. In addition, selected tier II and tier III students are paired up with an adult mentor to help the child build a personal connection, to build students morale. It has been evident that the check in check out helps students improve their areas of need.
- 8.Every year the students take part in planned musical assemblies and we also provide the opportunity for students to experience cultural celebrations such as the Mexican celebration, “Day of the Child” and Chinese New Year to celebrate diversity.
9. At Calmecca we are always working together with the staff, parents, students, and community members to design happy learning activities that are developmentally appropriate with the deliberate intent of fostering trust. The planning phases of these activities also communicate that the students are genuinely valued for who they are. Furthermore, when students are part of assemblies and joyful learning activities they gain academic and social emotional skills that promote a feelings of pride. Thus, creating safe caring environment that cultivate trusting relationships.
- 10.The classroom journal is a system-wide notebook that is designated for each class and follows students throughout the school building to monitor student’s positive and off track behavior. This allows the staff to track students that need to be redirected with misbehaviors.
- 11.According to the Five Essential Survey:
 - a. Teacher-Parent trust is very strong (81) demonstrating school values parent input and participation in advancing the school mission
 - b.Collaborative Teachers is strong (62), examples of this are teachers promote professional growth, ILT are leaders in school improvement, dual language committee meets to plan for and execute biweekly for transition into bilingual program,
 - c.Collaborative practice is strong (65),
 - d.Collective responsibility (55) even though it is neutral, we made a gain since the previous year
 - e.Supportive Environment is neutral (57)
 - f.student safety around school
 - g.peer support neutral (55)
 - h.student-teacher trust neutral (59) even though it is neutral, we made a 12 point gain since the previous year
- 12.Student council meets monthly to plan
- 13.Teachers lead after school programs that support student growth in academic and extracurricular activities

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

Evidence, Measures, and Standards

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

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

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. At Calmecca, we believe that it is important that students to have a say about what goes on at the school.

Evidence:

1. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming. 2. Encouraging students to voice their thoughts has been instrumental in our decision making because we gain insight into the students' perspectives. The knowledge that we gain from listening to our students allows us to create meaningful student involvement and students have the opportunity to see for themselves that they have the ability to shape their own educational experiences and have the power to initiate positive change.
3. During after school programs at Calmecca, adults and students have the opportunity to form partnerships where the students input is valued and put to work.
4. Calmecca has a student council who has the very important job of thinking up and developing strategies to improve the school community.
5. Students also work on service-learning to help motivate students to take action on things like outdoor school clean up, maintaining the school garden, participating in Big Buddies reading program for pre-kindergarten and kindergarten students, and putting together mock voting processes.
6. Calmecca is partnered with a variety of community organizations such as CASA Mexican Fine Arts Museum, Livingston County Farm Bureau, volunteer mentor for Invention Convention from Animindz, Changing Worlds, Old Town School of Music, Confucius Chinese Artists, FACETS multimedia art, Chicago Police Great Program, Chess with Cops, Renaissance Knights Chess Foundation.
7. Calmecca provides a variety of afterschool programs including academic programs both for interventions or enrichment, Girls on the Run, Academic Chess, Chess with COPS, Drama, Folkloric, Chinese Dance Club, African Dance Group, Photography, Art, Music, Soccer, Basketball, Volleyball, Track and Field, Soccer for Success, Student Council, Yearbook, Mariachi, Band, Mixed Media Art.
8. We have students from 3rd - 8th grade designated as Student Ambassadors that welcome visitors and provide information about the school, and give tours of the school.
9. Calmecca is an owner of a Community Learning Garden that is maintained by teachers and students.
10. The Algebra Initiative offers our eighth grade students who successfully complete the program the opportunity to excel in high school mathematics courses by beginning with Geometry.

5 Essentials Survey:

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

- a. Calmecca scored 64 - Strong, on Ambitious Instruction
- b. Academic Press (64 - Strong)
- c. Quality of Student Discussion (94 - Very Strong)

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"> ▪ WYNS Student Survey completion rate and results ▪ Artifacts from student organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/NET 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

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.

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

5 Essentials Survey:

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

- a. Peer Support for Academic Work (55 - Neutral)
- b. Academic Personalism (63 - Strong)
- c. Safety (51 - Neutral)
- d. Student-Teacher Trust (59 - Neutral)

Fall 2015 Calmecca School Climate Self Assessment:

- a. Sense of Security - overall 80% of those taking the survey felt this area was either established or exemplary.
- b. Adults know what to do when they observe teasing, bullying, or harassment. - 45% agree, 35% strongly agree
- c. Adults consistently intervene when they witness these behaviors. - 45% agree, 35% strongly agree
- d. All students know how to seek support if they feel unsafe. - 65% agree, 25% strongly agree

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**

- Provide clear procedures for reporting and responding to safety concerns.
- Manage efficient and orderly transitions between activities.
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- Provide a framework for positive behavior throughout the school based on shared values and expectations.
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
 - All adults use active supervision (move, scan, and interact) in all settings.
- Have a voice and take informed action.
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- Clarify criteria for office referrals versus classroom managed behavior.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Restorative Approaches to Discipline:

Calmecca implemented the PBIS as a school-wide prevention strategy for improving behavior and school climate. It established the PBIS team with the purpose of working together to discuss and help implement strategies that are successful in shaping behavior. The team has also worked to create behavioral expectations that are clear and visible to all students and teachers so they know and follow them. Calmecca adopted PBIS because its purpose is to promote positive interactions between the student and teachers, school resource officers, bus drivers, or any adult. The goal of PBIS is to take preventive measures before they become issues because the school is creating a positive environment. By having a positive behavioral intervention support, Calmecca has a tool that avoids suspensions and this helps by keeping our students on track in a much more positive way.

Evidence:

1. School-wide Expectations are set by all teachers with variations for classrooms, known as the "Jaguar" Expectations
2. Positive Behavior Intervention Support Committee meets monthly to discuss incentives for positive behavior and discuss interventions (journal recording)
3. Calmecca Tickets produced for teachers to reinforce positive behaviors
4. Established a store where students can purchase incentives with Calmecca Tickets
5. Established consequences for students that are trending with negative behavior in classroom notebooks
6. Grade cycles and Exploratory teachers use Class Dojo resource to keep track of positive behavior, participation and assignments and reward individuals and classrooms for their effort if they reach a set goal
7. Suspension is a last resort and the school focuses on changing behavior through multiple tiers of support and interventions
8. Teachers use Second Step as a Social Emotional Learning Tool to guide students towards making responsible decisions in order to establish a restorative classroom climate.
9. Teachers use behavior plans for students who need guidance in class and throughout the day to monitor themselves and report back to parents

According to the Five Essentials survey, the school was given a rating of NEUTRAL under Supportive Environment with the following sub-ratings:

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

The survey also shows an increase in this category from a 45 to a 57 from last school year to this year.

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	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

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

At Calmecca the entire school staff builds a strong relationships with parents that leads to strong parent involvement. Parents are seen as partners in helping students learn and their input and participation is strongly valued in order to advance the school's mission. Parents become crucial partners for the school by participating in a variety of school activities.

Evidence:

1. School Open House event for 2 hours after school hours
2. Parent group that constructed a Dia de los Muertos
3. Parent leadership group assisted with the decorations and set up for Winter Assembly, Winter Ball, Chinese Night, Mariachi Night, Spring Assembly, 8th grade Gala Night, Dia Del Nino celebration, Graduations for 8th and Kinder.
4. School LSC host fundraising events to support different programs and events.
5. Parents are welcomed to stop in the main office to schedule a time to meet with their child's teacher. Parents attend monthly BAC and PAC meetings and are able to share their concerns at the meetings.
6. All parents are highly encouraged to complete the My Voice, My School survey. To facilitate this process, the school has laptops available for parents to use. Student leaders are responsible for assisting parents during Report Card Parent Conferences to complete the surveys.

Evidence for Families as School Partners

1. Parents are encouraged to attend workshops that are tailored to empower parents to work with their children.
 2. Parents are registered in Parent Volunteer programs site to become volunteers in the classroom and to chaperon school field trips
 3. During the monthly parents meetings, parents are informed about the grading system
 4. During the Schools Open House, they are informed about the school wide expectations, grading policy, et.
 5. Parents are informed on a regular basis the importance of school attendance
 6. Parents play an integral role in the NCLB, BAC and LsC parent committees becoming active in school and District meetings. These parents play a crucial part in decision making process for these areas.
 7. School encourages parents to utilize the parent portal to track their child's academic progress.
- School hosts a variety of parent classes such as Nutrition, cooking class, Art class, Arts and Crafts, Exercise, Technology and ESL classes

Evidence :

1. Parents are well informed about their child's progress via parent conferences, progress reports, report cards
2. Teachers utilize the systematic Class Dojo to keep parents well informed about their child's progress. This allows parents to be well informed on a basis and informed at times. Additionally, parents are well informed via phone calls, text and e-mail messages. in person.
3. School implements the attendance plan with by talking with student/parent, send 5 and 10 day letters, request parent conferences, and if necessary conduct home visits. Create individual plans per child for chronic to address situations
4. All parents receive a copy of Student/Parent handbook informing them of the school wide expectations for all to follow. Parents and students are responsible for signing the agreement form for the handbook.
5. School communication is available through monthly calendar, weekly reminders, school flyers, and teacher notifications with Newsletter, and information is available in school website. School communications is also available via school wide intercom announcements, robo calls, and on display board outside by main entrance for all to see.
6. Accommodate the language needs of different cultures by ensuring the information is in English, Spanish and Mandarin. We have translators available in all three languages to make sure all parents needs are met.

In the 5 Essential Survey,

- a. Calmecca scored 73, Strong in Involved Families where teachers and parents are partners in improving student learning. Parents do their best to help their children learn and parent support teachers teaching efforts.
- b. Calmecca scored 81, Very Strong in Teacher-Parent Trust where staff at this school work hard to building trusting relationships with parents. Teachers feel respected by the parents of the students.
- c. Calmecca scored 64, Strong in Parent Involvement in School where parents participate in school activities related to their child's academic growth. Teachers reported parents volunteer their time in helping in the classrooms and with school wide events.
- d. Calmecca scored 73, Strong in Parent Influence on Decision Making in Schools. The school actively creates opportunities for parents to participate in developing academic programs.

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)
- ✓ How does the school honor and reflect the diversity of families including language and culture?

Measures

- ✓ Five Essentials Score – Involved Families
- ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust

Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures etc. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
For the National School Growth Percentile on the NWEA Reading Assessment (Grades 3-8) we would like to gradually increase our high percentage but also maintain our previous metric.	78.00	83.00	89.00	83.00	83.00
National School Growth Percentile - Math					
For National School Growth Percentile in Math on the NWEA Math Assessment (Grades 3-8) we would like to maintain our previous metric rating.	48.00	68.00	70.00	70.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Our Goal is to maintain the % of Students Meeting/Exceeding National Ave Growth Norms	57.50	60.30	70.00	60.00	60.00
African-American Growth Percentile - Reading					
The African American National School Growth Percentile NWEA Reading does not have enough students in this category to populate any given data	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
For the Hispanic Growth Percentile - Reading we would like to maintain our high percentage and keep it at a constant rate for the following fiscal years.	76.00	86.00	91.00	86.60	86.00
English Learner Growth Percentile - Reading					
For the English Learner Growth Percentile in Reading we would like to maintain our high percentage.	85.00	95.00	93.00	95.00	95.00
Diverse Learner Growth Percentile - Reading					
For the Diverse Learner Growth Percentile - Reading we would like to maintain our high percentage and keep it at a constant rate for the following fiscal years.	1.00	97.00	90.00	90.00	90.00
African-American Growth Percentile - Math					

The African American National School Growth Percentile NWEA Math does not have enough students in this category to populate any given data

(Blank)

(Blank)

0.00

0.00

0.00

Hispanic Growth Percentile - Math

For the Hispanic Growth Percentile - Math we would like to maintain our high percentage and keep it at a constant rate for the following fiscal years. Teachers will use assessment data throughout the year in order to help students meet the required growth and attainment goals for Math.

50.00

69.00

70.00

70.00

70.00

English Learner Growth Percentile - Math

For the English Learner Growth Percentile in Math we would like to maintain our high percentage and keep it at a constant rate for the following fiscal years. Teachers will continue to utilize can do descriptors to ensure that students have access to mathematical content and can demonstrate their learning in the four domains of Reading, Writing, Listening, and Speaking. Data from the ACCESS assessment will inform teachers instruction continually which will lead to EL students attainment in Math.

63.00

88.00

76.00

88.00

88.00

Diverse Learner Growth Percentile - Math

For the Diverse Learner Growth Percentile in Math. We would like to maintain and keep it at a constant rate for the following fiscal years.

7.00

(Blank)

90.00

90.00

90.00

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

For National School Attainment Percentile in Reading (Grades 3-8). We would like to maintain a steady growth and with a plausible growth believe this is realistic.

41.00

54.00

55.00

54.00

55.00

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

For National School Attainment Percentile in Math (Grades 3-8). We would like to maintain a steady growth and with a plausible growth believe this is realistic. Teachers design authentic assessments in order to measure student growth and proficiency. We also analyze data based on NWEA data to reteach skills, help students master skills, and challenge high achieving students.

38.00

44.00

60.00

44.00

44.00

National School Attainment Percentile - Reading (Grade 2)

For National School Attainment Percentile in Reading. We would like to maintain a steady growth and with a plausible growth believe this is realistic. Teachers design authentic assessments in order to measure student growth and proficiency. We also use the Data to Instruction Framework based on NWEA data to reteach skills, help students master skills, and challenge high achieving students.

25.00

39.00

28.00

40.00

40.00

National School Attainment Percentile - Math (Grade 2)

For National School Attainment Percentile - Math (Grade 2) We would like to maintain a steady growth and with a plausible growth believe this is realistic. Teachers collaborate with each other to write their Math unit plans. Unit plans are written based on assessment data to help teachers group students and differentiate instruction. Teachers design authentic assessments in order to measure student growth and proficiency and use given data during the WIN sessions.

16.00

43.00

28.00

43.00

44.00

% of Students Making Sufficient Annual Progress on ACCESS

For % of Students Making Sufficient Annual Progress on ACCESS we would like to maintain a steady growth and with a plausible growth believe this is realistic. Curriculum will be available to the students in both English and Spanish. Bilingual teachers will align their units to the CCSS, WIDA, ELD, and SLA Standards. Teachers will meet monthly for professional development, weekly with their grade level team, and attend bilingual conferences throughout the school year. Teachers will analyze ACCESS data to further differentiate instruction based on language needs. As a result, our students will continue to make adequate gain on ACCESS.

36.50

(Blank)

50.00

37.00

38.00

Average Daily Attendance Rate

For average Daily attendance rate we would like to maintain a steady growth throughout the next fiscal years.

We will continue to monitor attendance on a daily basis for all students. For chronically absent/truant students we will hold parent conferences, conduct home visits, and communicate regularly with parents. We will continue to instill a positive attendance culture by providing monthly incentives for students and reward students with perfect attendance on a monthly basis. Our school community liason wil work with students who have a lower attendance rate than their grade level peers. Through a supportive environment student attendance will continue to increase each year.

96.40

96.20

96.00

96.00

96.00

My Voice, My School 5 Essentials Survey

For the past three years we have been categorized as a Well Organized we would like to maintain that status moving forward. Calmecca continues to score high on My Voice, My school 5 Essentials Survey, Our students are respectful and feel safe and school. We would like to maintain that status and move forward.

(Blank)

(Blank)

(Blank)

(Blank)

(Blank)

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...

If we develop a yearly calendar for the ILT to conduct instructional rounds and peer observations on a regular basis and provide effective feedback to all faculty members

...then we see...

- Teachers will make data driven instructional decisions to support all students
- Teacher will be able to effectively support second language acquisition to all ELL population
- Teachers will hone their professional skills to lead students to pose their own questions and have genuine and advanced learning discussion
- Teachers will be able to fully engaged students in DOK 3 and DOK 4 cognitive tasks
- Teachers will be able to maximize the time for instruction by the improvement of classroom procedures

...which leads to...

students (grade 3-8th) will increase their math growth on NWEA MAP from 68% to 70%
 Students (grade 3-8ths) will increase their math growth on NWEA MAP from 68% to 70 %
 Hispanic priority growth (grade 3.-8th) will increase their math growth on NWEA MAP from 69% to 70%
 Students in 2nd grade will increase their percentile attainment on NWEA Reading from 39 to 40
 The school will have an orderly environment that is conducive to academic learning.
 Instructional time will be maximized in every classroom from Pre-K – 8.
 100% of teachers will be using data to inform their classroom instruction and their student grouping
 Students from Pr-K to 8 on tier 2 and tier 3 will have a more personalized education that will address their needs.

Tags:

Instructional Coaching, Teacher Teams/Collaboration, ILT, Professional development, Powerful practice, Professional learning calendar, Powerful practice planning

Area(s) of focus:

1

Action step

Recruit one member per grade level to join the ILT

Responsible

Administration, Teacher Leaders, & ILT Team

Timeframe

Sep 4, 2018 to Oct 4, 2018

Status

On-Track

ILT, Best practice, Teacher lead

ILT will conduct observations and provide feedback on the implementation of the powerful practice	Administration, Teacher Leaders, & ILT Team	Sep 4, 2018 to Oct 4, 2018	On-Track
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Peer to peer observations, Peer to peer interaction, IlT recruitment

100% of the faculty members will have completed a self-reflection tool to assess their grasps of the powerful practice as they receive professional development.	All faculty	Aug 27, 2018 to Jun 20, 2019	On-Track
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Professional development, Self assessment, Evaluation, Self efficacy, IlT meeting

All ILT members will attend professional development to coach teachers effectively to increase the school capacity.	All faculty	Aug 27, 2018 to Jun 20, 2019	On-Track
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Self assessment

The ILT will conduct a self evaluation to make sure the school goals and priorities are being met.	ILT	Aug 27, 2018 to Jun 20, 2019	On-Track
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ILT, Priority, Instruction priorities

Strategy 2

If we do...

If Calmecca continues using a distributive leadership approach and develops a meeting calendar for the multiple teams in the school

...then we see...

The Data team will support teachers to make data driven instructional decisions
 The MTSS will allow teachers to tier students and once they are tiered they will receive the support they need.
 The PBIS/SEL team will provide general guidelines to implement the school socio emotional curriculum
 The CIWP team will develop the school improvement plan
 The Bilingual team will provide support to our ELL students
 The Dual Language Team will support the implementation of the dual language program
 The SPED team will make sure our diverse students are fully supported to achieve their academic goals
 The ILT team will analyze multiple sources of data to determine the school powerful practices and will provide professional development to all faculty members.

...which leads to...

students (grade 3-8th) will increase their math growth on NWEA MAP from 68% to 70%
 Students (grade 3-8ths) will increase their math growth on NWEA MAP from 68% to 70 %
 Hispanic priority growth (grade 3.-8th) will increase their math growth on NWEA MAP from 69% to 70%
 Students in 2nd grade will increase their percentile attainment on NWEA Reading from 39 to 40
 The school will have an orderly environment that is conducive to academic learning.
 Instructional time will be maximized in every classroom from Pre-K – 8.
 100% of teachers will be using data to inform their classroom instruction and their student grouping
 Students from Pr-K to 8 on tier 2 and tier 3 will have a more personalized education that will address their needs.

Tags:

Professional Learning, Professional development, Task analysis, Problem solving process, Action research, Academic acheivement, Mtss team

Area(s) of focus:

2

Action step

Recruit members for the PLC's within our school and develop the meeting calendars for the multiple teams in our school.

Responsible

Administration, Teacher Leaders, & ILT Team

Timeframe

Sep 7, 2018 to Oct 12, 2018

Status

On-Track

Problem of practice, Teacher leadership, Team building, Teacher accountability, Team work

Through these meetings teachers will work collaboratively, analyze student data to inform their classroom instruction, and will share best instructional practices, academic interventions, as well as grouping students to support a scaffold environment

Administration,
Teacher Leaders, &
ILT Team

Aug 28, 2018 to
Sep 30, 2018

On-Track

Instructional practices, Interventions, Lesson plans, Academic interventions, Scaffolded questions

Strategy 3

If we do...

If Calmecha implements a rubric to assess the rigor of the school common core standard based curriculum for Reading and Math on a regular basis

...then we see...

Teachers implementing a rigorous school curriculum that will cognitively challenge all students at Calmecha Academy
Teachers will use the LASW protocol to make sure tasks and student assessments are also rigorous consistently with the school curriculum for Reading and Math
Teacher will become fully acquainted with the common core state standards and this will be reflected in the lesson and unit planning
Students' tasks and assignments will be aligned to the common core standard based curriculum for reading and math
This type of curriculum will raise the bar for academic achievement school wide and students will be better prepared for highly demanding cognitive tasks and assignments that are college and career readiness
Teachers will work collaboratively to align and develop the implementation of the school scope and sequence for the Reading and Math curriculum
Teachers will meet on a regular basis for vertical and horizontal alignment

...which leads to...

students (grade 3-8th) will increase their math growth on NWEA MAP from 68% to 70%
students (grade 3-8th) will increase their Reading growth on NWEA MAP to 83%
Hispanic priority growth (grade 3.-8th) will increase their math growth on NWEA MAP from 69% to 70%
Students in 2nd grade will increase their percentile attainment on NWEA Reading from 39 to 40
The school will have an orderly environment that is conducive to academic learning.
Instructional time will be maximized in every classroom from Pre-K – 8.
100% of teachers will be using data to inform their classroom instruction and their student grouping
Students from Pr-K to 8 on tier 2 and tier 3 will have a more personalized education that will address their needs.

Tags:

Curriculum Design, Academic gain, Grade level meetings, Math talks, Reading strategies, Academic rigor, Aligned scope and sequence

Area(s) of focus:

3

Action step

School will provide in house and off site professional development opportunities on our new Math curriculum, Literacy, Dual Language best practices and WIDA standards

Responsible

Administration

Timeframe

Aug 28, 2018 to
Jun 19, 2019

Status

On-Track

Literacy/Reading, Dual Language, 21st century skills, Math curriculum, Grade level teams, Planning for instruction, Aligned scope and sequence

Importance of content and of learning, Expectations for learning and achievement, student pride in work,

all constituents

Aug 28, 2018 to
Jun 20, 2019

On-Track

Behavior, Expectations for depth & breadth of quality teaching: multi-tiered system of support, Student learning and achievement, Nonverbal

<p>The LASW protocol relies on a culture in which all educators are collaborative and focused on reflective practice to improve student learning</p> <p>This process encourages teachers to consider: What are my students' strengths with regard to the required knowledge and skills? What are my students' learning needs with regard to the required knowledge and skills? Do students have sufficient foundational content and process skills to approach new learning? How can I support student learning through scaffolding and differentiation?</p>	all staff members	Aug 28, 2018 to Jun 20, 2019	On-Track
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Academic gain, Priority, Lasw protocol

<p>The use of LASW will also facilitate greater understanding of alignment among standards, curriculum, instruction and assessments and how to fill gaps for students, as well as how to assess based on instructional expectations. School improvement goals and resource allocation will be driven by classroom data. Professional development planning will be targeted to teachers' needs based on student evidence.</p>	all staff members	Aug 28, 2018 to Jun 20, 2019	On-Track
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Curriculum Design, Professional development, Assessment design, School improvement, Student learning and achievement

<p>The use of protocols for alignment will create positive opportunities to collaboratively share expertise and move away from isolated teaching.</p>	all staff members	Aug 28, 2017 to Jun 20, 2018	On-Track
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Curriculum alignment, Staff development, Staff interaction, Expertise

<p>Develop a yearly schedule for vertical and horizontal alignment planning for all instructors</p>	administrators	Aug 28, 2018 to Jun 20, 2019	On-Track
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Curriculum Design, Vertical planning, Horizontal alignment

<p>Provide Professional development for all instructors to analyze their NWEA data to inform their scope and sequence in quarterly sessions</p>	all instructors	Aug 27, 2018 to Jun 20, 2019	On-Track
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Scope and sequence, Nwea data, Data driven

Strategy 4

If we do...

If the school develops a system to monitor the MTSS implementation school wide and engage in collaborative planning around our framework, creating rigorous student tasks, balanced assessments and grading

...then we see...

100% of the teachers will implement the MTSS in a consistent way, using the same criteria school wide, and they will use interventions from our school menu

100% of teachers will use data to drive their classroom instruction and to group students

All students from Pre-K -8 will be supported to achieve their academic goals

Students in tier 2 and tier 3, from Pre-K to 8 will be fully supported to achieve their academic goals.

Students from Pre-K – 8 will be supported to achieve academic goals but also behavioral goals.

Students from Pre-K – 8 will be who are in tier 2 and tier 3 will be effectively supported to achieve their behavioral goals.

...which leads to...

students (grade 3-8th) will increase their math growth on NWEA MAP from 68% to 70%

Students (grade 3-8ths) will increase their math growth on NWEA MAP from 68% to 70 %

Hispanic priority growth (grade 3.-8th) will increase their math growth on NWEA MAP from 69% to 70%

Students in 2nd grade will increase their percentile attainment on NWEA Reading from 39 to 40

The school will have an orderly environment that is conducive to academic learning.

Instructional time will be maximized in every classroom from Pre-K – 8.

100% of teachers will be using data to inform their classroom instruction and their student grouping

Students from Pr-K to 8 on tier 2 and tier 3 will have a more personalized education that will address their needs.

Tags:
Tier 2 & 3, Classroom management, Instruction strategy, Bilingual education, Tier i instruction, Mtss folders

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Identify Tier II and III students who fail to show growth and are working below grade level for interventions	MTSS Team, Classroom Teacher & Administration	Aug 28, 2018 to Jun 19, 2019	On-Track

MTSS, Differentiated instruction, Assessment design, Action research, On track data

we would see vertically and horizontally aligned, interdisciplinary, inquiry and project based curriculum	All stakeholders Instructors, administrators, english language learners, diverse learners	Aug 28, 2018 to Jun 19, 2019	On-Track
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Diverse Learners, Students tasks, Student success, English language learners

MTSS professional development time allocation will provide efficient groundwork for instructors to analyze data for interventions and progress monitoring	All stakeholders Instructors, administrators, english language learners, diverse learners	Aug 28, 2018 to Jun 20, 2019	On-Track
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Culture of learning, Data driven instruction, Action items

Calmecca will build School-Level Capacity to Implement MTSS Tier 2 & 3 with fidelity	All stakeholders Instructors, administrators, english language learners, diverse learners	Aug 28, 2018 to Jun 20, 2019	On-Track
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MTSS, Data planning, Universal tier 1 interventions

Synchronize the MTSS Calmecca criteria to tier our students and continue building a menu of academic interventions for math and reading school wide	All Stakeholders	Aug 27, 2018 to Sep 30, 2018	On-Track
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MTSS, Academic interventions, Math reading

Strategy 5

If we do...

If the school develops a calendar to evaluate on a regular basis the development of learning oriented organizational culture then....

...then we see...

Classroom from Pre-K – 8 will be inspired to develop a culture for learning in every classroom
Teachers will use student data and assessments to learn the best way to effectively support student learning from Pre-k -8
A professional development for individual teachers and for grade levels will be implemented to effectively support student learning
The school individual and collective capacity will be increased to advance student learning
School leaders will be engaged in supporting

...which leads to...

students (grade 3-8th) will increase their math growth on NWEA MAP from 68% to 70%
Students (grade 3-8ths) will increase their math growth on NWEA MAP from 68% to 70 %
Hispanic priority growth (grade 3.-8th) will increase their math growth on NWEA MAP from 69% to 70%
Students in 2nd grade will increase their percentile attainment on NWEA Reading from 39 to 40
The school will have an orderly environment that is conducive to academic learning.
Instructional time will be maximized in every

both teacher and student learning.

classroom from Pre-K – 8.
100% of teachers will be using data to inform their classroom instruction and their student grouping
Students from Pr-K to 8 on tier 2 and tier 3 will have a more personalized education that will address their needs.

Tags:
Instructional Coaching, Culture for learning, Nwea alignment, School leaders

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Grade level teams meet every 5 weeks with administration to monitor on-track data and make a plan of action for students who are off-track	All staff and Professional learning teams Team	Aug 28, 2018 to Jun 19, 2019	On-Track

Grade level teams, Professional learning plan, On track data, Culture and learning, Pacing calendars

'culture for learning' classrooms will reflect the importance of the work undertaken by both student and teacher. Classroom instructors will have high expectations for learning and will reflect in the culture of the classroom	All Staff	Aug 28, 2018 to Jun 30, 2019	On-Track
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21st century skills, Culture for learning, High expectations, Essential understandings, Essential questions

Bilingual Advisory committee will attend professional development once a month to reflect and identify and address academic concerns	BAC members	Aug 28, 2018 to Jun 20, 2019	On-Track
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Professional development, Community engagement, Bilingual committee

Bilingual Advisory committee will attend monthly sessions and form a mutual relationship with OLCE, will nurture parents and provide information with regards to Dual Language education and provide feedback to others	BAC members	Aug 28, 2018 to Jun 20, 2019	On-Track
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Family and Community Engagement, Professional development, Bilingual committee, Community building

Provide professional development on quarterly basis related to triangulation of data	Administration	Aug 20, 2018 to Jun 20, 2019	On-Track
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MTSS, Professional development, Data analysis

Action Plan

Strategy 1

ON-TRACK Recruit one member per grade level to join the ILT*
Sep 04, 2018 to Oct 04, 2018 - Administration, Teacher Leaders, & ILT Team

Status history

ON-TRACK

May 21, 2018

Evidence

ILT calendar available on google drive If we provide teachers with regular feedback with actionable next steps

ON-TRACK

ILT will conduct observations and provide feedback on the implementation of the powerful practice"

Sep 04, 2018 to Oct 04, 2018 - Administration, Teacher Leaders, & ILT Team

Status history



ON-TRACK

May 21, 2018

Evidence

ILT observational notes; ILT school-wide feedback report.

ON-TRACK

100% of the faculty members will have completed a self-reflection tool to assess their grasps of the powerful practice as they receive professional development."

Aug 27, 2018 to Jun 20, 2019 - All faculty

Status history



ON-TRACK

May 21, 2018

Evidence

Self-assessments are collected and evaluated to inform further professional development

ON-TRACK

All ILT members will attend professional development to coach teachers effectively to increase the school capacity."

Aug 27, 2018 to Jun 20, 2019 - All faculty

Status history



ON-TRACK

May 21, 2018

Evidence

All teachers will increase their effectiveness to successfully implement our school powerful practices

ON-TRACK

The ILT will conduct a self evaluation to make sure the school goals and priorities are being met."

Aug 27, 2018 to Jun 20, 2019 - ILT

Status history



ON-TRACK

May 21, 2018

Evidence

On track

Strategy 2

ON-TRACK

Recruit members for the PLC's within our school and develop the meeting calendars for the multiple teams in our school."

Sep 07, 2018 to Oct 12, 2018 - Administration, Teacher Leaders, & ILT Team

Status history



ON-TRACK

May 21, 2018

Evidence

PLC calendar available on google drive

ON-TRACK

Through these meetings teachers will work collaboratively, analyze student data to inform their classroom instruction, and will share best instructional practices, academic interventions, as well as grouping students to support a scaffold environment"

Aug 28, 2018 to Sep 30, 2018 - Administration, Teacher Leaders, & ILT Team

Status history



ON-TRACK

May 21, 2018

Evidence

PLC calendars Minutes for fiscal year and grouping of students and lesson plans

Strategy 3

ON-TRACK

School will provide in house and off site professional development opportunities on our new Math curriculum, Literacy, Dual Language best practices and WIDA standards"

Aug 28, 2018 to Jun 19, 2019 - Administration

Status history



ON-TRACK

May 21, 2018

Evidence

Scope and Sequence and School Calendar

ON-TRACK

Importance of content and of learning, Expectations for learning and achievement , student pride in work,"

Aug 28, 2018 to Jun 20, 2019 - all constituents

Status history



ON-TRACK

May 21, 2018

Evidence

belief in the value of the work, expectations are high and supported through both verbal and nonverbal behaviors, quality is expected and recognized, clear expectation for all students to participate

ON-TRACK

The LASW protocol relies on a culture in which all educators are collaborative and focused on reflective practice to improve student learning This process encourages teachers to consider: What are my students' strengths with regard to the required knowledge and skills? What are my students' learning needs with regard to the required knowledge and skills? Do students have sufficient foundational content and process skills to approach new learning? How can I support student learning through scaffolding and differentiation?"

Aug 28, 2018 to Jun 20, 2019 - all staff members

Status history



ON-TRACK

May 21, 2018

Evidence

Increased professional knowledge about curriculum, students, methods, strategies, assessments, and contextual factors.

ON-TRACK

The use of LASW will also facilitate greater understanding of alignment among standards, curriculum, instruction and assessments and how to fill gaps for students, as well as how to assess based on instructional expectations. School improvement goals and resource allocation will be driven by classroom data. Professional development planning will be targeted to teachers' needs based on student evidence."

Aug 28, 2018 to Jun 20, 2019 - all staff members

Status history



ON-TRACK

May 21, 2018

Evidence

School improvement goals and resource allocation are driven by classroom data and will be evident throughout the fiscal year.

ON-TRACK

The use of protocols for alignment will create positive opportunities to collaboratively share expertise and move away from isolated teaching."

Aug 28, 2017 to Jun 20, 2018 - all staff members

Status history



ON-TRACK

May 21, 2018

Evidence

Higher consistency of curriculum alignment within and across grade levels will be established.

ON-TRACK

Develop a yearly schedule for vertical and horizontal alignment planning for all instructors"

Aug 28, 2018 to Jun 20, 2019 - administrators

Status history



ON-TRACK

May 21, 2018

Evidence

Higher consistency of curriculum alignment within and across grade levels will be established.

ON-TRACK

Provide Professional development for all instructors to analyze their NWEA data to inform their scope and sequence in quarterly sessions"

Aug 27, 2018 to Jun 20, 2019 - all instructors

Status history



ON-TRACK

May 21, 2018

Evidence

This action step will provide data driven results school wide

Strategy 4

ON-TRACK

Identify Tier II and III students who fail to show growth and are working below grade level for interventions"

Aug 28, 2018 to Jun 19, 2019 - MTSS Team, Classroom Teacher & Administration

Status history



May 21

ON-TRACK

May 21, 2018

Evidence

Student roster of MTSS, Easy CBM data On-track data report, plan of action

ON-TRACK

we would see vertically and horizontally aligned, interdisciplinary, inquiry and project based curriculum"

Aug 28, 2018 to Jun 19, 2019 - All stakeholders Instructors, administrators, english language learners, diverse learners

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

all content and standards would be rigorous and in a scaffolded environment

ON-TRACK

MTSS professional development time allocation will provide efficient groundwork for instructors to analyze data for interventions and progress monitoring"

Aug 28, 2018 to Jun 20, 2019 - All stakeholders Instructors, administrators, english language learners, diverse learners

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

this data will allow for instruction to be logistical and data driven

ON-TRACK

Calmecca will build School-Level Capacity to Implement MTSS Tier 2 & 3 with fidelity"

Aug 28, 2018 to Jun 20, 2019 - All stakeholders Instructors, administrators, english language learners, diverse learners

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

Meet with MTSS teams at selected grade level meetings to stabilize data Determine need/desire of teams to attend 1-day MTSS PD

ON-TRACK

Synchronize the MTSS Calmecca criteria to tier our students and continue building a menu of academic interventions for math and reading school wide"

Aug 27, 2018 to Sep 30, 2018 - All Stakeholders

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

Meet with MTSS teams at selected grade level meetings to stabilize data

Strategy 5

ON-TRACK

Grade level teams meet every 5 weeks with administration to monitor on-track data and make a plan of action for students who are off-track"

Aug 28, 2018 to Jun 19, 2019 - All staff and Professional learning teams Team

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

On-track data report, plan of action

ON-TRACK

'culture for learning' classrooms will reflect the importance of the work undertaken by both student and teacher. Classroom instructors will have high expectations for learning and will reflect in the culture of the classroom"

Aug 28, 2018 to Jun 30, 2019 - All Staff

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

Teacher and student moves are positive conveying the essential importance of what students are learning.

ON-TRACK

Bilingual Advisory committee will attend professional development once a month to reflect and identify and address academic concerns"

Aug 28, 2018 to Jun 20, 2019 - BAC members

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

members will attend monthly meetings and will relay information to other parents

ON-TRACK

Bilingual Advisory committee will attend monthly sessions and form a mutual relationship with OLCE, will nurture parents and provide information with regards to Dual Language education and provide feedback to others"

Aug 28, 2018 to Jun 20, 2019 - BAC members

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

members will attend monthly meetings and will relay information to other parents

ON-TRACK

Provide professional development on quarterly basis related to triangulation of data"

Aug 20, 2018 to Jun 20, 2019 - Administration

Status history

May 21

ON-TRACK

May 21, 2018

Evidence

members will attend quarterly meetings

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

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

Our Annual Title One meeting organized by the principal is held the first week of September 2018. The school principal will inform the parents of the NCLB Title I Program and will explain the requirements, parents rights to be involved, and allocated funding. The organizational meeting will be held during October 2018. After the organizational meeting the NCLB parent committee is formed. Parents will be informed of the Title I Parent monthly meetings via the school monthly calendar, Principal bulletin, weekly newsletters, flyer notifications, and announcements over the school intercom system.

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.

Our school has an open door policy that welcomes suggestions from everyone including parents. In an effort to ensure parent voice, our school has a School Community Representative that works solely with parents throughout the year. All requests that will positively impact the education of students are reviewed and discussed for further action. Through these meetings the school community representative gathers biweekly parent reports with feedback, questions, and suggestions for the school administration. The school constantly communicates with all parent committees once reports are shared.

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.

Once reports are available to the school, parents are provided with a pre-printed state assessments reports for NWEA, PARCC, ACCESS. These reports are sent home in English and Spanish during parent-teacher conferences and throughout the year. The school will hold parent meetings to guide parents in understanding the different reports being sent home.

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.

A notice is compiled by the board of Education and distributed to parents. At Calmecca, we make it a priority to ensure that all teachers are "highly qualified" as they hold their teaching certifications and have not had to send home notifications regarding lack of qualification. We follow the timeline that is dictated by the board of education.

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.

Parents are provided information on the state and local academic standards and assessments, as well as students' academic achievement through a power point presentation that will be presented in two languages to ensure parents' understanding of the content during monthly LSC, BAC, and NCLB meetings. In subsequent meetings, parents will be provided with the opportunity to learn successful strategies that support learning at home. Teachers will provide workshops for parents in the areas of literacy, mathematics, and dual language in multiple languages. Parent will be supported to monitor children's progress through the CPS on-line parent portal, on-track data, and parent conferences.

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.

We will aim to provide our arts partnership with the National Mexican Museum, whereby parents will be provided an opportunity to gain skills in technology through computer classes. Additionally, parents will have access to a lending library giving them a chance to check-out books to read at home with their children. At the monthly parent meetings, parents will gain a variety of literacy strategies that will support the curriculum to be reinforced at home. Teachers in all grades will coordinate and execute parent literacy classes in which parents participate in a "make and take" session with their children. These sessions will be held during our annual literacy, math and dual language nights. Another way to increase parent involvement will be through CPS parent university which provides parents with experiences intended to support a new outlook on education and the learning process that will transfer into positive outcomes for our students.

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.

Our parents are recognized as a "first teacher" and their input is valued by all the staff. Teachers will maintain a parent log where they record parent interactions to support student learning. These interactions will be done via in-person, phone, email, and/or text. Parents will be invited to support classroom instruction by volunteering in the classroom and participating as chaperones in school field trips. We ensure that all parents who volunteer in the school have completed the online registration form required by CPS. Parents will also take a leadership role in coordinating school-wide functions such as assemblies, art exhibitions, and high school and career fairs.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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.

Calmecca will continue to participate in the Healthy Wellness Program as mandated by CPS. Also, we will continue the partnership with the Chicago Food Depository that offers families nutritional and healthy fresh fruits, vegetables and non-perishable items twice per month.

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.

All information related to the school and parent programs, meetings, and other activities will be communicated via monthly & weekly calendars, Principal bulletin and flyers will be sent home in Spanish, and English. Also, we utilize the school's robocall system to inform parents of school/parent programs, meetings and classes.

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.)

Calmecca is committed to providing a program which academically engages students in meaningful learning experiences, structured to improve reading excellence, foster intellectual, social, artistic, and technological skills supported by community partnerships and by encouraging parental and family involvement. The vision of Calmecca is to empower all students to become competent and literate adults who are life-long learners, critical thinkers and achievers who maintain high expectations in the areas of academic and global diversity. Additionally we would provide a nurturing, safe and supportive environment by encouraging our students to explore new challenges, take risks, to achieve ongoing goals, and to expand their sense of worth and their commitment to global and civil responsibilities.

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

The parent teacher conferences that will be held are the report card pick up/ parent-teacher conferences days which are scheduled twice a year. The first one will be scheduled during the first week in November and the second one during the third week in April. We also will hold additional parent/teacher meetings based on student needs.

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

Parents will receive progress reports indicating child's progress or lack of, every 5 weeks as established by CPS. Additionally, parents will have an opportunity to discuss student's progress during the two parent-teacher conference sessions scheduled by CPS. We will also provide parents the ability to login on parent portal. We will provide times during the week for parents to have access to a computer to do so.

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

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

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.

Opportunities for parents to volunteer and participate in their children's classes will be available in various ways. For example, we plan to institute the parent multiplication station where parent volunteers will come and support students learning the multiplication tables. Parent volunteers in the primary grades will come in to the school and they will assist teachers by serving as classroom moms, volunteers, and chaperoning field trips. Parents will also have an opportunity to participate in parent/family workshops that are coordinated by teachers. Open House, Dual Language nights and special assemblies/events will be prime opportunities for parents to visit the classrooms to observe classroom activities. Family Literacy nights, Math STEM nights, Art gallery exhibits, music concerts, dance performances and field trips are all open forums for parents to volunteer and participate in a healthy and meaningful way.

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

Parents will support their children's learning by ensuring their children are in attendance on a daily basis. They will be strong supporters of learning at home if they participate in the parent workshops that will be held periodically and will offer a variety of topics, demonstrations, and learning opportunities which can be implemented at home. A monthly newsletter and automated calls will be done on a regular basis to inform parents of attendance and tardies. Teachers will schedule parent conferences to inform them of any issues they may have. These topics will be discussed at the NCLB, BAC & LSC meetings as well.

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

Parents will have constant participation in the decision making process related to their child's education by providing their input in My School, My Voice surveys and during their active participation in the bi-weekly parent meetings that will be held at school. NCLB, BAC, LSC & PTO will also offer parents opportunities to participate in school related activities.

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

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

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents 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.

The goals for the SY18-19 is to train parents in different topics related to student learning. Through these trainings, parents will be able to support effectively student learning. Training will involve data analysis, organizing children's time once they are at home, etc.

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1156 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1294 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	2572 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount .00
<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.	\$	550 .00
<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

<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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