Kelvyn Park High School (/school-plans/550) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/01/2016	Tom Unger, Darren Tuggle, Patty Boundroukas, Petar Tomicic, Michael Stosek, and Allyson Fox-Crump	Reviewed SEF and DataSet
03/11/2016	Tom Unger, Darren Tuggle, Patty Boundroukas, Petar Tomicic, Michael Stosek, Allyson Fox-Crump, Veronica Castaneda, and Grisel Fernandez	Reviewed SEF and DataSet
03/17/2016	Tom Unger, Dareen Tuggle, Brian Brennan, Allyson Fox-Crump	Complete SEF

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

The SY14 & SY 15 5Essentials Results indicated:
SY 13-14 Effective Leaders – VERY WEAK; SY 14- 15 Effective Leaders – STRONG
SY 14-15 Program Coherence – STRONG; SY 14-15 Teacher-Principal Trust – STRONG;
SY 14-15 Teacher Influence – NEUTRAL; SY 14-15 Instructional Leadership – STRONG

The 2014 Kelvyn Park Summer Work Group was established by the Network. It consisted of teachers, parents, students, community members and external partners. Faculty members were allowed to choose teacher representatives. They helped design and market the new middle school program and restructures the high school programs and curriculum. A new mission and vision statement was written. The RICH-V core values for the school was created and adopted by staff.

At the start of the SY 15 & SY 16 teachers are presented with the Kelvyn Park Teacher Handbook, which highlights school-wide expectations for the year.

Summer of 2014 Network 4 and Kelvyn Park faculty hosted an "Open House Event" for perspective families and community residents. School tours and an overview of programs and services were given.

During the summers of 2014 and 2015 Kelvyn Park hosted student orientation for all grade levels. Approximately, 60 teachers, 15 ESP's, 4 security personnel, and 20 external partners participated.

Summer of 2015 Kelvyn Park Freshmen Connection was held for incoming freshmen for the week. Students had an opportunity to meet their new teachers and classmates.
Gear-up hosted

Principal hosted an External Partners Orientation Meeting with LSC, DEY, City Year, Build, Youth Guidance, Gear- Up, University of Chicago Math Lab, to discuss school-wide foci and priorities, expectations, and interventions.

Monthly Town Hall Meetings are held by cohort. Students are presented with BAG Reports listing their behavior, attendance, and grades. Students are given the attendance and behavior percentages by cohort. Students are reminded of the 2014-2015 attendance goal.

Quarterly attendance and honor roll assemblies/luncheons are held to recognize students who are meeting school-wide attendance goals and academic excellence.

SY 2014 Teachers were awarded Perfect Attendance Certificates.

Guide for Leadership & Collective Responsibility

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

- Limit school improvement goals to a few high leverage activities.
- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> Weekly ILT meetings
> ILT conduct regular Learning Walks
> ILT members led department meetings
> ILT members used data from 5E's, SQRP, learning walks, and the accreditation report to identify problems of practice and select strategies during the July 2015 CIWP modifications.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

1   2   **3**   4

SQRP showed attainment to be in the 14th percentile
SQRP showed growth to be in the 15th percentile
Collaborative teachers on the 5E's was rated at 67 (strong)
Effective Leaders on the 5E's was rated as 60 (borderline strong)
Departments and course teams have collaboratively created, implemented, and analyzed formative assessments.
One hour per month of all staff PD after early dismissal for students.
Summer PD with ILT and staff included curriculum audits and DoK workshops.
Ingenuity grant provided funding for Saturday PD on literacy.
Network 4 provides time and substitutes for department PLT.
Dept of literacy provides substitutes for Social Studies to attend frequent PD on Civics and Personal Finance.
Writing in the Common Core series was led by teacher leaders.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   **3**   4

1.) Logan Square Neighborhood Association Attendance Support/Community & Parent Engagement & Resource Support, tutoring,
Increase Parent Involvement, Student Support Services Family Community Engagement/Truancy $13,000

Driven & Empowered Youth Homework Support During/After School Tutoring, provide educational resource to student families, PSAE/ACT Test Prep, Parent Engagement & Resource Support, Student Support Services Freshmen On-Track N/A

City Year Homework Support During/After School Tutoring, provide educational resource to student families, Family Engagement & Resource Support, Student Support Services Freshmen On-Track $48,000

BAM Engage, mentor, at-risk youth in the schools to educational and career potential, Student Support Services At-Risk Youth N/A

BUILD Engage at-risk youth in the schools to educational and career potential, Student Support Services At-Risk Youth N/A

College to Career Resource Center Counseling team collaborating with the Office of College and Career Service to support broader school efforts and college going culture, scholarship app, FASFA assistance, Post-Secondary Student Support Services College Readiness N/A

Youth Guidance Counseling team collaborating with the Office of College and Career Service to support broader school efforts and college going culture, scholarship app, FASFA app, Post-Secondary Student Support Services College Readiness N/A

Restorative Justice Program Student engagement, peer mentoring, student support, social emotional support, Increase Parent Involvement, Conflict Resolution Student Engagement, Mentoring, Social Emotional Support $250.00

Bilingual Advisory Committee Community/Parent Engagement & Resource Support, Parent Workshops, Increase Parent Involvement Family Community Engagement/Increase Parent Involvement $6,000.00

Parental Advisory Committee Community/Parent Engagement & Resource Support, Parent Workshops, Increase Parent Involvement N/A

After School Matters Cross-age mentoring program(s) involving tutoring and teaching component, personal mentorship, career internship and guidance, Student Support Services Increased academic achievement, improved interpersonal skills, and personal development N/A

ASPIRA Peer Mentoring, ACT Prep, College Readiness, Test Rocker ACT Prep, Student Support Services Increased academic achievement, improved interpersonal skills, and personal development N/A

GEAR UP Peer Mentoring, ACT Prep, College Readiness, Test Rocker ACT Prep, Student Support Services Increased academic achievement, improved interpersonal skills, and personal development N/A

Lexia Learning Systems Subscription/personalized learning on literacy skills Educational Instructional Support $456.00

Scholastic Inc. Subscription/personalized learning to enhance literacy skills Educational Instructional Support $2,593.89

K12 Virtual Schools Credit Recovery, Academic Support Freshman On-Track $2,000.00

CTE-Allied Health Student Accreditation, Training, Certification Program Career/College Readiness $8,823.50

CTE-Information Processing Student Accreditation, Training, Certification Program Career/College Readiness $7,761.50

Student in Temporary Living Situation (STLS) At-Risk Student Support At-Risk Youth $5,000.00

Service Learning Family Engagement, peer mentoring, $1,820.00

Ingenuity Grant (Chicago Youth Shakespeare) Student Enrichment Program (Arts) Increased academic achievement, improved interpersonal skills, and personal development $15,000.00

Music Theater International Student Enrichment Program (Arts) Increased academic achievement, improved interpersonal skills, and personal development $1,315.00

Ferney Ramirez Community/Parent Engagement & Resource Support, Parent Workshops Increase Parent Involvement $12,000.00

Attendance Grant Attendance Support/Truancy Main Objective Student Attendance N/A

Homebound Service Academic Program due to medical leave Educational Support, Stay on track, Attendance N/A

One hour of school wide PD is programmed into the schedule.

There are three programmed Principal directed periods.

There is a clear, streamlined procedure for buying materials.

Resources have been allocated to implement the CIWP, including frequent PD and collaboration time for DoK and formative assessment.

Families are engaged through family nights, BAC/PAC meetings, robo calls.

All teachers are highly qualified in the areas they teach.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

Score

1 **2** 3 4

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.

> The curriculum - All departments completed curriculum maps which include scope and sequence pacing guides for instruction linked to common core standards. Teachers post standards in classrooms as evidenced by ILT walk-through. Teachers have been trained on writing STANDARDS BASED OBJECTIVE statements that list what list what students should be able to show mastery of the standard and how the students will show mastery of the skill.
>
> Diverse Learners and English learners are included, where appropriate, in the general education environment with needed supports including collaborative team teaching, for academic progress and success. Advanced learners have opportunities to take advanced placement and honors classes offered at Kelvyn Park School.
>
> The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards - Over the summer and at the beginning of the school year, a full audit was made of all curricula allowing all teachers to engage is standards mapping, curriculum alignment, and an assessment of the DOK of all of the major formative assessments. Prior to the middle of the year, the ILT worked with teachers to reflect on first semester curricula and, in response to what was learned, each department was asked to submit updated scope and sequence documents for the second semester. Again, the emphasis of the work was to make sure that there is standards alignment and that there is rigor in the summative assessments. Although the scope and sequence are cohesive horizontally, more work needs to be done to assure that the there is vertical alignment.
>
> Social and Emotional learning - Kelvyn Park comprehensively began the school with a full week of non-cognitive lessons by grade-level and content. A centerpiece of this is our whole-school implementation of CHAMPS classroom management strategies. In all classrooms observed, there was visual evidence of the RICH V framework that emphasizes: Respect, Integrity, Community, High Expectations, and Vision.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**

- Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
  - **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
  - **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
      - Use English and native language development in addition to content standards to differentiate for English learners.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlNGI4MmY3YTlxYTgz), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 **2** 3 4

> Materials are identified and adapted to increase access to learning for all students - The overall focus of the school this year has been the three R's of education: Rigor, Relevance, and Relationship. Much of the evidence in this category comes from a close examination of the curriculum and our ILT walkthroughs. While the overall rigor is higher, we still struggle to see consistency in the variability and flexibility. Most instruction is of the "one size fits all model."
> Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.

- Reference and resource materials are readily available and circulated throughout the school.
  - **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
    - Students interact with instructional materials to engage all modalities in the learning process.
    - Technology is integral to students learning experiences.
    - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
  - **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
    - The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
  - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.
    - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
    - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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)

1 **2** 3 4

> There has been great growth in this area this year. The ILT and the administration have worked together to create a new "formative assessment cycle."
> Walkthroughs
> Focus on Webb's DOK for analyzing tasks, assessment, and questioning.
> Schoolwide standards audit and summer planning time offered for updating curriculum maps.
> Data meetings within departments are now dedicated to looking a student work based on formative assessments.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

> Kelvyn Park currently offers a wide range of Advanced Placement classes for students. In addition, we offer our students Dual credit English and Dual Enrollment classes in conjunction with Chicago City Colleges. We are currently seeking opportunities for increasing the number of Dual credit courses that we can offer our students next year. Our AP classes are offered for all students and we encourage many students to take the challenge that Advanced Placement courses offer.
> Because of the budget crises, we have had to cut the college and career coaching position that we have enjoyed for the last few years. In order to continue to serve our students at a high level, we have strengthened our relationships with the school's outside partners, in particular, GEARUP and Youth Guidance. Youth Guidance has supplied our students with many opportunities for job training, and placement and has helped our students to arrange for professional internships. In addition, they have offered after school workshops on post-secondary topics like investing, financial aid, living on your own, and money management.
> GearUp has provided us with a post-secondary coach who manages the College and Career Center in the school. Through her efforts, we have offered our students several college visits and a college fair. These experiences have been provided for all students.
> An exciting addition to our focus on college preparedness is our school's OneGoal 2021 cohort. The OneGoal students have been learning about the process of applying for and succeeding in college. The curriculum from the OneGoal classes has been used as the basis for our senior seminar classes and the OneGoal students have been leading division sessions for the rest of the junior class. Much of the emphasis is on goal setting and creating plans to meet these goals.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
  - Use student data and best practices research to develop focused programs.
  - Expand access beyond students who are struggling academically.
  - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:

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

Score

1   **2**   3   4

*Effectively communicating with students (2)- While some/most staff are posting objective, as evidenced through walkthroughs, teachers are not consistently guiding students to articulate the relevance of such objectives (1). Anticipating possible student misunderstandings is consistently evident for some staff. This is evidenced through ILT led Professional Development, ILT walkthroughs focusing on questioning, teacher REACH scores for Domain 3e and formative assessment cycles(3). Enabling students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience is evident for few students/staff. This is evidenced by the Civics curriculum that connects students understanding of social movements with their own ideas of injustice and allows them to connect with current local movements that they can get involved with(2). Enabling students to contribute to extending the content by explaining concepts to their classmates is not consistently evident (1). Building on students' language development and understanding of content is consistently evident for some/most teachers. This is evidenced by the word walls and vocabulary WOTD and anchor charts observed during ILT walkthroughs. It is also evidenced by the sharing of ELL best practices with other staff (3). Some/most teachers use vocabulary appropriately for students' ages and development but few students contribute to the correct use of academic vocabulary (2).

*Use questioning and discussion as techniques to deepen student understanding and challenge (2.8) - Most of the following practices are consistently evident for some students/staff: 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 meta-cognition. This is evidenced through the school's pre-cog activities, lessons using Socratic style discussions such as talking circles and civil conversations, walkthroughs and REACH 3b scores(3). Most of the following practices are consistently evident for some staff: use techniques that allow students to engage each other in authentic content driven discussions, enable students to formulate their own questions, and respectfully challenge one another using viable arguments based on evidence. This is evidenced through lesson studies in the social studies department (civil conversations, philosophical chairs etc.), ILT Walkthoughs, REACH 3b scores, and department share outs on questioning (3). Encouraging 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 is not consistently evident (1). It is consistently evident that some staff require students to cite textual evidence to support/develop a claim. This is evidenced by our results from Walkthroughs and formative assessment cycles (3).

*Engage students in learning (1.8) - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks is not consistently evident (1). It is consistently evident that few staff provide targeted supports to individual students or groups of students based on their identified needs. This is evidenced by the use of NWEA scores to drive student groupings and activities, and formative assessment cycles (2). It is consistently evident that some staff provide instruction designed to develop language domains for English learners. This is evidenced by ELL lesson studies and the mini department pd's on ELL strategies (2).

*Monitor the effect of teaching on student learning and integrate formative assessment into instruction (1.8) - The following practices are consistently evident for few of the staff: monitor progress and check for understanding for individual students (2) and Change instructional practice based on analysis of current data (2). These are evidenced by the formative assessment cycles, the use of NWEA scores to guide instruction, the use of BOY to set a baseline and continue using assessments from the framework for teaching and REACH domain 3d. Using universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s) is not consistently evident (1).

*Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated (2) - It is consistently evident that few staff Intervene in a timely and effective way to help students who are struggling. This is evidenced by the frequency of lessons being entered in gradebook as well as by student work posted with feedback seen during walkthroughs. It is consistently evident that some staff make effective impromptu adjustments that individualize instruction when formative assessments show a need for intervention or enrichment. This is evidenced by REACH domains 3d and 3e scores. Using progress monitoring data to trace effectiveness of interventions and student response to intervention is not consistently evident (1).

Guide for Instruction

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1   **2**   3   4

Guide for Multi-Tiered System of Support
* TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3)

* TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual
needs ('Personalized Learning').(1)
Attempts are being made to differentiate instruction at the middle school level

* ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)
Driven and Empowered Youth, Inc. (D.E.Y.) Through a 21st Century Community Centers Grant, D.E.Y. provides after-school and Extended Day Learning Opportunities for Kelvyn Park students grades 7th-12th.
Grade level teams meet to discuss student data and develop appropriate strategies centered around academic issues and concerns

* 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).

* 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 (3)
100% Compliance in development of student IEP documents.
Diverse Learner teachers participate in content based department meetings and contribute ways to improve Diverse Learner instruction.
Social Emotional needs are addressed by social worker and school psychologist.

Tier 2 and Tier 3 Intervention Strategies
* Youth Advocate Program provides a Behavior Intervention Services (BIS). The BIS serves students identified, based on attendance, academic performance and behavior, among other factors, as individuals eligible to receive support services in an effort to reduce his/her exposure to violence. As a participant in the BIS student will receive an individualized plan of support services, which may include: an assigned advocate, counseling, tutoring, social and behavioral supports and assistance in finding a job. Three students at KP on this service
* Name of Community Partner Organization: ASPIRA Inc, of IL Summary of Services: -Provide case management services and assistance with academic counseling, information on careers, financial aid resources, financial aid forms, and college applications. Also, at least two college visits and application fee waivers.Number off students serviced: 74

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

Balanced Assessment & Grading (2.5)

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. (3) Currently, teachers are working on formative assessment cycles in which they are working to address specific standards within course departments so as to have fidelity among all grades. In addition, all students in the same subject take the same exams at the end of units.

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. (1) This is not evidence of this on-going at our school
.
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. (2) Diverse learning experts in the building work with content area teachers to develop a quality set of instructions. The same can be said for English Language Learner teachers who need to use a similar approach to make the special accommodation sand modifications needed for the program. The reason for not scoring higher is the need for consistency of this approach across the board.

Improve and promote literacy and mathematics in teacher created or selected assessments. (3) -- Professional development has been generated so teachers are analyzing their lessons to make sure the standards have been addressed in lesson and unit plans. Professional development opportunities are also present in

Utilize assessments that measure the development of academic language for English learners.(3)

Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs (2)

Improve and promote assessment literacy. (2)

Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.(3) Kelvyn Park has a standard grading policy that all teachers are expected to follow. School administration monitors the entering of grades by teachers to ensure not only complisnr

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
    - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

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

> Ambitious instruction moved from 35 (less implementation) in 2014 to 40 (neutral) in 2015.
> Although English and Math instruction had similar scores to 2014, the score for "Quality of Student Discussion" doubled from 21 in 2014 to 42 in 2015.
> The school's values, the RICHV, are explicitly taught, re-taught, and publicized throughout the school.
> Webb's Depth of Knowledge was used throughout the year to align tasks to the required level of rigor, as prescribed by the current CIWP.
> KP's current rate of attendance is 83.26%.

Guide for Culture for Learning

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

- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

"Teacher Principal Trust" went from 1 on 2014's 5E's to 66 on 2015's.
"Teacher-Teacher Trust" moved from 73 on 2014's 5E's to 77 on 2015's.
'Teacher-Parent Trust' moved from 25 (less implementation) on 2014's 5E's to 41 (neutral) on 2015's.
"Student-Teacher Trust" went from 35 on 2014's 5E's to 43 on 2015's.
Our restorative practice coach has trained 6 teachers on talking circles, and is initiating training to further build capacity by working with "circle keepers."

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

The first student council in recent memory is operating.
50 Students participated in the Science Department family night, and roughly an equal number participated in the Math Department's pie family night.
Expectations for post-secondary education improved from 40 in 2014 to 50 in 2015.
The score for Supportive Environment moved from 33 in 2014 to 37 in 2015, but is still considered "weak."
Future Orientation improved from 32 to 39, which is one point below "neutral."
19% earned post secondary credentials on the 2014-15 SQRP.
Implementation of structured weekly Advisory .
Students Town Hall Meetings for each grade level structured, organized and implemented .
Dual credit English is offered, as are AP English Lit., AP Environmental Science, AP US History, and AP Spanish Language.
Computer Programming is now offered, and CTE Allied Health students have earned professional certifications.
ASM has two programs after school.
There are several sports during each season and the boys basketball team won conference.
HOSA team participated in state series.
Summer internships in partnership with LSNA
Chicago Metro Project participation with Crane and New Trier
Science Olympiad
Science Fair
Blood drives
Fall and spring college fairs
Students host monthly college visits, including one during all of spring break
Seal of Bi-literacy

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Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic

skills and content in curriculum.
- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials — Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 **2** 3 4

Safety was rated 16 (very weak) on the 5E's for 2015.
In 2014-2015, there were 79 incidents involving violence. There have been 39 so far this year (3.15.16).
Hall sweeps have effectively reduced tardiness, although first period still has about 50 per day.
The average score for 2c is "proficient."

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

Evidence, Measures, and Standards

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

> Deb Simpson, RP coach for the beginning of the school year, conducted a needs assessment with our middle school students.
> Professional Development Restorative Mindset II (High School Only) Thursday, October 1st. All departments engaged in a t two part PD.
> Live School PBIS Program for Middle School students implemented.
> (Ms. Crone, Mr. Forner leads for any data as well as workshop training).
> ISS suspension (Tuesday's Middle School, Thursday's High School).
> Grade Level Interventions included Restorative conversations for 9th graders linking with City Year, LSNA, DEY.
> Tier 1 Interventions for Students, used Tier 1 intervention template to track interventions for referred students who need more than BHT support.
> CHAMPS Training.
> KP has joined an Engaging Schools cohort focused on implementing restorative practices.
> 20% of our students are being served by social workers or external partners.
> We have an RP coach training teachers in talking circles.
> Over 500 misconducts have been solved using restorative practices.

Guide for Restorative Approaches to Discipline

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

- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
  - Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 **3** 4

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

5E's score for Involved Families was 53
Monthly PAC/BAC Meetings
Monthly Parent workshop with psychologist Ferney Ramirez.
Different organizations are welcome to come and present. LSNA & Gear Up.
ALL Robo Calls home are done in English and Spanish.
Quarterly Family events, (Dia de los Muertos (english), Science night, and Math night.
End of the year Parent Conference
Sent parents to Youth Guidance Parent Leadership Conference
Parents are involved in the CIWP planning.
Parent room (104) with Gear Up
September 30th McTeacher night. (Fundraiser for KP Middle School)
Title I Parents Organizational Meeting with Principal Fox-Crump presented information about our school and its Title I program.
Hispanic Heritage Month (September 15 October 15) Door Decorating Contest doors at Kelvyn celebrating Hispanic Heritage Month.
OneGoal Open House for Parents 3/16/16

Kelvyn Park has established a strong parent partnership by continuously providing parents with opportunities to become involved in thier child's education. Parents are always welcome into the Kelvyn Park community. Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, school staff, and to what the students are learning and doing in class. Kelvyn Park has monthly PAC and BAC meetings, where parents are continuously informed of events and activities happening at the school and are always given the opportunity to register for parent portal and check their child's progress. In addition, through the meetings, parents are empowered to be advocates for their own and other children, to ensure that student have access to learning opportunities that will support their success. The PAC goal is to create leaders of these parents, so they can become effective leaders. Recently, we were able to send two mothers to the 23rd Annual Parent Leadership Conference hosted by the Youth Guidance. Additionally, through these meetings, parents are informed about different topics that may impact their community, for example, issues on immigration, DACA and DAPA. In addition, the PAC of Kelvyn Park sponsors monthly parent workshops with the psychologist Ferney Ramirez. These workshops provide parents with the tools they need to become effective parents.
As a bilingual school, we make sure that all of our communication to the home is in Spanish and English. Robo-calls, calendars, letters, IEP meetings, parent conferences and meetings are done in both English and Spanish.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child,**

involvement in class and school projects in and out of school, and parent workshops).
- Host events for parents to share with other parents how home and school complement each other.
- Share best practices around learning and development with parents to support students at home.
- Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
- Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
- Assist parents to volunteer in the school and/or participate on teams/committees.
- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 [⊘]
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 [3] 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 [⊘]
2	Expectations for depth & breadth of Student Learning: Curriculum	1 [2] 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 [⊘]
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	[1] 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 [⊘]

2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Highschool)   13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
78% of students took the MVMS survey, which is higher than last year.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
One Goal Curriculum for 11th graders. ACT Prep - Test Rocker and KAPLAN 11th Grade Team develop curriculum aligned to the CCSS and CRS	18.00	*(Blank)*	40.00	70.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
One Goal Curriculum for 11th graders. ACT Prep - Test Rocker and KAPLAN 11th Grade Team develop curriculum aligned to the CCSS and CRS Academic and SEL Coaching	18.00	*(Blank)*	40.00	70.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	23.00	*(Blank)*	0.00	0.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

One Goal Curriculum for 11th graders. ACT Prep - Test Rocker and KAPLAN 11th Grade Team develop curriculum aligned to the CCSS and CRS Academic and SEL Coaching	15.00	*(Blank)*	18.00	20.00

Freshmen On-Track Rate

The current strategy is weekly grade level meetings and weekly interventions. City Year and DEY offer tutoring during lunch and after school. BAG reports are distributed and discussed during town hall meetings. Freshmen advisory occurs for 30 minutes every Wednesday. Academic counseling with counselors and hall sweeps. KPFSI Freshmen Summer Institute - Students will be taught AVID strategies, team building, college tours	75.80	73.20	80.00	85.00

4-Year Cohort Graduation Rate

KP will host a summer institute with incoming freshmen focusing on AVID skills KP will program a core group of teachers for each grade, which will allow a core group of teachers for each grade level team KP will strengthen the Scholars program, which is comprised of the 30 8th graders with the highest NWEA scores KP will offer academic coaching with partners (Gear Up, City Year, DEY, Build, BAM, WOW, Youth Guidance) One Goal will continue and expand to serve a second cohort KP will continue providing attendance interventions Senior seminar One Goal curriculum is used in senior seminar and junior divisions	52.00	59.40	65.00	70.00

1-Year Dropout Rate

Grade level teams will focus on providing academic and SE support to struggling students KP will continue to offer recovery classes (evening school and Apex) KP will strengthen its relationship with alternative schools SOAR referrals will be made to assist transitions to alternative schools Code 99's will be cleared during the first month of school	7.90	8.30	4.00	3.90

College Enrollment Rate

Students were exposed to postsecondary events including college tours, college representative school visits, college application month, FAFSA workshops, senior seminar courses, one goal and advisory in preparation for postsecondary options.	43.10	34.90	45.00	50.00

College Persistence Rate

Students were exposed to the University of Chicago research on college match and fit. Students were able to research colleges that were matched based on their gpa and ACT scores in order to see what schools they qualified to attend.	59.30	48.90	50.00	55.00

Average Daily Attendance Rate

Attendance Incentive Program – assemblies, luncheons, field trips, KP Gear; Attendance Grant – after-school academic coaching and tutoring, restorative conversations, and parent and student attendance breakfast; LSNA Home Visits; Attendance Interventions – attendance contracts, hall sweeps with academic coaching/advisement, Monthly Town Hall Meetings, daily phone calls, and student, parent and teacher conferences	77.30	82.00	87.00	89.00

Custom metrics   2 of 15 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
NWEA Reading Growth Percentile (7th-8th Grade)				

(Blank)	(Blank)	5.00	(Blank)	(Blank)
NWEA Math Growth Percentile (7th-8th Grade)				
(Blank)	(Blank)	9.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Average Growth Norms				
(Blank)	(Blank)	42.60	(Blank)	(Blank)
Hispanic NWEA Reading Growth Percentile				
(Blank)	(Blank)	6.00	(Blank)	(Blank)
Hispanic NWEA Math Growth Percentile				
(Blank)	(Blank)	12.00	(Blank)	(Blank)
NWEA Reading Attainment Percentile (7th-8th Grade)				
(Blank)	(Blank)	10.00	(Blank)	(Blank)
NWEA Math Attainment Percentile (7th-8th Grade)				
(Blank)	(Blank)	9.00	(Blank)	(Blank)
% of Students Making Sufficient Annual Progress on ACCESS				
(Blank)	(Blank)	23.80	(Blank)	(Blank)
Average Daily Attendance Rate (7th-8th Grade)				
(Blank)	90.90	92.00	93.00	94.00
Incident Count Location: Classroom (Dashboard)				
Decrease classroom misconducts by 30% each year. Addressing problem behaviors in the classroom will reduce the number of discipline referrals and the suspension rate.	(Blank)	330.00	231.00	161.00
NWEA Reading Growth				
(Blank)	5.00	56.00	60.00	65.00
NWEA Math Growth				
(Blank)	9.00	69.00	75.00	80.00
NWEA Reading Attainment				

(Blank)	(Blank)	(Blank)	15.00	20.00

(Blank)   *(Blank)*   *(Blank)*   15.00   20.00

NWEA Math Attainment

(Blank)   *(Blank)*   *(Blank)*   15.00   20.00

Middle School Attendance

Attendance Incentive Program – assemblies, luncheons, field trips, KP Gear; Attendance Grant – after-school academic coaching and tutoring, restorative conversations, and parent and student attendance breakfast; LSNA Home Visits; Attendance Interventions – attendance contracts, hall sweeps with academic coaching/advisement, Monthly Town Hall Meetings, daily phone calls, and student, parent and teacher conferences   90.90   92.00   93.00   95.00

Strategies

Strategy 1

If we do...

increase teacher capacity to develop curriculum and implement tasks that are strategically balanced according to the DOK framework, with an explicit focus on tasks at the highest levels of Depth of Knowledge.

...then we see...

Students' cognitive levels of engagement will grow. We will see students more engaged in differentiated tasks. We will see students invested in deeper levels of thinking and meaningful and relevant problem-solving.

...which leads to...

Improved performance on authentic classroom assessments and standardized benchmark tests. Higher rates of growth on standardized assessments.

Tags:
Rigorous tasks

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Revise Scope and Sequence Maps	Administration, ILT, all teachers	Jul 14, 2015 to Aug 31, 2016	Updated curriculum maps, updated scope and sequence docs from each course, minutes from department meetings, evidence of modified tasks/assessments that show increased levels of rigor	On-Track

Rigorous tasks

| Create a series of performance tasks using DoK to ensure appropriate levels of rigor. | Administration, ILT, all teachers | select | June of 2016 | On-Track |

Academic rigor

| Adopt a protocol for assessing the relationship between scope and sequence documents, and classroom practice. | Administrators, ILT | select | August 2016 | On-Track |

Instruction, Instructional material

| Classroom observations and walkthroughs | Administration, ILT | select | 1st quarter of school year | Not started |

| Analyze student performance (BOY vs EOY) on benchmark assessments that access the highest DOK levels | Administration, ILT, teachers | Oct 3, 2016 to Jun 22, 2018 | October and May of each school year | Not started |

Strategy 2

If we do...	...then we see...	...which leads to...
Research and arrive at a shared understanding of best practices in differentiation and flexible grouping, and implement strategies that engage learners of all ability levels.	Students' cognitive levels of engagement will grow. We will see students more engaged in differentiated tasks. We will see students invested in deeper levels of thinking and meaningful and relevant problem-solving.	higher levels of engagement and rates of growth on standardized assessments.

Tags:
Differentiated instruction

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Additional research of flexible grouping as a differentiation strategy.	Administration, ILT, all teachers	Apr 8, 2016 to Aug 31, 2016	PD schedule, lesson plans, PD agendas and sign in sheets, walkthroughs/observations	Not started

Differentatied instruction

| All teaching staff will receive Professional development on the "how and why" of flexible grouping. | Administration, ILT, all teachers | Apr 8, 2016 to Aug 30, 2016 | September 2016 | On-Track |

Differentiated instruction, Approaches to teaching and learning

| Classroom walkthroughs to evaluate grouping methods utilized in the classroom. A specific rubric will be developed prior to this activity. | Administration, ILT, all teachers | May 10, 2016 to Aug 30, 2016 | September 2016-June 2017 | Not started |

Cooperative learning

| Coaching sessions will be provided to all teachers after the walkthroughs are completed. | Administration, ILT, all teachers | May 10, 2016 to Jun 27, 2017 | *(Blank)* | Behind |

Strategy 3

If we do...	...then we see...	...which leads to...
increase teacher capacity to develop formative assessments that have standards aligned levels of cognitive demand	improved progress monitoring, flexible grouping, and targeted planning	Students' cognitive levels of engagement will grow. We will see students more engaged in differentiated tasks. We will see students invested in deeper levels of thinking and meaningful and relevant problem-solving.

Tags:
Rigorous tasks

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide classroom teachers professional development on data analysis.	Administration, ILT, all staff	Jun 27, 2016 to Aug 31, 2016	formative assessment lessons, lesson plans, formative assessment live form, meeting minutes, team agendas	On-Track

Assessment, Rigorous tasks

Action step	Responsible	Timeframe	Evidence for status	Status
Implement student work protocol (Formative assessment cycle).	Ongoing	Jun 27, 2016 to Aug 30, 2016	September 2016 - June 2017	On-Track

Assessment, Cycle of inquiry

Action step	Responsible	Timeframe	Evidence for status	Status
Create the process for using data collected during the formative assessment cycle to plan for "teacher next step" plans.	Administration, ILT	Jun 27, 2016 to Aug 30, 2016	July 2016 - August 2016	Not started

Curriculum Design, Cycles of learning, Data anaysis

Strategy 4

If we do...	...then we see...	...which leads to...
Develop and implement tier one classroom systems and structures and provide SEL staff training and resources,	improved teacher capacity to effectively provide and implement SEL instruction, restorative practices, and classroom management to all students.	Clear and consistently followed behavioral and relational expectations in the classroom and a reduction in classroom behavioral incidents.

Tags: Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
1. Formalize climate team membership, establish roles, schedule, system of communication between teachers, ILT and administration.	Admin, ILT	Jun 21, 2016 to Aug 20, 2016	(Blank)	Behind
2. Develop and implement PD plan for SEL instruction, restorative practices, and classroom management that includes scheduled follow up peer support in team grade level and/or departmental meetings.	Admin, SEL team, ILT	Jun 27, 2016 to Aug 30, 2016	(Blank)	Behind
3. Establish a schedule and structure (e.g., talking circle) for weekly SEL lessons using an evidence-based curriculum. Teachers will integrate weekly SEL topic throughout instruction, and topic will be incorporated into school-wide activities and celebrations.	Admin, SEL team, ILT	Jun 27, 2016 to Aug 30, 2016	(Blank)	Behind

District priority and action step	Responsible	Timeframe	Evidence for status	Status
4. All teachers will attend Engaging Schools Classroom Management training and adopt and implement Engaging Schools Classroom Management approach.	Admin, SEL team, ILT	Jun 27, 2016 to Aug 30, 2016	*(Blank)*	Behind
5. Establish clear school-wide expectations for behavior; create T-chart to distinguish between classroom managed and office-managed behavior, and develop alignment between MS and HS in reinforcing these expectations.	Admin, SEL team, ILT	Jun 27, 2016 to Aug 30, 2016	*(Blank)*	Behind
6. Develop procedures for teachers to systematically and restoratively welcome students back into the classroom after tardies, suspensions, absences or other behavior-related incidents that require student to leave class.	Admin, SEL team, ILT	Jun 27, 2016 to Aug 30, 2016	*(Blank)*	Behind
7. Develop rhythms for reviewing data related to behavior in BHT, grade levels, and climate team meetings.	Admin, SEL team, ILT	Jun 27, 2016 to Aug 30, 2016	*(Blank)*	Behind
8. Develop roles for community partners to support teachers with classroom-based SEL instruction.	Admin, SEL team, ILT	Jun 27, 2016 to Aug 30, 2016	*(Blank)*	Behind

Strategy 5

If we do...	...then we see...	...which leads to...
Create and implement an accurate attendance accounting system and data that better informs tiered strategies	home visits, incentives, parent conferences and phone calls, and support services being rationally allocated	improved student attendance and attendance data

Tags:
Attendance, Attendance plan

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
(Blank)	*(Blank)*	select	*(Blank)*	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status

Task	Owners	Start	End	Status
✚ Revise Scope and Sequence Maps Tags: Rigorous tasks, Rigorous tasks	Administration, ILT, all teachers	Jul 14, 2015	Aug 31, 2016	On-Track
✚ Create a series of performance tasks using DoK to ensure appropriate levels of rigor. Tags: Rigorous tasks, Academic rigor	Administration, ILT, all teachers			On-Track
✚ Adopt a protocol for assessing the relationship between scope and sequence documents, and classroom practice. Tags: Rigorous tasks, Instruction, Instructional material	Administrators, ILT			On-Track
✚ Classroom observations and walkthroughs Tags: Rigorous tasks	Administration, ILT			Not started
✚ Analyze student performance (BOY vs EOY) on benchmark assessments that access the highest DOK levels Tags: Rigorous tasks	Administration, ILT, teachers	Oct 3, 2016	Jun 22, 2018	Not started
✚ Additional research of flexible grouping as a differentiation strategy. Tags: Differentiated instruction, Differentatied instruction	Administration, ILT, all teachers	Apr 8, 2016	Aug 31, 2016	Not started
✚ All teaching staff will receive Professional development on the "how and why" of flexible grouping. Tags: Differentiated instruction, Differentiated instruction, Approaches to teaching and learning	Administration, ILT, all teachers	Apr 8, 2016	Aug 30, 2016	On-Track
✚ Classroom walkthroughs to evaluate grouping methods utilized in the classroom. A specific rubric will be developed prior to this activity. Tags: Differentiated instruction, Cooperative learning	Administration, ILT, all teachers	May 10, 2016	Aug 30, 2016	Not started
✚ Coaching sessions will be provided to all teachers after the walkthroughs are completed. Tags: Differentiated instruction	Administration, ILT, all teachers	May 10, 2016	Jun 27, 2017	Behind
✚ Provide classroom teachers professional development on data analysis. Tags: Rigorous tasks, Assessment, Rigorous tasks	Administration, ILT, all staff	Jun 27, 2016	Aug 31, 2016	On-Track
✚ Implement student work protocol (Formative assessment cycle). Tags: Rigorous tasks, Assessment, Cycle of inquiry	Ongoing	Jun 27, 2016	Aug 30, 2016	On-Track
✚ Create the process for using data collected during the formative assessment cycle to plan for "teacher next step" plans. Tags: Rigorous tasks, Curriculum Design, Cycles of learning, Data anaysis	Administration, ILT	Jun 27, 2016	Aug 30, 2016	Not started
✚ 1. Formalize climate team membership, establish roles, schedule, system of communication between teachers, ILT and administration.	Admin, ILT	Jun 21, 2016	Aug 20, 2016	Behind
✚ 2. Develop and implement PD plan for SEL instruction, restorative practices, and classroom management that includes scheduled follow up peer support in team grade level and/or departmental meetings.	Admin, SEL team, ILT	Jun 27, 2016	Aug 30, 2016	Behind
✚ 3. Establish a schedule and structure (e.g., talking circle) for weekly SEL lessons using an evidence-based curriculum. Teachers will integrate weekly SEL topic throughout instruction, and topic will be incorporated into school-wide activities and celebrations.	Admin, SEL team, ILT	Jun 27, 2016	Aug 30, 2016	Behind
✚ 4. All teachers will attend Engaging Schools Classroom Management training and adopt and implement Engaging Schools Classroom Management approach.	Admin, SEL team, ILT	Jun 27, 2016	Aug 30, 2016	Behind
✚ 5. Establish clear school-wide expectations for behavior; create T-chart to distinguish between classroom managed and office-managed behavior, and develop alignment between MS and HS in reinforcing these expectations.	Admin, SEL team, ILT	Jun 27, 2016	Aug 30, 2016	Behind

District priority and action step	Responsible	Start	End	Status
✚ 6. Develop procedures for teachers to systematically and restoratively welcome students back into the classroom after tardies, suspensions, absences or other behavior-related incidents that require student to leave class.	Admin, SEL team, ILT	Jun 27, 2016	Aug 30, 2016	Behind
✚ 7. Develop rhythms for reviewing data related to behavior in BHT, grade levels, and climate team meetings.	Admin, SEL team, ILT	Jun 27, 2016	Aug 30, 2016	Behind
✚ 8. Develop roles for community partners to support teachers with classroom-based SEL instruction.	Admin, SEL team, ILT	Jun 27, 2016	Aug 30, 2016	Behind
✚				Behind

Tags: Attendance, Attendance plan

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☐ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy   Complete

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

Parents will have an opportunity to participate in various committees such as LSC, PAC, and BAC, which assist school leaders in addressing issues and concerns of the learning community and all stakeholders. Parents will also participate an ongoing informal evaluation of the policies during monthly parent meetings and in a formal evaluation once a year.

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

Prior to the start of school, administration will host a parent/student orientation meeting for new and returning families to introduce them to faculty, new policies, procedures, programs and services. Within the first thirty days of school the Principal will also host a "State of the School" address informing families of NCLB and programs offered through Title I . An Open House will be held shortly after to familiarize parents with state standards, school curricula, and student expectations . Information packets containing pertinent information (i.e., school calendar, staff directory, website, and parent portal) and schedules of all PAC, BAC, and LSC meetings throughout the year will be distributed. Robo calls messages, written communications, and website postings will be utilize regularly to inform parents about parental involvement events and opportunities.
Title 1 Annual Meeting - September 21, 2016
Title 1 PAC Organizational Meeting - September 29,2016

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

During Open House parents will have an opportunity to meet faculty, staff and school partners. Information will be provided about academic goals and expectations, and various programs and services to support student's academic and social/emotional needs. Administration will also discuss state standards, goals and assessments. Parents will be provided with the course syllabus for each class, including teacher contact information and availability, as well as the evaluation procedures the teacher will use to assess student progress. Various Parent Portal workshops will be held throughout the year. The school's parent activity calendar will continue to be posted and regularly updated on the school's website. LSC, PAC, BAC parent meetings will allow for parents concerns to be address monthly. All information regarding the meetings (flyer, posters, notices on the website will be in English and Spanish.)

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

At all PAC, BAC, and LSC meetings there will designated time for public participation. This will afford all parents the opportunity to voice their suggestions and concerns, which has the potential to influence decisions about the education of their children. to ensure parent voice in the decision making process. Parental suggestions will be incorporated into the school's policies and procedures to the maximum extent possible. The school will maintain its open door policy to encourage communication between parents and school.

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.

All parents will be provided a report of their student's state assessment results. Trained staff and counselors will be available to help parents understand the results and provide support and guidance to acknowledge strengths and address weaknesses. Parent workshops will be offered during PAC meetings to provide parents with in depth information needed for them to better understand their student's academic progress reports, the importance and purpose of state assessments, and the parents role in promoting student's success.

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.

Parents of students who are being taught by a teacher who is not highly qualified in that content will be notified by letter in both Spanish and English, as soon as the information is provided to the school by the state.

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

Parents will be provided relevant information during the "State of the School" address and Open House on the state's academic content standards and student academic achievement standards; and state and local standards and assessments. Materials will be distribute a in both English and Spanish about the Common Core State Standards and the College Readiness Standards. Ongoing trainings will be available to parents on how to use the Parent Portal System to access their student's grades, discipline and attendance. In addition, there will be continuous presentations during PAC and BAC meetings on assessments.

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

Parents will receive ongoing materials, resources, and training through PAC, BAC, and LSC meetings. The school will also host three family night events (i.e., literacy, math, and science) that consist of various activities and resources that may be used to help parents monitor and support their student's academic achievement. Parents are trained on how to use the Parent Portal so they can monitor their student's grades, discipline and attendance and assess their student's progress. We will also offer computer classes to help parents feel at ease with the parent portal and use of the school's website.

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

> Parent will be invited to participate in field trips and special events and celebrations. There will also be opportunities to volunteer in classrooms and around the school building. Teachers will attend parent meetings such as PAC and BAC and host family night events to build and strengthen relationships.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

> N/A

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

> All communication with parents, including robo calls messages occur in English and Spanish. All distributed materials are printed in English and Spanish. Translators are available at all parents meetings and conferences. Sign language translators will be provided when necessary. Phone calls are made in English and Spanish as well.

Policy Implementation Activities

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

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

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

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

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

> N/A

Parent Compact   Complete

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

> Kelvyn Park High School, as a neighborhood school, offers a personalized, world class education in a community-centered environment. Through high quality standards-driven instruction and focused academic programs KPHS provides a variety of college preparatory and career paths that empower students as they pursue opportunities in employment, post-secondary education, and community leadership. It is Kelvyn Park High School's vision that all students pursue educational excellence, work towards self-fulfillment, achieve in literacy, analytical thinking, and inquiry-based problem-solving, and become productive and responsible members of society. The realization of this vision requires the unwavering commitment and cooperation of the entire school community.

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

> Parent and teacher conferences will occur throughout the school year. We will begin the school year with a Student Orientation for all grade levels (7-12) which will be held in August 2016; Open House, the first week of October; Report card Pick-up in November 2016 and April 2017.

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

> Every five weeks parents will receive an official Progress Reports for students. Monthly BAG (behavior, attendance, and grades) Reports will be distributed to students and parents. The counseling department will provide parents with copies of transcripts and attendance reports of students. Ongoing reports of student progress will be available on Parent Portal.

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

> All faculty and staff may be reached via telephone, email, Parent Portal, Kelvyn Park website and/or by appointment. Teachers will indicate in their course syllabus their availability for consultations before and after school. Conferences will be held either in the main office, counseling suite, or attendance office.

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

Parents are encouraged to be involved at Kelvyn Park. They may complete the volunteer packet to help in the classroom, supervise during lunch and recess, or assist in various departments/offices. Parents are also welcome to chaperon field trips and help coordinate and assemblies, dances, and pep rallies, plays, and family engagement night. In addition, parents may also visit classes for presentations and special projects, and with advance notice shadow their student.

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

Parents may assist learning by working collaboratively with faculty and staff. Maintaining regular communication with the school regarding class performance, attendance, behavior, academic and social/emotional support will be essential. Parents should ensure their student is present daily. Students should be encouraged to participate in tutorial programs, test preparation workshops, extra-curricular activities, and post-secondary events. Visiting the Kelvyn Park website and Parent Portal/Gradebook regularly will keep families abreast of homework, classwork, attendance, and grades. In addition,parents should promote students having a positive attitude toward school.

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 consult with the school whenever possible, by phone, via e-mail and the school website, or in person. If their student is placed in a specialized support program, such as the bilingual or diverse learning program additional parent and student consultations will occur. Parents will be presented opportunities join or attend meetings (i.e., PAC, BAC, and LSC) and give their input into making decisions that affect the school community.

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

Students will be encouraged to take responsibility for their own learning and respect and uphold the RICH-V (Respect, Integrity, Character, High Expectations, and Vision). Students will also be involved in the LSC, the CIWP team, and extracurricular activities. Students will monitor their academic performance by utilizing the available resources and existing partnerships. They will be encouraged to commit to being punctual and in attendance to all classes and take advantage of the various student support services (i.e., academic and social/emotional counseling, test preparation workshops, tutorial lessons, and peer mentoring and restorative justice).

Parent Budget   Complete

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

Familiarize parents with CPS parental involvement policies and procedures and with NCLB parental involvement mandates, policies and compact. (September 2016)
Empower parents to guide and support student learning at home by providing them with knowledge and skills necessary to be active participants in their student's education. (October- December 2016)
Encourage parental involvement and participation in LSC, PAC, and BAC and be active participants in the decision making process. (January 2017- March 2017)

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 613 .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.	$ 350 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 291 .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)	$ 1800 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 1000 .00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	300	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	0	.00
53510	**Postage** Must be used for parent involvement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00