Jean Baptiste Beaubien Elementary School (/school-plans/22) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/12/2016	CIWP Team	Overview

01/26/2016	ILT Members	Reviewed Sections of CIWP
02/09/2016	ILT Members	Stretgize how best to collect evidence for School Excellence Framework (SEF)
02/23/2016	CIWP Team	Reflection/discussion on evidence for SEF that was collected from grade level teams.
03/01/2016	CIWP Team	Continue discussion on evidence for SEF that was collected by grade level teams.
03/15/2016	CIWP Team	Rate each of the SEF
03/29/2016	CIWP Team	Framework Priorities
04/12/2016	CIWP Team	Goals & Strategies
04/26/2016	CIWP Team	Goals & Strategies
05/03/2016	Kim Sineni & Michelle Ludford	Review

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**

> • Clear vision of high expectations for our students, which are driven by our school mission.
> • Several layers of teams to ensure that all students are successful. Ex. Grade Level Teams, Instructional Leadership Team (ILT), Multi
> Tiered Systems of Support (MTSS) Committee, Diverse Learner Committee, Bilingual Committee as well as core content committees.
> • Shared responsibility through Instructional Leadership Team.
> • Strong leadership based on the 5 Essentials results.
> • Continuous emphasis on professional growth for all and progress monitoring to ensure implementation of initiatives.
> • Use of the CPS Framework for teaching to ensure best practices and empower teachers through reflective conversations.

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**

• The ILT is comprised of teacher leaders from all facets of Beaubien School giving voice to all grade levels, departments, etc.
• The biweekly ILT meetings are shared on the Google Calendar and there are detailed agendas and minutes.
• Artifacts are shared with all staff members through Google Drive.
• ILT members report to grade levels and/or departments to elicit input, apprise staff and follow-up on all action items.
• The ILT investigates and analyzes data presented in the 5 Essentials Survey to create an action plan for supporting our students.
• The ILT spearheads the work of increasing learning by examining curriculum, engaging in book talks and identifying best practices as
related to school wide goals.
• The ILT's work leads to the development and presentation of meaningful professional development to build consensus and support
teachers/staff.
• The ILT analyzes various formal/informal assessments, student improvement/ progress, and differentiated instruction in all grade levels and content areas to support students and staff.

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

• Teachers attend district ELA Professional Learning Partnerships (PLP) and lead in house PD on utilization of multicultural literature
and utilization of mentor text.
• Teachers attend Math PLPs with a focus on math talks, formative assessment lessons, algebra initiative, virtual Professional Learning
Communities (PLC), and standards of mathematical practice as well as better understanding of Common Core content standards. Attending teachers provide in house workshops to staff.
• Olweus Committee led implementation of the Bully Prevention Program after evaluating student surveys that identified need for socio-
emotional support.
• After school training for Promethean Boards (beginning, intermediate, advanced) with follow-up scheduled staff led morning drop in
sessions to share effective uses in classroom.
• K-5 neighborhood program attended Envision math training from Pearson.
• Options Program teachers attended the Everyday Math training.
• Middle school Options Program attended IMP; It's About Time math training.
• Weekly team meetings where professional learning needs are addressed and communicated to administration as well as to the rest of
the staff.
• Peer observation among teachers supports sharing of new strategies and their implementation.
• Teachers attend professional development from various sources (Quest Center, Universities, private organizations) to enrich professional learning.
• Several teacher have achieved or are pursuing master degrees, National Board Certification and a variety of endorsements (Middle
School, Gifted, ESL).
• Teams analyze MAP data as well as formative and summative assessments to share strategies and close learning gaps.
• Administration and staff share available resources and opportunities with each other.
• Administration supports professional development and makes it convenient to attend by allowing building to be used after hours for
cohorts, meetings, and district PLPs.
• CPS staff from other schools is invited to attend trainings to improve collaboration amongst schools.
• Teachers co-teach in order for students and teachers to benefit from others' areas of expertise.
• Common lunch and prep time is built into the weekly schedule to allow time to meet to collaborate.
• Options Program teachers are trained on KUD unit planning and vertically collaborate for effective implementation.

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**

- School day is aligned to CPS Instructional Time Guidelines to maximize instructional time.
- Vendors are strategically chosen to maximize the amount of useful resources in the classroom (Promethean Boards, Chromebook
carts, etc.)
- Teachers develop and receive funding for additional resources to supplement and enrich the curriculum through community outreach
and Donors Choose, the James Dyson Foundation, and Northlight on Campus.
- Efficient and streamlined ordering procedures so staff and administration can ensure all materials are ordered and have arrived in time
for school.
- New staff hires go through a rigorous interview process with a team of individuals to ensure high quality candidates are chosen for
hire.
- High quality teachers are active at all grade levels and throughout all programs.
- Staff strengths are identified and cultivated resulting in the greatest benefit for the school community.
- The reading series has been aligned to CCSS.
- The math series for grade K-6 has been investigated and chosen to align to CCSS.
- Grades 6-8 have chosen a rigorous science program closely aligned to the Next Generation Science Standards (NGSS) as well as
global issues and real-world problem solving.
- CPS Content Framework Companions have been reviewed and implemented at all grade levels.
- Bilingual materials have been purchased and are available in many areas.
- Diverse learners have instructional-leveled readers and other materials to best support their engagement with the general education
curriculum.
- Diverse learners have a textile math program.
- Dedicated MTSS teacher to support at risk general education students using evidence based strategies to gather data.
- The Fine Arts Department received an Ingenuity Grant for $10,000.
- Dedicated PTO that helps raise funds to support the learning environment as well as to improve the physical plant.
- Chicago Foundation for Education grants obtained by teachers for classroom projects.
- Librarian secured grant from the Department of Literacy to expand our informational text collection.
- Librarian works in partnership with Chicago Public Library to get library cards for all students.
- Collaboration with neighboring universities to train future educators and graduate clinicians.
- Rainbow Animal Assisted Therapy regularly visits with diverse learners to provide social-emotional support, improve health and
activities of daily living as well as quality of life.

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:

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

Score

1   2   **3**   4

• General curriculum is thoughtfully selected based upon a number of factors including rigor, complexity, content and standards-based
alignment (CCSS/NGSS).
• Texts as well as supplemental materials are added to meet the needs of the student body that are horizontally and vertically
aligned.
• Teachers make accommodations and tailor instruction to meet the diverse needs of English learners (i.e. provide visual aids, peer
modeling, etc.).
• Classroom teachers work with bilingual and English as a Second Language (ESL) teachers in order to target language
proficiencies.
• The bilingual after school program offers students additional support in the core subject areas.
• Classroom teachers collaborate closely with teachers of diverse learners (DL) by coteaching when possible and by collaborating when
creating lessons.
• Teachers regularly check in with the DL support staff regarding student progress. DL students are integrated into the general education
classrooms for specials classes such as art, music, technology and library science.
• Teachers use data to analyze student strengths and weaknesses. Teachers regularly assess student progress both informally and
formally. They then create whole and small group lessons to target these areas to further advance student achievement and scaffold
off of mastered skills.
• Teachers challenge advanced students by differentiating lessons and assignments. Teachers adjust curriculum for struggling students
and tailor it to their individual needs.
• Teachers use literature and multimedia approaches to encourage cultural connections for students and fully integrate diversity with the
curriculum.
• Teachers plan diverse lessons to address and engage auditory, visual and kinesthetic learners.
• Teachers regularly collaborate within and across grade levels to plan rigorous and ambitious instruction.
• Learning activities such as field trips, clubs, science and fairs provide students with additional learning experiences that extend and
enrich the general curriculum.
• The Olweus Bullying Prevention Program is implemented school wide. Classrooms hold weekly meetings to address any and all
concerns. Teachers utilize the Olweus books and videos as well as the team of educators and parents on the committee for ideas and
input. Teachers make a point to add character-building activities into all subject areas and lessons.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), 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**

• Multi-faceted approach to teaching using a variety of instructional materials: textbooks, literature, Chromebooks, iPads, Promethean
Boards, etc.
• Hands-on manipulatives are readily available for all subject areas.
• Many classrooms subscribe to educational magazines to supplement the curriculum.
• Classrooms supplied with supplemental materials for ELLs, DLs and advanced students (ex: mini readers for each academic level,
books and materials in students' native languages, audio books, posters as visual aids, etc.).
• Teachers utilize curriculum maps, UBD and KUD units (thematic units) complete with essential questions with aligned formative and
summative assessments.
• Teachers use Common Core State Standards (CCSS) and NGSS pacing guides as well as scope and sequence while planning lessons in order to meet grade level goals and objectives. This is kept track of in lesson plan books with yearly goal checklists. They
integrate additional objectives based on the current needs of the curriculum.
• Teachers model the use of all instructional materials and align them with the modalities of the students in front of them. The materials
address cognitive, linguistic, social, emotional, physical and aesthetic needs of all students.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

• Teachers create assessments in the form of exit slips, conceptual tasks and student reflections.
• Teachers select rigorous assessments/tasks such as MARS tasks, Formative Assessment Lessons (FALs), benchmark assessments,
performance tasks, and those from the textbook series.
• Units and lesson plans follow UBD, KUD and MIU's that include formative and summative assessments such as unit tests, essential
questions and enduring understandings.
• Teacher use the results from exit tickets, surveys, pre-assessments, NWEA, and PARCC to drive differentiated instruction. Regularity
is evidenced in an assessment calendar, which includes, but is not limited to, MAP and PARCC schedules, weekly reading assessments, Algebra Exit Exam, Parent Teacher Conferences and Performance Tasks.
• Evaluation of rigorous student tasks can be found in student portfolios, rubrics (both teacher and student generated) IMPACT, self-
assessments, and Easy CBM.
• The teaching staff and administration generate the grading policy. It is then examined/evaluated by the PPLC and approved by the
LSC.
• Families are kept informed of the depth and breadth of their student's achievement with the use of Progress Reports, Report Cards,
portfolios, exit slips, and conferences.
• Teachers use the REACH framework to drive instruction and assess the value of student tasks, to differentiate instruction, and to determine appropriate scaffolds and spirals to provide effective continuity throughout the grades.
• Administration promotes teacher collaboration to review instructional practices and develop school-wide programs such as Writer's
Workshop and through the implementation of a clearly defined scope and sequence using quarterly goals in lesson plans, the website
to communicate goals to students and parents, and by reviewing weekly lesson plans on a regular basis.

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**

- Biweekly guidance classes in grades 6-8 with a focus on college and career readiness.
- High School Night includes a detailed presentation on the topic of the High School Application process, which extends to the larger
community.
- Recruitment visits to Beaubien from area high schools as well as the Daniel Murphy Scholarship Fund.
- Students study Algebra and take the Algebra Exam to achieve advanced placement in high school.
- Students take an interest inventory; research occupations based on the inventory and participate in the Reality Fair.
- After school support is offered at 1st-8th grade levels for reading and math.
- Differentiated curriculum offerings include Algebra I, II, Geometry, and higher-level math.
- Student choice, student self-assessment and student constructed rubrics are integral parts of the curriculum.
- Problem solving is infused in all areas of the curriculum.
- Diverse learners take a career/interest inventory and Life Skills Assessment.
- Diverse Learners, along with teachers, create a transition plan for their future that is incorporated in the Individualized Education Program (IEP).
- Students partake in academic and social clubs of their interest.
- Science Fair is based on finding solutions.
- Students are encouraged to participate in outside activities/experiences that enrich and extend their academic advancement (university partnerships).
- High school students are welcome to return to fulfill service hours in our classrooms.

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.

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

- Teachers provide clear directions for classroom activities and assignments.
- Teachers explain rubrics to the students.
- Teachers plan lessons for their classes and include students' interests, knowledge and experiences.
- Teachers provide students with choice and inquiry in selecting activities and assignments.
- Teachers scaffold and differentiate instruction to meet the needs of all students.
- Students are placed in small flexible groups, with partners and independently.
- Through teacher groupings, students serve as resources for each other to achieve mastery of skills.
- Teachers model how to self-assess and how to peer assess. After they understand how to assess, they reflect and evaluate their own
work and the work of their peers.
- Teachers use formative assessments, progress monitoring and checking for understanding.
- Teachers implement interventions and enrichment where necessary.
- Teachers use strategies to make the students a part of their assessment. They learn to explain, reflect and assess their work.
- Teachers provide technology to deepen and challenge student understanding.

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**

• Active MTSS (Multi-Tiered Support Services) Team including: Principal, MTSS Coordinator/RTI (Response to Intervention) Interventionist, Case Manager, Counselor, Psychologist, and Social Worker.
• Biweekly meetings with specified agenda lasting 1 to 2 hours.
• Google Drive Folders created with forms, checklists, usable sites, behavioral information, academics, etc. for all staff members.
• Developed and implemented two referral forms (academic & behavior) to be completed for RTI Interventionist and Counselor to support Tier 2 and 3 students.
• RTI Interventionist has scheduled times to meet in small groups or individually with students to provide evidenced-based interventions.
• Counselor meets with students for social/emotional support in small groups designed around students' specific SEL needs.
• Tier 1: General Education Teachers provide core instruction including differentiation to meet specific needs of individual students and
small groups as well as parent communication (written, phone, email).
• Tier 2: RTI Interventionist provides: research based targeted interventions in areas of need outside of core instruction with small groups (3-7 students), 3 times per week for 30-40 minute sessions.
• Tier 3: RTI Interventionist provides increased intensive research based interventions in an individual or smaller group (1-3 students), 2-
3x per week for a longer duration of time (45-50 minutes per session).
• RTI Interventionist provides instruction during the school day and as well as during the after school program.
• After school program and Homework Club for students referred by general education teachers.
• Personal Learning Plans (PLP) developed for students who attended summer school and were retained or promoted with supports.
Teacher mentors meet with students regularly and update goals and strategies every 5 weeks.

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

• Teachers use meaningful single and multi-concept pre and post assessments, exit slips and student reflections to evaluate the extent
of student learning.
• Teachers work together to examine the depth and breadth of student learning by observing each other's practice with walkthroughs,
mentoring programs, lesson specific team teaching opportunities, and the sharing and evaluating of materials and student work.
• Further examination and reflection continues in weekly team meetings, which include MTSS, DL, and ELL staff.
• Students provide assessment input through discussions and participation in academic teams in both math and science.
• Teachers refer to the REACH framework for designing instruction, establishing a culture for and engaging students in learning. With a
strong focus on questioning and discussion techniques, our teachers continuously strive to ensure students' career and college readiness.
• By understanding and implementing the MTSS process, the teachers provide academic supports and provide specific resources,
which are allocated to meet goals.
• Use of ACCESS testing, diagnostic pre assessments, observations, Problems of the Month (POMs) and FALs, are examples of, but
are not limited to, the tools our teachers use as actionable data that informs the planning and instruction of the school.
• Teachers reflect on NWEA MAP and MPG assessments to gain a deeper understanding of their learners' goals as well as strengths,
areas of need, and areas for growth.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1 2 3 **4**

- All staff members greet students every morning and throughout the day to promote a positive attitude and healthy school environment.
- Each class has a student generated set of classroom rules and expectations posted which are referred to on a daily basis.
- Teachers state learning objectives at the start of each lesson.
- Teachers strive to communicate the importance of the learning objectives and requisite skills to their students.
- Teachers use best practices when designing their lessons.
- Learning objectives are tied to larger goals.
- Teachers stress the value of concepts being taught as well as their relevance in everyday life and the consequences of "slacking off."
- The ILT spearheaded a movement to create "How To Do My Best" templates in conjunction with teachers at all grade levels after analyzing 5 Essential Survey data.
- Teachers, students and families consistently refer to the "How To Do My Best" templates throughout the school year.
- Throughout daily lessons, teachers explain, model, provide examples, and offer help.
- Throughout each lesson, teachers continuously promote the importance of question and answer time. Teachers build upon questions
to clarify the value of the lesson.
- Teachers hold high expectations for all students using, at a minimum, grade-appropriate standards for students.
- Teachers recognize that when expectations for learning are high, students rise to meet the challenges.
- Teacher creates an environment where mistakes are accepted and openly discussed to ensure everyone learns from them.
- Teachers push students to achieve challenging goals.
- Teachers continuously promote positive reinforcement.
- Quarterly Honor Roll designation for students in grades 3-8 who meet high rigorous expectations.

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.

> • Teachers conduct "Ice Breakers" to kick off the school year and get to know their students.
> • Interest inventories are administered and are positive tools for gaining information about individual learning styles.
> • Teachers and staff communicate across grade levels and from year to year to gather information on individual students.
> • Teachers give up-to-date information about DLs, ELL students, bilingual students, and students with Individualized Education Plans
> (IEPs) and 504 plans to best accommodate them in their classroom settings.
> • Teachers plan lessons in which students create questions that drive the discovery process.
> • Teachers plan differentiated instruction to meet the individual needs of each student.
> • Teachers use a variety of recent assessment data to plan units/lessons.
> • Through their interactions, teachers convey that they are interested in and care about their students.
> • Teachers establish positive interactions among staff, students, and families to create a productive and supportive classroom and school community.
> • Teachers create a positive classroom climate by establishing and teaching expectations for students' interactions with each other, and
> by reinforcing respectful interactions among students.
> • Weekly Olweus classroom meetings are an avenue for the modeling, reinforcement and practice of respectful relationships.
> • Teachers promote an appreciation for student individuality and accept one another's diversity.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

• Robust and rigorous curricular offerings to ensure depth and breadth of knowledge including accelerated coursework in the Options
Program as well as Algebra for accomplished math students.
• Yearly interest surveys are given to students to gather information about individual students as well as learning styles.
• 98% of all eligible students complete the My Voice, My School (MVMS) Survey to express their thoughts regarding the school environment.
• The school hosts an annual Back to School Picnic where families and staff meet to establish a community rapport at the start of the
school year.
• Student Council plans activities to build community connections and student pride.
• Olweus Program teaches students to identify bullying and learn anti-bullying strategies.
• Students participate in wellness activities such as Field Day and the Walk-A-Thon.
• State Pre-K program provides academic and life skills necessary for academic success.
• Students can participate in extracurricular clubs/activities that address the whole child including:
o Clubs: Crochet, Dance, Yearbook, Robotics, Science, Math
o After School Homework Club and Academic Support
o Band
o Chorus
o Intramural basketball and volleyball
o Drama/Performing Arts Program
o Chess
o Girls on the Run
o School Garden
o Tutoring
o Middle School Dances
o B-Show
o Right at School

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**

- Olweus Bullying Prevention Program implemented across all grade levels.
- Olweus Committee meets to discuss Olweus implementation and institutionalization along with the culture and climate of Beaubien.
- Olweus Program classroom conversations take place in every classroom on a weekly basis.
- Students have the ability to communicate with staff to report any incidences or concerns through "Safety Boxes" located in each classroom.
- Safety drills practiced and reviewed regularly.
- Safety Committee meets to review and update emergency and safety procedures.
- Student Internet Safety Presentation facilitated by CPD Detective.
- Whole staff safety procedures are reviewed and discussed during professional development.

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

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

Restorative Approaches to Discipline:

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.

- Reflective and restorative practices used school wide through Positive Behavior Interventions and Supports Reflection Guides.
- Olweus Bullying Prevention Program implemented across all grade levels.
- Olweus Program classroom conversations take place in every classroom on a weekly basis.
- Classroom rules and expectations created collaboratively by teachers and students.
- Anti-bullying rules displayed in each classroom.
- School wide training for all staff members on the Olweus Bullying Prevention Program including on the spot interventions and restorative procedures.
- Counselor meets with groups of students identified by staff.
- Counselor meets with students on an as needed basis for intervention and resolution.
- MTSS team in place for behavior referrals.
- Teacher, student, parent/guardian, and administrator conferences held to discuss cause of behavior and prevent recurrence.

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

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:

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.

Score

1   2   3   **4**

• Parents are encouraged to stay in constant contact with teachers regarding student performance through the Parent Portal, Report
Card Pick Up, the use of the Planner and Communicator, class webpages, class newsletters, and Open House.
• Anchor resources are shared with families to provide ongoing information regarding CPS as well as school-specific information including Parent-Student Handbook, Doing My Best templates, school website, Twitter and PTO Facebook page.
• Parents, 4th-8th grade students and staff participate in the My Voice, My School Survey to give feedback about the current school
environment.
• Open House presentations inform parents of grade level standards and expectations as well as grading policies to provide a clear
understanding of expectations and the promotion policy.
• Parent Teacher Organization is comprised of forward-thinking, proactive members who assist the school in meeting current programming needs as well as funding additional materials and resources to enrich and extend the curriculum.
• Multiple fundraisers are conducted to reach all members of the Beaubien community and raise much needed funds including Trivia
Night, the Walk-a-Thon, and the Spring Fling & Auction.
• Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community such as class projects, Chicago Fair, Science Fair, Literacy Kit Displays, field trips, Welcome Back
Picnic, Girls On The Run, Boo-bien Bash, dance/music assemblies, Wellness Fair and the B-Show.
• Olweus Committee partners administration, staff and parents in developing, implementing and sustaining an anti-bullying atmosphere.
• Diverse learner parent workshops provided by Beaubien as well as CPS.
• Establish connections with outside, community-based organizations to support families in need.
• Information provided regarding outside workshops that may be of interest to families on various topics especially those of diverse
learners.
• Beaubien community partners with teachers to provide an interactive Reality Fair for our 7th and 8th grade students to experience "life"
events and decision-making.
• Active Bilingual Advisory Council (BAC) that connects parents and staff to discuss issues relating to ELs in meetings open to the community.
• BAC provides parent workshops at Beaubien at least four times per year and encourages parents to participate in citywide bimonthly
workshops offered by the Department of Language and Culture as well as the yearly Summit for Bilingual Parents.
• Beaubien has purchased and makes available the Sed de Saber Program to help Spanish-speaking parents learn English.
• Bilingual students and parents participate in the Dia del Nino Saturday trip.

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
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 [3] 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	[1] 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 [2] 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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 [⊘]

4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   6 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Continue to increase our National Growth Percentile through meaningful CCSS ELA instruction.	92.00	92.00	93.00	94.00
National School Growth Percentile - Math				
Although this is lower than the 2014-2015 percentile, we are implementing a new math series in our 6-8th grade.	86.00	79.00	82.00	85.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	58.30	(Blank)	59.00	60.00
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
Continue to be strong and steady with our Hispanic growth percentile.	83.00	80.00	82.00	84.00
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
We have seen a positive growth percentile in reading for our DL population partially due to students LRE being re-evaluated and changed.	22.00	36.00	40.00	50.00

African-American Growth Percentile - Math

(Blank)	(Blank)	(Blank)	0.00	0.00

Hispanic Growth Percentile - Math

(Blank)	70.00	70.00	75.00	80.00

English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

(Blank)	36.00	40.00	45.00	50.00

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

(Blank)	98.00	99.00	99.00	99.00

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

(Blank)	99.00	99.00	99.00	99.00

National School Attainment Percentile - Reading (Grade 2)

(Blank)	98.00	99.00	99.00	99.00

National School Attainment Percentile - Math (Grade 2)

(Blank)	99.00	99.00	99.00	99.00

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	52.90	60.20	62.00	65.00

Average Daily Attendance Rate

Although there has been small growth. We will continue to work on making our average daily attendance rate a priority. We will continue with our weekly Bulldog Incentive along with develop a plan for the 1st grade students for the 2016/2017 school year.	95.30	95.70	97.00	96.20

My Voice, My School 5 Essentials Survey

To continue to be rated WELL ORGANIZED. The ILT will continue to analyze the data when it is released to determine how we can facilitate the best rating under each sub-category.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Develop and implement differentiated math and reading lessons based on students' current	Students receiving the appropriate math and reading instruction where weaknesses are	Students maximizing their growth and mastery of math and reading CCSS.

performance on NWEA assessments addressing areas to be introduced, developed, reinforced and enriched in order to tailor instruction for individual students as well as skill-based activity groups.

remediated, the zone of proximal development is advanced and enrichment is delivered.

Tags:
MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Allocate money for professional development to support the development of best practices in math and language arts.	Principal	May 9, 2016 to Jul 1, 2016	School budget	On-Track

MTSS, Math, Diverse Learners, Bilingual, Professional development, Ell, Best practice, Budget, Language arts

Action step	Responsible	Timeframe	Evidence for status	Status
Investigate new math programs for purchase targeted at grades 6-8.	Principal, math teaching staff in grades 6-8	Apr 4, 2016 to Jul 1, 2016	Publisher visits, Math Committee Meetings	On-Track

Math curriculum, Budget, Collaboration

Action step	Responsible	Timeframe	Evidence for status	Status
Teachers administer interest inventories and learning style assessments to gain a better understanding of their students.	Teachers	Sep 6, 2016 to Sep 30, 2016	Interest inventories, learning style assessments	On-Track

Specialized Academic Programs - Gifted, Goalsetting, Student interest, Learning styles

Action step	Responsible	Timeframe	Evidence for status	Status
Administer and analyze BOY testing to establish baseline data to guide the year's instruction.	Administration, Teachers	Sep 12, 2016 to Oct 28, 2016	BOY NWEA Testing calendar, MAP Reports, MAP Reflection Sheets	On-Track

Data Use, Instruction, Data, Assessments, Lesson planning, Goalsetting, Data analysis, Acceleration

Action step	Responsible	Timeframe	Evidence for status	Status
Use data to identify students who would benefit from inclusion in the MTSS program.	Administration, Teachers, RtI/MTSS staff	Sep 12, 2016 to Oct 28, 2016	NWEA Student Progress Reports	On-Track

MTSS, Diverse Learners, Data Use, Bilingual, Ell, Data analysis, Data tracking, Data driven instruction

Action step	Responsible	Timeframe	Evidence for status	Status
Students and teachers conference to create goals and monitor their progress throughout the year.	Teachers	Sep 12, 2016 to Oct 28, 2016	Progress monitoring sheets	On-Track

Academic gain, Academic expectations, Growth mindset, Accountable talk, Gifted, Goal setting, Instruction planning

Action step	Responsible	Timeframe	Evidence for status	Status
Use the NWEA Learning Continuum to create individual and small group skill-based lessons.	Teachers	Sep 12, 2016 to Jun 20, 2017	Lesson Plans	On-Track

Diverse Learners, Data Use, Academic gain, Differentiatied instruction, Ell, Data analysis, Data driven

instruction, Gifted, Small group instruction

Administer and analyze MOY testing to monitor progress toward yearly growth goals.	Teachers	Jan 9, 2017 to Jan 31, 2017	MOY NWEA Testing calendar, MAP Reports, MAP Reflection Sheets	On-Track

Assessment, Data Use, Instruction, Data, Lesson planning, Goalsetting, Data analysis, Acceleration

Ongoing fluid, flexible groupings based on ongoing data analysis.	Teachers	Sep 12, 2016 to Jun 20, 2017	Lesson Plans	On-Track

Data Use, Data analysis, Data driven instruction, Gifted, Small group instruction

Strategy 2

If we do...	...then we see...	...which leads to...
Our best to provide a research-based curriculum (Common Core State Standards, Next Generation Science Standards, CPS Content Framework).	Rigorous units that are aligned both vertically and horizontally providing greater depth and breadth of content across all disciplines.	Increased student understanding and growth on formative and summative assessments.

Tags:
MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, Teacher Teams/Collaboration, Bilingual, Differentiatied instruction, Aligned resources, Rigorous tasks, Ccss, Writing, Ell, Classroom rigor, Instructional planning, Gifted

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Professional development on the creation of KUD Units.	Principal, Elizabeth McLaughlin (CPS Gifted Coordinator), teaching staff	Aug 29, 2016 to Sep 2, 2016	Attendance at Fall, 2016 professional development	On-Track

Literacy/Reading, Core Instruction, Diverse Learners, Bilingual, Instructional practices, Ell, Academic expectations, Instructional planning, Horizontal articulation, Vertical alignment, Gifted

Creation of KUD Units by grade level.	Teaching staff	Aug 29, 2016 to Jun 20, 2017	KUD Units shared in Google Drive with staff	On-Track

Literacy/Reading, Core Instruction, Diverse Learners, Bilingual, Instructional practices, Ell, Academic expectations, Instructional planning, Horizontal articulation, Vertical alignment, Gifted

Alignment of ongoing units to CCSS and NGSS.	Teaching staff	Aug 29, 2016 to Jun 20, 2017	KUD Units and alignment shared in Google Drive with staff	On-Track

Ccss, Ngss, Instructional planning

Teachers submit writing samples to the ILT for structured analysis and alignment to the CPS Content Framework.	Teachers, ILT, Administration	Oct 7, 2016 to Jun 9, 2017	Protocol examination of grade level samples and feedback	On-Track

ILT, Literacy, Writing, Task analysis

Strategy 3

If we do...

An analysis of our current assessment and grading systems.

...then we see...

A comprehensive picture of current practices.

...which leads to...

A clear, school wide understanding and implementation of grading and assessment structures.

Tags:
Assessment, Grading, Formative, Summative, Feedback, Gradebook, Balanced grading and assessment, Grade system, Teacher feedback

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Critical examination of current grading system breakdown in IMPACT (categories, assignments, points/percents) at all grade levels.	Administration, Teaching Staff, PPLC	Oct 3, 2016 to Nov 28, 2016	PPLC Agenda, Minutes	On-Track

Assessment, Grading, Formative, Summative, Gradebook, Balanced grading and assessment, Grade system, Pplc

Formative and summative assessments embedded in KUD Unit Planning.	Teaching Staff	Sep 12, 2016 to Jun 20, 2017	KUD Units	On-Track

Assessment, Formative, Summative, Instructional planning, Analysis

Review, create and utilize assessments that are responsive to needs of all students.	Teaching Staff	Sep 12, 2016 to Jun 20, 2017	KUD Units	On-Track

Assessments, Assessment design

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Allocate money for professional development to support the development of best practices in math and language arts. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, MTSS, Math, Diverse Learners, Bilingual, Professional development, Ell, Best practice, Budget, Language arts	Principal	May 9, 2016	Jul 1, 2016	On-Track
✚ Investigate new math programs for purchase targeted at grades 6-8. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, Math curriculum, Budget, Collaboration	Principal, math teaching staff in grades 6-8	Apr 4, 2016	Jul 1, 2016	On-Track
✚ Teachers administer interest inventories and learning style assessments to gain a better understanding of their students. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, Specialized Academic Programs - Gifted, Goalsetting, Student interest, Learning styles	Teachers	Sep 6, 2016	Sep 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Administer and analyze BOY testing to establish baseline data to guide the year's instruction. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, Data Use, Instruction, Data, Assessments, Lesson planning, Goalsetting, Data analysis, Acceleration	Administration, Teachers	Sep 12, 2016	Oct 28, 2016	On-Track
✚ Use data to identify students who would benefit from inclusion in the MTSS program. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, MTSS, Diverse Learners, Data Use, Bilingual, Ell, Data analysis, Data tracking, Data driven instruction	Administration, Teachers, RtI/MTSS staff	Sep 12, 2016	Oct 28, 2016	On-Track
✚ Students and teachers conference to create goals and monitor their progress throughout the year. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, Academic gain, Academic expectations, Growth mindset, Accountable talk, Gifted, Goal setting, Instruction planning	Teachers	Sep 12, 2016	Oct 28, 2016	On-Track
✚ Use the NWEA Learning Continuum to create individual and small group skill-based lessons. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, Diverse Learners, Data Use, Academic gain, Differentiatied instruction, Ell, Data analysis, Data driven instruction, Gifted, Small group instruction	Teachers	Sep 12, 2016	Jun 20, 2017	On-Track
✚ Administer and analyze MOY testing to monitor progress toward yearly growth goals. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, Assessment, Data Use, Instruction, Data, Lesson planning, Goalsetting, Data analysis, Acceleration	Teachers	Jan 9, 2017	Jan 31, 2017	On-Track
✚ Ongoing fluid, flexible groupings based on ongoing data analysis. Tags: MTSS, Math, Diverse Learners, Specialized Academic Programs - Gifted, Assessment, Data Use, Bilingual, Academic gain, Differentiated instruction, Ell, Academic expectations, Goalsetting, Data analysis, Data Use, Data analysis, Data driven instruction, Gifted, Small group instruction	Teachers	Sep 12, 2016	Jun 20, 2017	On-Track
✚ Professional development on the creation of KUD Units. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, Teacher Teams/Collaboration, Bilingual, Differentiatied instruction, Aligned resources, Rigorous tasks, Ccss, Writing, Ell, Classroom rigor, Instructional planning, Gifted, Literacy/Reading, Core Instruction, Diverse Learners, Bilingual, Instructional practices, Ell, Academic expectations, Instructional planning, Horizontal articulation, Vertical alignment, Gifted	Principal, Elizabeth McLaughlin (CPS Gifted Coordinator), teaching staff	Aug 29, 2016	Sep 2, 2016	On-Track
✚ Creation of KUD Units by grade level. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, Teacher Teams/Collaboration, Bilingual, Differentiatied instruction, Aligned resources, Rigorous tasks, Ccss, Writing, Ell, Classroom rigor, Instructional planning, Gifted, Literacy/Reading, Core Instruction, Diverse Learners, Bilingual, Instructional practices, Ell, Academic expectations, Instructional planning, Horizontal articulation, Vertical alignment, Gifted	Teaching staff	Aug 29, 2016	Jun 20, 2017	On-Track
✚ Alignment of ongoing units to CCSS and NGSS. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, Teacher Teams/Collaboration, Bilingual, Differentiatied instruction, Aligned resources, Rigorous tasks, Ccss, Writing, Ell, Classroom rigor, Instructional planning, Gifted, Ccss, Ngss, Instructional planning	Teaching staff	Aug 29, 2016	Jun 20, 2017	On-Track
✚ Teachers submit writing samples to the ILT for structured analysis and alignment to the CPS Content Framework. Tags: MTSS, Literacy/Reading, Math, Core Instruction, Diverse Learners, Teacher Teams/Collaboration, Bilingual, Differentiatied instruction, Aligned resources, Rigorous tasks, Ccss, Writing, Ell, Classroom rigor, Instructional planning, Gifted, ILT, Literacy, Writing, Task analysis	Teachers, ILT, Administration	Oct 7, 2016	Jun 9, 2017	On-Track
✚ Critical examination of current grading system breakdown in IMPACT (categories, assignments, points/percents) at all grade levels. Tags: Assessment, Grading, Formative, Summative, Feedback, Gradebook, Balanced grading and assessment, Grade system, Teacher feedback, Assessment, Grading, Formative, Summative, Gradebook, Balanced grading and assessment, Grade system, Pplc	Administration, Teaching Staff, PPLC	Oct 3, 2016	Nov 28, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Formative and summative assessments embedded in KUD Unit Planning. Tags: Assessment, Grading, Formative, Summative, Feedback, Gradebook, Balanced grading and assessment, Grade system, Teacher feedback, Assessment, Formative, Summative, Instructional planning, Analysis	Teaching Staff	Sep 12, 2016	Jun 20, 2017	On-Track
✚ Review, create and utilize assessments that are responsive to needs of all students. Tags: Assessment, Grading, Formative, Summative, Feedback, Gradebook, Balanced grading and assessment, Grade system, Teacher feedback, Assessments, Assessment design	Teaching Staff	Sep 12, 2016	Jun 20, 2017	On-Track

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   Not 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.

> (Blank)

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

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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.

> *(Blank)*

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)

> *(Blank)*

Parent Compact   Not 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.)

> *(Blank)*

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.

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

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.

> *(Blank)*

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

> *(Blank)*

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

> *(Blank)*

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).

> *(Blank)*

Parent Budget   Not 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.

> *(Blank)*

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ Amount .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	$ Amount .00

after service is rendered (NO CHECKS ARE ALLOWED)

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

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

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