



Manuel Perez Elementary School (/school-plans/347) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/03/2016	Instructional Leadership Team	School Excellence Framework
03/17/2016	CIWP Team Members and ILT	Complete the School Excellence Framework
03/24/2016	CIWP Team Members/ILT	Review SEF and Select Priorities
04/14/2016	CIWP Team/ILT	Write strategies and action steps

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The school leadership and entire school community share a commitment in having high expectations and a vision of success for all students. The ILT schedules Peer Visits with feedback sessions for all teachers. Grade level team meetings provide collaboration time on a weekly basis. Data analysis helps teachers to inform instruction for students as individuals. Flex day Professional Development sessions are held monthly where teachers lead the sessions. These tools allow teachers to use the CPS Framework for Teaching, to create and strengthen a coherent instructional program consistent with learning goals. The school's ratio of student to technology tools is 1:1.5. Support staff members provide push in academic support in reading and math for students. In addition, support staff pull out selected tier 2 and tier 3 students for RTI. The ILT analyzes the results of the Five Essentials Survey results of both students and parents. Parent workshops are provided on a regular basis to train parents on how to assist their children at home with schoolwork.

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

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the

theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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The ILT meets twice a month and all staff is invited to attend. All grade level clusters are represented. The ILT analyze school data from attendance, test scores, and student work to improve teaching and learning. The notes from each meeting are shared with all staff. Professional development activities are planned to help improve teacher practice. Grade level teams discuss what's working and what's not. There is a need to monitor one program at a time to fully evaluate its effectiveness. Focusing on more than one major program at a time has proven ineffective. We have to promote our Cycle focus and provide professional development and monitor and provide support in order to stay on track and make progress.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ 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.

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The school participates in a number of professional learning activities such as: Peer Observations, collaboration, coaching, grade level team meetings are held on a weekly basis, Grade Level Release time for collaboration, Professional Development on Universal Design for Learning, Special Education, Differentiation, PATHS, Science, Math and Literacy, Fine Arts, First Aid, Social Studies, Bilingual program, and online programs such as myON. There is a lot of professional learning which sometimes make it difficult to delve deeper into a specific topic in order to make a significant impact on the curriculum.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
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.

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The school day has one hundred twenty minutes of Arts education included in the schedule. The daily schedule also includes a Literacy Block for all students and the required minutes for Diverse Learners. Support staff is strategically placed to support students with the higher needs during the Literacy Block. The school has 100% of teachers with the Highly Qualified status. There is a hiring team in place which includes a variety of faculty members. Teacher retention rate is very high. A team of related service team members provide necessary services for students in need. After school academic programs are in place to support needy students. A strategic move involving the budget was obtaining the math curriculum from Network 7. Technology, Arts, and Physical Education grants have been written to supplement programs to help improve student achievement. Partnerships with various organizations and institutions provide support to teachers and students. They include: Supplies for Dreams, the Lyric Opera, Chicago Symphony Orchestra, Arte, kCura's Letters to Santa program, Microsoft, Frida Khalo Community Organization, Loyola University, DePaul University, and Columbia College. Student and parent surveys are conducted to provide feedback on school priorities.

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

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The school implements the Common Core State Standards to determine what should be introduced when and what should be at mastery. Curriculum maps are used. Teachers use the following to extend core knowledge: Guided Reading, Saturday Program, myOn, PATHS, PBIS, Integrate Social Studies into the curriculum, Learning walks, unit and lesson plans, planning time to revisit areas of need, leveled readers, Math Talks, ELD program, Grade level team meetings, Walking reading, High School Algebra for Middle School Students.

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ 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

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Perez School uses a wide variety of instructional materials to make sure all students have access to learning. All classrooms are equipped with multimedia projectors, document cameras and desktop computers. Teachers and students have access to iPads, Chromebook carts, and two 30-Workstation computer labs to enhance the instructional program. Various online programs have been purchased to give students the opportunity to build academic skills in reading and math. They include GoMath online supports, IXL, and myOn. The use of manipulatives in lessons help students experience hands on learning in math, science and music classes. Students are often given the opportunity to select their own reading materials for their literature circles. A Primary Reading resource room is provided so that teachers have access to a variety of materials to support student learning. There are two Science Labs in the school, one for the primary level and one for the intermediate and upper grades. Upper grade students use Google Docs to collaborate with their teachers and peers on lessons and projects. Students use Self-Assessment tools to reflect on their own learning. Instructional supply money is allocated for the purchase of supplemental learning materials which are used to increase access to learning for students at every academic level. Primary students participated in the audience of a live performance via streaming technology. Teachers also provide unit plans, lesson plans that include scaffolded lessons that allow students to draw on all of their learning capacities.

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

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The school regularly examines students work during Grade Level Team meetings and Grade Level Release sessions particularly in reading and math. The school has adopted a new math curriculum and follows the Common Core State Standards for all subject areas. To increase academic vocabulary, the school has instituted, "The Word of the Week" and Math Talks. Universal Design for Learning principles are implemented to meet the learning styles of all students. The DOK is also used to increase academic rigor in addition to using a protocol to analyze student work.

There is a need to create authentic work for real audiences, and to create rubrics for vertical alignment of rigorous tasks from kindergarten through 8th grade.

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-%20%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%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

Score

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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)

Transition plans are completed for all students with an Individual Education Plan. Students participate in programs that guide them in making plans for post secondary education such as: Pathways, High Jump to Success, What's Next Illinois, Naviance, Supplies for Dreams, and Upward Bound. The school also have partnerships with various entities that ensure students are prepared for college and career success. The Daniel Murphy Scholarship program, High School Algebra for Middle School Students, Rush Medical Center, Science Camp, and an annual visit by Judge Reyes to speak to upper grade classes provide students with post-secondary awareness. After School programs such as RISE offer activities lay the foundation for the academic rigor needed for transitioning to college and career. The middle school students have banners from colleges and universities from around the country displayed in the corridors. The school hosts parent workshops to assist parents in how they can help guide their children for academic success.

There is a need to monitor the transition of English Language Learners. The school plans to bring in former students who have are college graduates and career oriented to speak to students at all levels. The number of students in various programs must be expanded.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

Teachers incorporate higher order thinking skills into instruction. They provide sentence starters and stems to guide students in expressing what they are learning. Differentiating lessons are part of daily instructional practices as noted in lesson plans and unit plans. Differentiation is done through small group instruction, pull out support, and push in support. Teachers often change instructional practices base on the analysis of data from assessment, classwork and observations. Online programs such as myOn and IXL provide data along with formative assessments that help teachers monitor the effect of their teaching on student learning. Teachers of primary grade students conduct progress monitoring for reading and math.

There is a need to guide students in articulating the relevance of the objective of their learning.

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	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

Score

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.

1 2 **3** 4

There are various systems of support for students that are academic and social/emotional. The school implements the PATHS curriculum that promotes emotional and social competencies. The Positive Behavior Interventions and Supports program is accessible to all students, and the Safe Date program is offered to our 8th grade students. The Universal Design for Learning principles are used by teachers to support students on all Tiers. The analysis of student work, IEPs, On-Track data, NWEA, TRC assessment data help teachers to determine which students would benefit the most from pull out support for small group or individualized instruction.

There is a need to develop a system to help identify students who need intervention before they get to sixth grade. The data file can also be used to show what supports have been given to specific students.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
CPS Framework for Teaching	Collaborative Teachers
	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

The school uses multiple measures to assess student learning. TRC Progress Monitoring is done for primary students in reading and math. Anecdotal records are kept for students. Support staff and classroom teachers provide RTI for students in all grades including diverse learners and English learners. Universal Design for Learning principles are used by all teachers to support learning styles of all students. Vocabulary study, Word of the Week, and the use of the Depth of Knowledge (DOK) chart all help students meet their academic goals. Grade Level Release sessions allow teachers time to collaborate and create common assessments. The weekly Grade Level Team meetings provide time for teachers to analyze the quality and the complexity of assessments. Teachers can be responsive to the needs of all students from the use of the school-wide data file which documents student progress and proficiency. Teachers determine as a grade level team on the weight given for each category that make up student grades. Students are given the opportunity to improve an unsatisfactory grade they have received on an assignment or assessment.

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.csaonline.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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 **3** 4

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

The school sustains a culture of belief in the importance of learning and hard work through making learning goals relevant to students. Teachers share learning goals with students and parents with a Growth Targets document that shows where the student scores for the current quarter and what his/her learning targets and goals are for the next quarter. Teachers conduct conferences with each individual student to discuss his/her learning goals. Students are aware of their assessment scores, Lexile reading levels, and expectations for improvement. Upper grade students use Google Docs to critique their work and the work of their peers. Students at all levels are provided with various rubrics and check lists to self-assess their work. Parent letters are sent home to let them know what specific skills their child is working on, which skills have been mastered and the skills that still need work. A Walking Reading program allows students to not only meet but exceed their personal learning goals. Primary students use a color-coded system to keep track of their reading levels.

Student achievement is recognized quarterly by displaying their names on the Gold and Silver Honor Roll, and Perfect Attendance bulletin board. A Student of the Month luncheon is held to recognize students for achievement/improvement in a variety of areas: academics, behavior, attendance etc. All students can receive recognition through PBIS by earning Panther Cash.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 **3** 4

Teachers, parents and students work together to ensure an effective school environment that is respectful, warm and caring. The school uses the PATHS curriculum for social and emotional growth of students. Students are sensitive to students as individuals particularly the Diverse Learners population. Students often volunteer to help their peers to fully participate in group activities. Teachers volunteer their personal time to tutor students before and after school hours. They volunteer in helping students successfully transition into the after school programs. Students volunteer as Recess Readers where older students tutor younger students. A group of students represent the school in the Chicago Police Department District 12 Youth Sub-Committee. Students understand diversity and learn to have mutual respect for cultural differences. The Chinese Mandarin language and culture is taught to students at all grade levels. Assemblies and special activities are held annually to celebrate different cultures such as: Black History Month Assembly, Chinese Heritage Month, Mexican Independence Day Parade, and field trips to China Town. Students take classes in Folkloric Dance, Mariachi, and Hip Hop Dance. The eighth grade students host an annual luncheon for the senior citizens of the community. Teachers and staff contribute personal finances to provide turkeys for indigent families during the holidays.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).

- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	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:

Score

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

1 2 **3** 4

All students are given the opportunity to participate in a wide range of extracurricular and enrichment activities. Their input is used to determine which programs and activities are implemented in the school. Students who participate in the after school Project RISE program complete a survey for feedback. Students are asked to reflect on their academic achievement and improvement in various classes. A group of students represent the school in the Chicago Police Department District 12 Youth Sub-Committee. Literacy units often focus on civil rights, immigration and human dignity issues which help students learn to evaluate and consider multiple viewpoints by discussing these topics. Eighth grade students host an annual luncheon for senior citizens in the community.

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	<ul style="list-style-type: none"> ✓ 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:

Score

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

1 2 **3** 4

The school provides a safe learning and working environment for students and staff. PBIS is implemented school-wide. SEL services are provided by the counselor and student services team members. The PATHS curriculum is implemented in kindergarten through fifth grade. Students who are late to school are given tardy passes to class. The middle school students have Peer Jury system to resolve conflicts. The school has two security officers. Teachers follow supervision schedules consistently before, during and after school. Parent volunteers provide safety patrol before and after the school day and supervision is also provided during indoor and outdoor recess.

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

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:

Score

1 2 **3** 4

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

The PATHS/PBIS behavior matrix and expectations are posted throughout the school building to remind students of expected behavior. Teachers have attended workshops on Restorative Justice and the development of a Peer Jury system for schools. These tools provide proactive strategies to reinforce positive student behavior. The school uses the Verify System to monitor behaviors and consequences. The school has successfully reduced suspensions down to zero in two years. In-School Suspensions are given for patterns of misbehavior in a designated location.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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.

1 2 3 4

The school has strong parent partnerships by having a non-threatening and welcoming environment. The principal offers an "Open Door Policy" and has a twenty-four hour response time to all questions and concerns. Parent workshops are held every two weeks to help parents improve their understanding of the instructional program of the school and to help their children succeed. The school has a dedicated Parent Patrol that volunteers to make sure students are safe around the school campus. Parents also volunteer to provide supervision during recess. The Parent Handbook is posted on the school's website. Spanish and Mandarin interpreters are provided for parents to communicate effectively with school staff. All correspondences from the school are sent home in Spanish and English. The school hosts an Open House, and a Mothers' Day celebration every year. Parents are welcome to attend holiday and end of year assemblies. Teachers complete goals sheets and informational letters to keep parents informed about their child's progress in addition to the quarterly progress reports and report cards.

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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
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 \emptyset = Not of focus
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset

4 Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility

1	2	3	4	5	⊗
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4 Expectations for Quality & Character of School Life: Parent Partnership

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

National School Growth Percentile - Reading

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and the weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an increase of 10% increase of our students meeting/exceeding growth targets during each of the school years included putting us at the 55th and 60th percentile growth by the end of the CIWP cycle.

80.00

45.00

55.00

60.00

National School Growth Percentile - Math

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an increase of 10% of our students meeting/exceeding growth targets during each of the two years of the cycle resulting in growth in the 70th and 75th percentile respectively.

78.00

67.00

70.00

75.00

% of Students Meeting/Exceeding National Ave Growth Norms

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and the weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an increase of 10% of our students meeting/exceeding growth targets during each of the two years of the cycle resulting in growth in the 75th and 80th percentile.

59.10

(Blank)

75.00

80.00

African-American Growth Percentile - Reading

There is currently one African-American student in Grades 3-8.

(Blank)

(Blank)

100.00

100.00

Hispanic Growth Percentile - Reading

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. Due to the demographic population of the school being 97% Hispanic, the growth of our Hispanic subgroup will mirror growth in overall reading resulting in growth measured in the 55th and 60th percentile respectively for each of the school years reflected in the CIWP.

80.00

45.00

55.00

60.00

English Learner Growth Percentile - Reading

Through the implementation of an evidence based literacy and math curriculum delivered through strong instructional strategies based on the principles of UDL our EL students will score in the 70th percentile by SY 2017-18.

(Blank)

(Blank)

60.00

70.00

Diverse Learner Growth Percentile - Reading

There is currently limited data due to insufficient number of DL testing. However, over the next two years DL will make growth targets reflective of the 45th and 50th percentile in growth.

(Blank)

(Blank)

45.00

50.00

African-American Growth Percentile - Math

There is currently one African-American student in Grades 3-8.

(Blank)

(Blank)

100.00

100.00

Hispanic Growth Percentile - Math

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. Due to the demographic population of the school being 97% Hispanic, the growth of our Hispanic subgroup will mirror growth in overall reading resulting in growth measured in the 70th and 75th percentile respectively for each of the school years reflected in the CIWP.	76.00	67.00	70.00	75.00
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English Learner Growth Percentile - Math

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions.	(Blank)	(Blank)	65.00	70.00
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Diverse Learner Growth Percentile - Math

There is currently limited data due to insufficient number of DL testing.However, over the next two years DL's will make growth targets reflective of the 50th and 55th percentile in growth.	(Blank)	(Blank)	50.00	55.00
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National School Attainment Percentile - Reading (Grades 3-8)

There will be an increase of 10% of our students grades 3-8 making attainment in reading each year for two consecutive years resulting in an overall growth in attainment in the 79th and 84th percentile respectively.	76.00	74.00	79.00	84.00
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National School Attainment Percentile - Math (Grades 3-8)

There will be an increase of 10% of our students grades 3-8 making attainment in math each year for two consecutive years resulting in an overall growth in attainment in the 88th and 90th percentile over two years.	82.00	85.00	88.00	90.00
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National School Attainment Percentile - Reading (Grade 2)

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an 10% increase of students making grade level attainment placing us in the 75 percentile.	86.00	68.00	75.00	80.00
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National School Attainment Percentile - Math (Grade 2)

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. This will result in an 10% increase of students making grade level attainment over two years placing us in the 80th percentile by EOY 2018.	56.00	74.00	75.00	80.00
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% of Students Making Sufficient Annual Progress on ACCESS

Through the implementation on UDL strategies into instruction, as well as, an intervention/acceleration block, student strengths will be targeted and developed and their weaknesses will be addressed through a strong Tier 1 instruction and supports through Tier 2 and 3 interventions. There will be an overall growth of students making sufficient progress on the ACCESS of 5% each year for a 10% increase over the two year period.	51.70	40.90	45.00	50.00
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Average Daily Attendance Rate

School will continue to maintain an average attendance rate above 96%.	96.60	96.50	96.00	96.50
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My Voice, My School 5 Essentials Survey

School will work to maintain the "Well Organized" designation.	(Blank)	(Blank)	(Blank)	(Blank)
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2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

Teachers will evaluate and implement high quality and rigorous literacy performance assessments and unit plans aligned to Common Core State Standards. Bilingual teachers will implement ELL program to ensure that the English Language Learners increase English literacy skills.

...then we see...

Teachers will use Gradual Release of Responsibility strategies and Multi-Tiered System of Support (MTSS) to strategically scaffold and differentiate instruction through the implementation of UDL principles and balanced literacy model (mini lessons, Guided Reading, Writing about Reading), and lesson plans, instructional practices that include ESL strategies

...which leads to...

at least 80% of students meeting or exceeding standards, and 75% meeting growth targets on growth assessments; a 10% increase in the number of ELLs demonstrating English Language proficiency on the ACCESS, and meeting or exceeding growth targets on the NWEA MAP Reading Assessment.

Tags:

Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core

Area(s) of focus:

1, 2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Professional Development for implementing Common Core State Standards aligned literacy instruction by teachers to each grade level or band

ILT

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

Core Instruction, Curriculum Design, Common core

Teachers will use performance assessments to assess CCSS.

Classroom Teachers

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

Core Instruction, Curriculum Design, Curriculum, Common core, Assessments

Assess, revise and implement coherent unit plans using the UBD model and incorporating UDL principles.

ILT, Classroom
Teachers

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

Teacher Teams/Collaboration, Differentiated instruction

Monitor lesson plans, and instruction to ensure the continued focus on a balanced literacy curriculum

Administration, ILT

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

Core Instruction, Aligned resources, Balanced literacy

Each grade level will have access to instructional materials aligned to the standards including informational texts in social studies and science.

ILT

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

Instructional material, Common core

Continue professional development for guided reading, close reading of complex texts, and developing text dependent questions focusing on moving from level 2 to level 3 and 4 questions	ILT	Aug 29, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Professional development, Rigorous tasks

Analyze data from a variety of assessments (NWEA, TRC, PARCC, Benchmark, Performance tasks) to inform instruction, group students, and determine students who are in need of Tier 2 MTSS.	ILT, Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Data Use, Assessments

Research and purchase computer software and online programs to enhance instruction to increase literacy skills.	ILT	Aug 1, 2016 to Nov 29, 2016	(Blank)	Not started
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Technology, Curriculum

Interventions will be provided for Tier 2 and 3 students that will include: small group instruction in-class and push-out support by classroom teachers and specialists.	ILT, Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Intervention, Differentiated instruction, Academic expectations

Teachers in the Transitional Bilingual Education (TBE) program will provide ELLs with CCSS literacy instruction in the native language.	Bilingual Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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English Learners, Bilingual, Differentiated instruction

Kindergarten-3rd grade Bilingual teachers will continue with ELD Block using EL Achieve	Bilingual Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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English Learners, Instructional practices, Curriculum, Instructional material

Teachers in grades 4-8 will continue providing on-going support for ELLs to strengthen their English Proficiency in Grammar and Comprehension during the I/A Block.	Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Instructional practices

The school will maintain ESL/Bilingual Staff.	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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English Learners, Instruction, Staff

Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language.

Administration, ILT,
Classroom Teachers

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

English Learners, Curriculum Design, Instructional practices, Instructional material

Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs.

Administration, ILT

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

MTSS, English Learners, Professional Learning, Professional development

Administration will ensure that Professional Development addresses the specific needs of Diverse including ELL Learners.

Administration

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

Diverse Learners, English Learners, Professional development

Teachers of ELLs use formative assessment data to analyze student growth in content knowledge and skills in English and their native language.

Classroom Teachers

Sep 1, 2016 to
Jun 22, 2018

(Blank)

Not started

English Learners, Instructional practices, Curriculum, Assessments

Purchase computer software and online programs to enhance instruction to increase literacy, math, and science skills (myOn, IXL, Reading Eggs).

ILT

Oct 3, 2016 to
Jun 22, 2018

(Blank)

Not started

MTSS, Technology, English Learners, Curriculum, Instructional material, Software

Provide PD for all teachers to provide support for ELLs and to understand WIDA Standards

Administration, ILT

Nov 1, 2016 to
Jun 22, 2018

(Blank)

Not started

MTSS, English Learners, Instructional Coaching

Teachers in grades 4-8 will create a schedule to provide instructional support for ELLs as needed.

ESL/Bilingual
Teachers

Sep 5, 2016 to
Jun 22, 2018

(Blank)

Not started

MTSS, English Learners, Instructional practices

Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA and PARCC assessments.	ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships

Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students.	Administration, ILT	Sep 20, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners

Strategy 2

If we do...

Increase teacher capacity to integrate and deliver high quality and rigorous Math CCSS instruction.

...then we see...

PD opportunities, Teachers using the teaching framework to drive instructional improvement, using learning cycle work, peer visits, and using regular informal and formal assessments to measure student understanding and growth.

...which leads to...

at least 87% of students will meet and/or exceed state standards, and at least 75% will meet their growth target on the NWEA Math Assessment.

Tags:

Core Instruction, Instruction, Curriculum, Assessments

Area(s) of focus:

1, 2, 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
PD sessions will be held to focus on sharing out the CCSS Math and Go Math Modules.	ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started

Curriculum, Professional development

Teacher leaders will receive training on the CCSS Math Modules, Go Math curriculum, IXL and Khan Academy online programs, and Math Talk, and will be given opportunities to share during weekly grade level team meetings.	ILT, Classroom Teachers	Nov 10, 2016 to Jun 22, 2018	(Blank)	Not started
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Curriculum, Professional development

Principal provides common grade cluster planning time to foster collaboration	Administration	Sep 20, 2016 to Jun 19, 2018	(Blank)	Not started
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Professional Learning, Curriculum, Lesson planning

All teachers select and use CCSS-aligned resources designed to build a classroom culture of productive math investigations and student-to-student discourse.	Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Core Instruction, Curriculum, Rigorous tasks

All teachers plan and use common assessments (formative, summative, CPS Benchmark) to help inform math instruction.	Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Data Use, Instruction, Curriculum, Assessments

Teachers will work with data strategist to analyze student data and student work to determine best strategies to inform instruction.	Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Core Instruction, Data Use, Instruction, Assessments

The school will maintain ESL/Bilingual Staff.	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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English Learners, Instruction, Staff

Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language.	Administration, ILT, Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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English Learners, Curriculum Design, Instructional practices, Instructional material

Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs.	Administration, ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum Design

Administration will ensure that Professional Development addresses the specific needs of Diverse including ELL Learners.	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Diverse Learners, English Learners, Professional development

Purchase computer software and online programs to enhance instruction to increase literacy, math, and science skills (myOn, IXL, Reading Eggs).	ILT	Oct 3, 2016 to Nov 25, 2016	(Blank)	Not started
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MTSS, Technology, Diverse Learners, English Learners, Curriculum, Software

Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA and PARCC assessments.	Administration, ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships

Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students.	Administration, ILT	Sep 20, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners

Strategy 3

If we do...

Increase teacher capacity to integrate and deliver high quality and rigorous Science instruction by implementing the Next Generation Science Standards (NGSS)

...then we see...

through lesson plans, classroom observations and teacher input, that the Science curriculum is aligned to the Illinois Science Assessment (ISBE Science).

...which leads to...

80% of students in 5th and 8th grade meeting/exceeding state standards in Science, and all students gaining essential scientific skills and understandings to demonstrate college and career readiness.

Tags:

Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction

Area(s) of focus:

1, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Upper grade teachers will implement the SEPUP program .	Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started

Science, Core Instruction, Curriculum

Science teacher leaders will attend PD focused on the Science and Engineering Practices in the 2nd Quarter.	Teachers	Oct 10, 2016 to Oct 31, 2017	(Blank)	Not started
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Science, Core Instruction, Professional Learning, Curriculum

Teachers collaborate to select rigorous tasks and sample Science Instructional Units from the CPS Science Content Framework.	Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Science, Professional Learning, Curriculum, Classroom rigor, Instructional mater

Teachers of 5th and 8th grade students will administer the Science REACH BOY and EOY Performance Tasks and analyze student work in teacher teams to understand high-level content expectations for the year.	5th & 8th Grade Teachers	Oct 3, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Science, Assessments, Classroom rigor

Administrator will review lesson plans and observation data to ensure that multiple pathways of access exist for students to understand core ideas in the NGSS.	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Science, Core Instruction, Instructional practices, Classroom rigor

Teachers incorporate WIDA standards when planning and delivering science instruction for ELLs.	Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Science, Core Instruction, English Learners, Classroom rigor

Conduct annual school Science Fair	(Blank)	Dec 1, 2016 to Jan 12, 2018	(Blank)	Not started
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Science

Conduct a Family Science Night once a year.	Administration, Classroom Teachers	Nov 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Science, Family and Community Engagement, Instructional practices

Collaborate with Bilingual Parent Resource Center to present parent workshops to introduce new Science Standards.	Administration, ILT	Sep 26, 2016 to Jun 22, 2018	(Blank)	Not started
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Science, Parental involvement

Purchase FOSS Science kits that are aligned to NGSS for 1st-5th grade.	ILT,	Oct 24, 2016 to Jun 22, 2018	(Blank)	Not started
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Science, Curriculum, Ngss, Science instruction

Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language.	Administration, ILT, Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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English Learners, Curriculum Design, Instructional practices, Instructional material

Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs.	Administration, ILT,	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum Design

Administration will ensure that Professional Development addresses the specific needs of Diverse and ELL Learners.	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Diverse Learners, English Learners, Professional development

Purchase computer software and online programs to enhance instruction to increase literacy, math, and science skills (myOn, IXL, Reading Eggs).	ILT	Oct 3, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Technology, Diverse Learners, English Learners, Curriculum, Instructional material, Software

Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA, PARCC, and Illinois Science (ISBE Science) Assessments.	ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships

Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students.	Administration, ILT	Sep 20, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners

Strategy 4

If we do...

The Fine Arts teachers (Music and Art) will maintain and expand the school's focus of the CPS Fine and Performing Arts Magnet Cluster Program Identity.

...then we see...

rigorous arts instruction integrating literacy, science and mathematics by qualified Fine Arts teachers, while implementing Arts integrated instruction, and Common Core Arts Standards.

...which leads to...

100% equity of access to fine and performing arts for all students, 80% of students are at or above the National Average on the Reading and Math NWEA MAP Assessments by the end of the year, and 75% of students meet their NWEA growth targets.

Tags:

Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts

Area(s) of focus:

1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

Schedule a minimum of 120 minutes of arts instruction per week for each student	Administration	Aug 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Instruction, Scheduling, Fine arts

Fund one Arts teacher positions and continue maintain one arts position funded by Fine Arts Department.	Administration	Aug 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Fine arts, Staff

Develop, implement, monitor Arts integration Units (following UBD Model), with Performance Tasks and Rubric a minimum of 4 per year and 1 per grade band	Fine Arts and Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Assessment, Instructional practices, Fine arts

Use Common Core State Standards for the Arts in the 4 quarterly integrated units	Fine Arts and Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Instruction, Common core, Fine arts

Collaboration between the arts and classroom teachers for the intergration of visual arts and music into math and science	Fine Arts and Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Teacher Teams/Collaboration, Instruction, Fine arts

Continue to offer after school programs in the Fine Arts, to include: music instruction, visual arts, drama, and dance	Fine Arts Teachers, ILT	Nov 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Climate and Culture, Instruction, Fine arts

Continue Fine Arts Partner relationships, including but not exclusive to: Lyric Opera of Chicago, CSO, Project AIM and Little Kids Rock	Administration, Fine Arts Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Partnerships, Fine arts

In order to maintain rigorous arts instruction, Fine Arts teachers will deliver 3 extended day professional development sessions per year.	Fine Arts and Classroom Teachers	Aug 29, 2016 to Jun 22, 2018	(Blank)	Not started
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Curriculum, Rigour, Professional development, Fine arts

Teachers will ensure that there is access to all fine arts classes, programs, and activities for Diverse Learners including ELLs.	Fine Arts Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Diverse Learners, English Learners, Instruction, Fine arts

Implement 3 integrated units in English/Language Arts and World Language in grades 3, 5, and 8.	Fine Arts Teachers, World Language Teacher	Sep 19, 2016 to Jun 22, 2018	(Blank)	Not started
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Curriculum Design, World language, Fine arts, Integration, Language arts

Teachers In grades 4-8 use small group instruction in at least one unit.	Classroom Teachers	Sep 5, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Instructional practices

The Instructional Leadership Team meets monthly to analyze student work and adjust instruction.	ILT	Sep 22, 2016 to Jun 14, 2018	(Blank)	Not started
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Instructional practices, Data analysis

75% of teachers participate in on-going professional development offered through the District.	ILT, Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Curriculum, Professional development, Instruction, Fine arts

Hold 5 parent activities during the year with an average of 100 families represented at each.	Fine Arts Teachers	Nov 14, 2016 to Apr 27, 2018	(Blank)	Not started
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Parental involvement

Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language.	Administration, ILT, Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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English Learners, Curriculum Design, Instructional practices, Instructional material

Administration will ensure that Professional Development also addresses the specific needs of Diverse and English Learners.	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Diverse Learners, English Learners, Professional development

Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students.	Administration, ILT	Sep 20, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners

At least one fine arts teacher will attend ATLAS Professional Development sessions on Curriculum Construction.	Administration, Fine Arts Teachers	Sep 5, 2016 to Jun 22, 2018	(Blank)	Not started
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Technology, Professional development, Fine arts

Purchase additional iPads to complete the Fine Arts iPad cart.	Administration, Fine Arts Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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Technology, Fine arts

Strategy 5

If we do...

Create and foster a school culture and climate that is positive, safe and productive for students and teachers, and support students in developing positive relationships, self-regulation, empathy, communication, conflict resolution and other social emotional and interpersonal skills.

...then we see...





students feeling safe outside and around the school, traveling between home and school, and in hallways, bathrooms, and in their classes.

...which leads to...

at least 80% of 6th-8th grade students stating on the My School, My Voice Survey that they feel safe outside and inside of the school.

Tags:
MTSS

Area(s) of focus:
1, 2, 3

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Provide Professional Development for restorative practices for Middle School Teachers.	ILT, Classroom Teachers	Sep 16, 2016 to Jun 22, 2018	(Blank)	Not started

MTSS, Social emotional, Professional development

Continue to foster partnerships with the 12th District Police Department. (Youth Sub-Committee)	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Community

Work in collaboration with the Bilingual Parent Resource Center to present parent workshops on SEL.	Administration	Oct 3, 2016 to Jun 22, 2018	(Blank)	Not started
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Parental involvement

Continue GREAT program for gang and violence prevention	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Community

Implement PATHS Curriculum for promoting emotional and social competencies and reducing aggression and behavior problems in grades K-5.	ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Curriculum, Social emotional, Paths

Incorporate student voice to improve homework engagement, academic achievement and behavior through surveys and focus groups.	ILT, Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Academic gain, Academic supports

Continue the review process to ensure that students with IEPs have access to all tiers of support in special education and general education classrooms.	Administration, ILT, Special Education Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Diverse Learners, Academic supports

All school admin and classroom teachers will be trained in PATHS curriculum.	Administration, Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Social emotional

Implement SEL supports as part of alternatives to suspensions (e.g., older students assisting in pre-k, skill based in-school suspensions, community service, convene peer juries for grades 5-8 for Group I-III infractions, etc.)	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Behavior and Safety, Behavior supports

Implement Positive Behavioral Interventions and Supports (PBIS) to increase academic performance, improve safety, decrease problem behavior and establish a positive culture (Panther Cash Reward System, School Wide behavior/academic expectations, etc.)	Administration, All Staff	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Behavior and Safety, Academic expectations, Behavior supports

Provide targeted support for students who have difficulty demonstrating social-emotional skills (Anger Coping, and Cognitive Behavioral Intervention for Trauma in Schools -CBITS).	Social Worker, Counselor	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, Social emotional, Behavior supports

Continue the review process to ensure that ELLs have access to all tiers of support in their native language.	ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners

Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language.	Administration, ILT, Classroom Teachers	Sep 1, 2016 to Jun 22, 2018	(Blank)	Behind
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English Learners, Curriculum Design, Instructional practices, Instructional material

Administration will ensure that Professional Development addresses the specific needs of Diverse including ELL Learners.	Administration	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum Design

Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs.	Administration, ILT,	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum Design

Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA and PARCC assessments.	ILT	Sep 1, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships

Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students.	Administration, ILT	Sep 20, 2016 to Jun 22, 2018	(Blank)	Not started
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MTSS, English Learners

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Professional Development for implementing Common Core State Standards aligned literacy instruction by teachers to each grade level or band Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, Core Instruction, Curriculum Design, Common core	ILT	Sep 1, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Teachers will use performance assessments to assess CCSS.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, Core Instruction, Curriculum Design, Curriculum, Common core, Assessments</p>	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Assess, revise and implement coherent unit plans using the UBD model and incorporating UDL principles.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, Teacher Teams/Collaboration, Differentiated instruction</p>	ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Monitor lesson plans, and instruction to ensure the continued focus on a balanced literacy curriculum</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, Core Instruction, Aligned resources, Balanced literacy</p>	Administration, ILT	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Each grade level will have access to instructional materials aligned to the standards including informational texts in social studies and science.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, Instructional material, Common core</p>	ILT	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Continue professional development for guided reading, close reading of complex texts, and developing text dependent questions focusing on moving from level 2 to level 3 and 4 questions</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, Professional development, Rigorous tasks</p>	ILT	Aug 29, 2016	Jun 22, 2018	Not started
<p>✚ Analyze data from a variety of assessments (NWEA, TRC, PARCC, Benchmark, Performance tasks) to inform instruction, group students, and determine students who are in need of Tier 2 MTSS.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, Data Use, Assessments</p>	ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Research and purchase computer software and online programs to enhance instruction to increase literacy skills.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, Technology, Curriculum</p>	ILT	Aug 1, 2016	Nov 29, 2016	Not started
<p>✚ Interventions will be provided for Tier 2 and 3 students that will include: small group instruction in-class and push-out support by classroom teachers and specialists.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, Intervention, Differentiated instruction, Academic expectations</p>	ILT, Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Teachers in the Transitional Bilingual Education (TBE) program will provide ELLs with CCSS literacy instruction in the native language.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, English Learners, Bilingual, Differentiated instruction</p>	Bilingual Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Kindergarten-3rd grade Bilingual teachers will continue with ELD Block using EL Achieve</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, English Learners, Instructional practices, Curriculum, Instructional material</p>	Bilingual Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Teachers in grades 4-8 will continue providing on-going support for ELLs to strengthen their English Proficiency in Grammar and Comprehension during the I/A Block.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, English Learners, Instructional practices</p>	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ The school will maintain ESL/Bilingual Staff.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, English Learners, Instruction, Staff</p>	Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, English Learners, Curriculum Design, Instructional practices, Instructional material</p>	Administration, ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, English Learners, Professional Learning, Professional development</p>	Administration, ILT	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Administration will ensure that Professional Development addresses the specific needs of Diverse including ELL Learners.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, Diverse Learners, English Learners, Professional development</p>	Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Teachers of ELLs use formative assessment data to analyze student growth in content knowledge and skills in English and their native language.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, English Learners, Instructional practices, Curriculum, Assessments</p>	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Purchase computer software and online programs to enhance instruction to increase literacy, math, and science skills (myOn, IXL, Reading Eggs).</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, Technology, English Learners, Curriculum, Instructional material, Software</p>	ILT	Oct 3, 2016	Jun 22, 2018	Not started
<p>✚ Provide PD for all teachers to provide support for ELLs and to understand WIDA Standards</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, English Learners, Instructional Coaching</p>	Administration, ILT	Nov 1, 2016	Jun 22, 2018	Not started
<p>✚ Teachers in grades 4-8 will create a schedule to provide instructional support for ELLs as needed.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, English Learners, Instructional practices</p>	ESL/Bilingual Teachers	Sep 5, 2016	Jun 22, 2018	Not started
<p>✚ Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA and PARCC assessments.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships</p>	ILT	Sep 1, 2016	Jun 22, 2018	Not started
<p>✚ Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students.</p> <p>Tags: Literacy/Reading, Core Instruction, Technology, English Learners, Assessment, Instruction, Instructional practices, Curriculum, Materials, Differentiated instruction, Instructional material, Common core, MTSS, English Learners</p>	Administration, ILT	Sep 20, 2016	Jun 22, 2018	Not started
<p>✚ PD sessions will be held to focus on sharing out the CCSS Math and Go Math Modules.</p> <p>Tags: Core Instruction, Instruction, Curriculum, Assessments, Curriculum, Professional development</p>	ILT	Sep 1, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
+ Teacher leaders will receive training on the CCSS Math Modules, Go Math curriculum, IXL and Khan Academy online programs, and Math Talk, and will be given opportunities to share during weekly grade level team meetings. Tags: Core Instruction, Instruction, Curriculum, Assessments, Curriculum, Professional development	ILT, Classroom Teachers	Nov 10, 2016	Jun 22, 2018	Not started
+ Principal provides common grade cluster planning time to foster collaboration Tags: Core Instruction, Instruction, Curriculum, Assessments, Professional Learning, Curriculum, Lesson planning	Administration	Sep 20, 2016	Jun 19, 2018	Not started
+ All teachers select and use CCSS-aligned resources designed to build a classroom culture of productive math investigations and student-to-student discourse. Tags: Core Instruction, Instruction, Curriculum, Assessments, MTSS, Core Instruction, Curriculum, Rigorous tasks	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ All teachers plan and use common assessments (formative, summative, CPS Benchmark) to help inform math instruction. Tags: Core Instruction, Instruction, Curriculum, Assessments, MTSS, Data Use, Instruction, Curriculum, Assessments	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Teachers will work with data strategist to analyze student data and student work to determine best strategies to inform instruction. Tags: Core Instruction, Instruction, Curriculum, Assessments, Core Instruction, Data Use, Instruction, Assessments	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ The school will maintain ESL/Bilingual Staff. Tags: Core Instruction, Instruction, Curriculum, Assessments, English Learners, Instruction, Staff	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language. Tags: Core Instruction, Instruction, Curriculum, Assessments, English Learners, Curriculum Design, Instructional practices, Instructional material	Administration, ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs. Tags: Core Instruction, Instruction, Curriculum, Assessments, MTSS, English Learners, Curriculum Design	Administration, ILT	Sep 1, 2016	Jun 22, 2018	Not started
+ Administration will ensure that Professional Development addresses the specific needs of Diverse including ELL Learners. Tags: Core Instruction, Instruction, Curriculum, Assessments, MTSS, Diverse Learners, English Learners, Professional development	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Purchase computer software and online programs to enhance instruction to increase literacy, math, and science skills (myOn, IXL, Reading Eggs). Tags: Core Instruction, Instruction, Curriculum, Assessments, MTSS, Technology, Diverse Learners, English Learners, Curriculum, Software	ILT	Oct 3, 2016	Nov 25, 2016	Not started
+ Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA and PARCC assessments. Tags: Core Instruction, Instruction, Curriculum, Assessments, MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships	Administration, ILT	Sep 1, 2016	Jun 22, 2018	Not started
+ Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students. Tags: Core Instruction, Instruction, Curriculum, Assessments, MTSS, English Learners	Administration, ILT	Sep 20, 2016	Jun 22, 2018	Not started
+ Upper grade teachers will implement the SEPUP program . Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science, Core Instruction, Curriculum	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Science teacher leaders will attend PD focused on the Science and Engineering Practices in the 2nd Quarter. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science, Core Instruction, Professional Learning, Curriculum	Teachers	Oct 10, 2016	Oct 31, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Teachers collaborate to select rigorous tasks and sample Science Instructional Units from the CPS Science Content Framework. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, MTSS, Science, Professional Learning, Curriculum, Classroom rigor, Instructional mater	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Teachers of 5th and 8th grade students will administer the Science REACH BOY and EOY Performance Tasks and analyze student work in teacher teams to understand high-level content expectations for the year. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, MTSS, Science, Assessments, Classroom rigor	5th & 8th Grade Teachers	Oct 3, 2016	Jun 22, 2018	Not started
+ Administrator will review lesson plans and observation data to ensure that multiple pathways of access exist for students to understand core ideas in the NGSS. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science, Core Instruction, Instructional practices, Classroom rigor	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Teachers incorporate WIDA standards when planning and delivering science instruction for ELLs. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science, Core Instruction, English Learners, Classroom rigor	Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Conduct annual school Science Fair Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science		Dec 1, 2016	Jan 12, 2018	Not started
+ Conduct a Family Science Night once a year. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science, Family and Community Engagement, Instructional practices	Administration, Classroom Teachers	Nov 1, 2016	Jun 22, 2018	Not started
+ Collaborate with Bilingual Parent Resource Center to present parent workshops to introduce new Science Standards. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science, Parental involvement	Administration, ILT	Sep 26, 2016	Jun 22, 2018	Not started
+ Purchase FOSS Science kits that are aligned to NGSS for 1st-5th grade. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, Science, Curriculum, Ngss, Science instruction	ILT,	Oct 24, 2016	Jun 22, 2018	Not started
+ Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, English Learners, Curriculum Design, Instructional practices, Instructional material	Administration, ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, MTSS, English Learners, Curriculum Design	Administration, ILT,	Sep 1, 2016	Jun 22, 2018	Not started
+ Administration will ensure that Professional Development addresses the specific needs of Diverse and ELL Learners. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, MTSS, Diverse Learners, English Learners, Professional development	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Purchase computer software and online programs to enhance instruction to increase literacy, math, and science skills (myOn, IXL, Reading Eggs). Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, MTSS, Technology, Diverse Learners, English Learners, Curriculum, Instructional material, Software	ILT	Oct 3, 2016	Jun 22, 2018	Not started
+ Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA, PARCC, and Illinois Science (ISBE Science) Assessments. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships	ILT	Sep 1, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
+ Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students. Tags: Core Instruction, Professional Learning, Instructional practices, Curriculum, Differentiated instruction, MTSS, English Learners	Administration, ILT	Sep 20, 2016	Jun 22, 2018	Not started
+ Schedule a minimum of 120 minutes of arts instruction per week for each student Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Instruction, Scheduling, Fine arts	Administration	Aug 1, 2016	Jun 22, 2018	Not started
+ Fund one Arts teacher positions and continue maintain one arts position funded by Fine Arts Department. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Fine arts, Staff	Administration	Aug 1, 2016	Jun 22, 2018	Not started
+ Develop, implement, monitor Arts integration Units (following UBD Model), with Performance Tasks and Rubric a minimum of 4 per year and 1 per grade band Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Assessment, Instructional practices, Fine arts	Fine Arts and Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Use Common Core State Standards for the Arts in the 4 quarterly integrated units Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Instruction, Common core, Fine arts	Fine Arts and Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Collaboration between the arts and classroom teachers for the intergration of visual arts and music into math and science Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Teacher Teams/Collaboration, Instruction, Fine arts	Fine Arts and Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Continue to offer after school programs in the Fine Arts, to include: music instruction, visual arts, drama, and dance Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, MTSS, Climate and Culture, Instruction, Fine arts	Fine Arts Teachers, ILT	Nov 1, 2016	Jun 22, 2018	Not started
+ Continue Fine Arts Partner relationships, including but not exclusive to: Lyric Opera of Chicago, CSO, Project AIM and Little Kids Rock Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Partnerships, Fine arts	Administration, Fine Arts Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ In order to maintain rigorous arts instruction, Fine Arts teachers will deliver 3 extended day professional development sessions per year. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Curriculum, Rigour, Professional development, Fine arts	Fine Arts and Classroom Teachers	Aug 29, 2016	Jun 22, 2018	Not started
+ Teachers will ensure that there is access to all fine arts classes, programs, and activities for Diverse Learners including ELLs. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, MTSS, Diverse Learners, English Learners, Instruction, Fine arts	Fine Arts Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Implement 3 integrated units in English/Language Arts and World Language in grades 3, 5, and 8. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Curriculum Design, World language, Fine arts, Integration, Language arts	Fine Arts Teachers, World Language Teacher	Sep 19, 2016	Jun 22, 2018	Not started
+ Teachers In grades 4-8 use small group instruction in at least one unit. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, MTSS, Instructional practices	Classroom Teachers	Sep 5, 2016	Jun 22, 2018	Not started
+ The Instructional Leadership Team meets monthly to analyze student work and adjust instruction. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Instructional practices, Data analysis	ILT	Sep 22, 2016	Jun 14, 2018	Not started
+ 75% of teachers participate in on-going professional development offered through the District. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Curriculum, Professional development, Instruction, Fine arts	ILT, Administration	Sep 1, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
+ Hold 5 parent activities during the year with an average of 100 families represented at each. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Parental involvement	Fine Arts Teachers	Nov 14, 2016	Apr 27, 2018	Not started
+ Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, English Learners, Curriculum Design, Instructional practices, Instructional material	Administration, ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Administration will ensure that Professional Development also addresses the specific needs of Diverse and English Learners. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, MTSS, Diverse Learners, English Learners, Professional development	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, MTSS, English Learners	Administration, ILT	Sep 20, 2016	Jun 22, 2018	Not started
+ At least one fine arts teacher will attend ATLAS Professional Development sessions on Curriculum Construction. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Technology, Professional development, Fine arts	Administration, Fine Arts Teachers	Sep 5, 2016	Jun 22, 2018	Not started
+ Purchase additional iPads to complete the Fine Arts iPad cart. Tags: Arts, Diverse Learners, Curriculum Design, Differentiated instruction, Student enrichment, Fine arts, Technology, Fine arts	Administration, Fine Arts Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Provide Professional Development for restorative practices for Middle School Teachers. Tags: MTSS, MTSS, Social emotional, Professional development	ILT, Classroom Teachers	Sep 16, 2016	Jun 22, 2018	Not started
+ Continue to foster partnerships with the 12th District Police Department. (Youth Sub-Committee) Tags: MTSS, MTSS, Community	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Work in collaboration with the Bilingual Parent Resource Center to present parent workshops on SEL. Tags: MTSS, Parental involvement	Administration	Oct 3, 2016	Jun 22, 2018	Not started
+ Continue GREAT program for gang and violence prevention Tags: MTSS, MTSS, Community	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Implement PATHS Curriculum for promoting emotional and social competencies and reducing aggression and behavior problems in grades K-5. Tags: MTSS, MTSS, Curriculum, Social emotional, Paths	ILT	Sep 1, 2016	Jun 22, 2018	Not started
+ Incorporate student voice to improve homework engagement, academic achievement and behavior through surveys and focus groups. Tags: MTSS, MTSS, Academic gain, Academic supports	ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Continue the review process to ensure that students with IEPs have access to all tiers of support in special education and general education classrooms. Tags: MTSS, MTSS, Diverse Learners, Academic supports	Administration, ILT, Special Education Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ All school admin and classroom teachers will be trained in PATHS curriculum. Tags: MTSS, MTSS, Social emotional	Administration, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Not started
+ Implement SEL supports as part of alternatives to suspensions (e.g., older students assisting in pre-k, skill based in-school suspensions, community service, convene peer juries for grades 5-8 for Group I-III infractions, etc.) Tags: MTSS, MTSS, Behavior and Safety, Behavior supports	Administration	Sep 1, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
+ Implement Positive Behavioral Interventions and Supports (PBIS) to increase academic performance, improve safety, decrease problem behavior and establish a positive culture (Panther Cash Reward System, School Wide behavior/academic expectations, etc.) Tags: MTSS, MTSS, Behavior and Safety, Academic expectations, Behavior supports	Administration, All Staff	Sep 1, 2016	Jun 22, 2018	Not started
+ Provide targeted support for students who have difficulty demonstrating social-emotional skills (Anger Coping, and Cognitive Behavioral Intervention for Trauma in Schools -CBITS). Tags: MTSS, MTSS, Social emotional, Behavior supports	Social Worker, Counselor	Sep 1, 2016	Jun 22, 2018	Not started
+ Continue the review process to ensure that ELLs have access to all tiers of support in their native language. Tags: MTSS, MTSS, English Learners	ILT	Sep 1, 2016	Jun 22, 2018	Not started
+ Identify culturally relevant materials needed to enrich the learning environment in classrooms and the library including texts and resources that reflect students' home culture and/or that are in the students' native language. Tags: MTSS, English Learners, Curriculum Design, Instructional practices, Instructional material	Administration, ILT, Classroom Teachers	Sep 1, 2016	Jun 22, 2018	Behind
+ Administration will ensure that Professional Development addresses the specific needs of Diverse including ELL Learners. Tags: MTSS, MTSS, English Learners, Curriculum Design	Administration	Sep 1, 2016	Jun 22, 2018	Not started
+ Bilingual and ESL resource and classroom teachers will have common planning time with general education counterparts for planning to align standards based on WIDA ELDS, CCSS Literacy, CCSS math, Science NGSS, and Social Science instruction for ELLs. Tags: MTSS, MTSS, English Learners, Curriculum Design	Administration, ILT,	Sep 1, 2016	Jun 22, 2018	Not started
+ Continue partnership with the Parent Resource Center to provide tools and resources for parents to support their students in successfully meeting the expectations on CCSS, and NWEA and PARCC assessments. Tags: MTSS, MTSS, English Learners, Curriculum, Parental involvement, Parent partnerships	ILT	Sep 1, 2016	Jun 22, 2018	Not started
+ Provide additional support for Tier 1 and Tier 2 transitional Bilingual Students. Tags: MTSS, MTSS, English Learners	Administration, ILT	Sep 20, 2016	Jun 22, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

NCLB Program

☒ NCLB Schoolwide Program

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

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

☒ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as

the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The school will hold an NCLB, Title I parent meeting to develop, review and revise the parental involvement policy for school year 2016-2017. The NCLB Title I annual meeting will be held in September 2016. Parents will give suggestions regarding the Perez School parental involvement plan. Parent focus groups will be scheduled and a survey will be conducted to ensure maximum participation. All meeting and focus group sessions will be conducted in English and Spanish and the survey will also be available in English and Spanish to accommodate all parents.

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

In collaboration with the NCLB PAC committee the school will schedule an initial NCLB parent meeting in September 2016. In September 2016 Perez will hold the elections for PAC officers. All eligible parents will be informed of the school's participation in NCLB Title I programs, the requirements of the program, as well as, their rights to be involved in the program will be reviewed. The PAC committee will schedule monthly NCLB meetings throughout the school year. Parents will be informed of these meetings through the school calendar and through flyers sent home with the students. All information will be distributed in English and Spanish and the meeting will be conducted in both English and Spanish as well.

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.

The school along with the NCLB PAC committee will schedule a meeting focusing on Title I programs including descriptions and explanations of the curriculum, the academic assessment tools used to measure progress and the proficiency levels students are expected to meet. The meeting will be scheduled at the beginning of the 2016-2017 school year. A presentation on NCLB and Title I will also be made during the annual open house held at the beginning of the school year.

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.

In collaboration with the NCLB Title I PAC the school will schedule regular monthly meetings in which parents along with the school will formulate suggestions and provide input on the education of their children. The NCLB PAC will also have the opportunity to participate and provide suggestions during the monthly LSC meetings.

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.

Progress Reports will be distributed to the parents in the following weeks of school: 5th, 15th, 25th and 35th. NWEA and PARCC results will be distributed to the parents in the Month of May or during Report Card Pick-Up/Parent Teacher conferences in November."

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will be provided with the Parent Notification Letter indicating their child is taught by a teacher who is not ""highly qualified". The notification will be sent in English and Spanish.

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.

The school will schedule informational sessions focusing on understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. These sessions will be scheduled at the beginning of the school year starting with an informational session during Open House. The sessions will be conducted in English and Spanish.

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.

The school, in collaboration with the NCLB PAC committee will schedule monthly workshops and training for parents in the areas of literacy, technology, and mathematics as well as information and resources available to assist them in working with their children to improve academic achievement."

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.

The school will schedule a professional development session for the staff during the beginning of the school year PD and teacher institute days. Sessions will cover: the importance of communication with parents; and strategies on reaching out to parents. Teachers will also be encouraged to seek out parent volunteers to assist in the classroom and as a chaperone on field trips and during in-school class activities such as assemblies.

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.

NCLB Parent Program will be integrated into activities and programs such as Reading First and Head Start through parental participation in activities such as Family Reading Night and Head Start Parent Meetings.

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

All communication related to NCLB, Title I parent programs will be distributed in English and Spanish. Parent meetings will also be conducted in English and Spanish.

Policy Implementation Activities

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

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

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

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

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

"n/a"

Parent Compact

Complete

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

The Perez School Community will provide and support a rigorous and comprehensive standards based curriculum, which emphasizes high quality instruction in all subject areas for all students. The integration of technology and the fine and performing arts will help us achieve our vision of preparing college bound and career ready global citizens. As citizens of a global society, the students will be leaders in the field of Science, Technology, Engineering and Mathematics.

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.

November and April of each year the school will hold Report Card pick-up and parent/teacher conferences.

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

Progress Reports will be distributed to the parents in the following weeks of school: 5th, 15th, 25th and 35th. NWEA and PARCC results will be distributed to the parents in the Month of May or during Report Card Pick-Up/Parent Teacher conferences in November.

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

Parents will have access to staff during the two scheduled report card pick up days in November and April. In addition, parents are encouraged to make an appointment to meet with their child's teacher during staff duty-free preparation time.

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

Parents are encouraged to volunteer and assist with class activities including student projects, chaperones on field trips, and helping with classroom displays and during assemblies. Opportunities to volunteer are available through-out the year and are arranged through the collaboration of parents and teachers. A schedule will be kept in the main office with all appropriate paperwork.

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

Parents will support student learning in the following ways: Monitoring student attendance; ensuring school work is completed; volunteering in the child's classroom; promoting positive use of child's extracurricular time; staying informed about child's education and communicating with the school by promptly reading all notices from the school and responding as appropriate; and participating in workshops offered through NCLB program.

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

Parents will be notified by the school in regards to decisions relating to the education of their children. Parents will participate in any meetings, conferences and evaluations regarding their children. Parents will attend the two parent/teacher conferences for report card pick-up as well as any other conferences as needed.

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

Students are responsible for completing all classwork and schoolwork everyday; reading at least 30 minutes a day outside of school time; attending school daily and on time; following school rules; Be Safe, Be Respectful; Be Responsible and Be a Positive Leader; and following the school uniform policy.

Parent Budget

Complete

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

There will be monthly meetings for parents. The topics will be based on parent interest survey and the topics they are interested in attending to support student achievement.

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.	\$	600	.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.	\$	200	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1600	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	200	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS	\$	800	.00

Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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.	\$	700	.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