



Josefa Ortiz De Dominguez Elementary School (/school-plans/334) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/08/2016	Guadalupe Gonzalez, Alejandra Dorantes, Angelica Herrera-Vest	Organization meeting/schedule dates
01/25/2016	Guadalupe Gonzales, Alejandra Dorantes, Angelica Herrera-Vest	Organization meeting for kick off meeting
01/26/2016	Administration and staff	CIWP Kick-off meeting/Review new process
02/05/2016	SEL AdHoc Committee	Culture of Learning
02/08/2016	ILT	Instructional Leadership Team, Curriculum,, Instructional Materials
02/22/2016	ILT	Rigorous Student Tasks, Balanced Assessment and Grading
02/09/2016	PPLC	Aligned Resources
02/10/2016	Intervention Ad Hoc Committee	MTSS
02/17/2016	PARENT/Yolanda Huerta/NCLB Chair/LSC/Bil PAC	Parent Involvement
02/05/2016	ESP Ad Hoc Committe	Safety and Order
02/27/2016	CIWP	Choose Top 3 Priorities
03/07/2016	CWIP	Start Strategy/Action Plan Work
02/05/2016	Beyond the Ball	Student Voice, Engagement, and Civic Life
02/22/2016	Administration	Leadership and Collective Responsibility, Transitions, college and career Access & Persistence, Professional Learning
03/24/2016	Administration	Relational Trust, Restorative Approaches to Discipline
03/14/2016	CWIP committee	Continue work on Strategies/Action Plan
03/21/2016	CWIP committee	Continue work on Strategies/Action Plan

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.

School shares mission at Pre-k to 2nd grade parent orientation meetings in September, there is a parent handbook where expectations are outlined, the mission is visible throughout the building on bulletin boards, mission as well as values are incorporated in to the instruction/posted throughout the building, classrooms and gym. Teacher leaders attend N7 PD, ILT, coaches and teacher leaders present professional development at the school.
 Recommendations to improve: Show a video during the orientations as to what the mission looks like and showcase in the main hall during report card pick up and orientation days. Any school communication sent out can include the mission as part of the letter head. Mission included on the teacher and monthly newsletters and principal communication. Create an acronym that represents the school's mission. Reword the mission so it is parent and child friendly.

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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

The ILT meets twice a month for 2 hours. There is representation from all grade levels and programs. The grade liaisons report out to the grade level teams and bring back recommendations for improvement to the ILT. Meetings are facilitated by instructional coach. ILT will revisit instructional practices after walk-throughs and review data to have it help determine where practices need improvement. ILT uses root cause analysis to determine what might be the possible area of need. For example, this year guided reading and think alouds were revisited after BAS data progress was minimal. Additional professional development was developed to address area of need. ILT members report out at principal directed grade level meetings. This is done for transparency. Recommendations for improvement: Monitor if actions are being implemented with fidelity by completing observations.

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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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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Thoughtful considerations are made when professional development activities are being put in place. They are also varied to meet the needs of individual teachers. Article readings at principal directed meetings are conducted once a week. Teachers in the Bilingual Program attend Saturday opportunities provided by OLCE. all Kindergarten and 1st grade in the Bilingual Program teachers are participating in CLI-Chicago Literacy Initiative professional development. 3 Bilingual Program teachers participated in the Network Spanish Literacy Support sessions. Teacher leaders attend N7 training and bring back information to the school. Teacher leaders attend N7lab sites. PD is differentiated for grade levels, programs and experience. For example, new teachers are getting lesson planning support by the instructional coach and behavior management by the AP. We have 2 teachers who have hosted the lab sites. Teachers attend WIDA trainings, Framework Fests, Star Net, and watch webinars. Teams of teachers videotape and provide feedback to colleagues. In the Five Essentials Survey-the area of Quality Professional Development was rated as being strong. We have an instructional coach that leads professional development activities at the principal directed meetings and ILT, and intervention committee. Administration is attending Lead, Learn, Excel training.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**

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

Evidence, Measures, and Standards

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

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 CIWP is always aligned to school's mission. The school is responsive to students' needs. Teachers and administration apply for grants. Materials are purchased to support school's mission and are provided to teachers in a timely manner so that instruction is not negatively impacted. All decision regarding curriculum and programing are data driven. We are beginning to use NWEA and mClass data to drive instructional practices in order to improve levels of student achievement. We are currently using BAS, and NY /Engage assessments.

Whenever possible, teachers and/or ESP are invited to participate in interviews to align with a collaborative hiring practice. Teachers are given a grade preference form at the end of the year and staffing decisions are always driven by teacher certification. Training is differentiated for grade levels. Itinerant staff are available to collaborate with teachers when requesting support.

Community programs that are working include: Beyond the Ball (we adopted their values), New Life community outreach, Vision & Dental Clinics, UIC Partnership, Mujeres en Accion, etc.. We provide reading night for parents, we took parents and students to Northwestern for an October activity, we had a Panda Book Club to address specific needs of students who were meeting benchmark goals.

Recommendations for improvement: Revisit time distribution, address changes to implement a more balanced literacy approach, create questions to be used for teacher pool of, protocol for exit interview needs to be established for those teacher who leave the school, share Dashboard data on a quarterly basis, Share LSC min. in the faculty lounge for all to have access.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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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All grade levels have quarterly teacher created literacy units that address all of the CCSS per grade level. The same literacy units are used for ELLS and diverse learners. School uses Engage New York that are CCSS aligned. Implementation of Step UP (SEL) program from Pre-k to 2nd grade. We have partnered with UIC-Health and Nutrition Program for all grade levels, including Pre-k. Implementation of CODE in grades K-2.

Recommendation for improvement: Revisit CPS content framework to ensure a balanced literacy block is being implemented. Align vertically. Review units to make adjustments to pacing and mastery. "Are students really learning what is appropriate for the grade level." Adopt new Math Program- Go Math that is aligned to CCSS and provides resources in both English and Spanish. Go Math also has a technology component and will be aligned to the 3-8th grade Math curriculum at Gary.

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&scid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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-

Score

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in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

We implement the CS4A coding program at grades K-2. Use Engage New York CCSS aligned math units. Teacher developed literacy units are aligned to CCSS/Equip Rubric was used to develop units. Literacy units are updated every quarter, including assessments. Classrooms have class sets of books for units. Differentiation is imbedded in the units. Every classroom has a document camera. iPads, subscription to RAZ kids, Brain Pop, Tumblebooks and Scholastic Newsweek for the Bilingual Program. Plugged and unplugged activities to relate to the real world.
 Recommendations for improvement: Evaluate the appropriateness (developmentally) of materials and assessments used in literacy units. Include non-print supplies to promote active, hands-on learning that address the needs of the total child. Look into including more media into the units. Provide General Program the Scholastic magazine. Create a school account for apps. Provide additional instruction in vocabulary, shared reading, read alouds, shared writing and word study opportunities.

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	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

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

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Units are revised based on teacher feedback regarding student performance. Students assume responsibility for high quality work by perseverance, collaboration (Values). Theory of Action illustrates EOY goals for students. Student progress is monitored through BAS, mClass, formative and summative assessment. Performance tasks address more than one standard. Units are 50/50 literature and informational, all unit work is grounded in citing evidence. Recommendation for improvement: Improve coherence in math (vertical planning). Ensure level of rigor by implementing professional development around the depth of knowledge across all grades.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Following are some of the practices that support this category: We support grade to grade transition by providing a end of the year progress report that provides information on students with the receiving teacher at Ortiz and at the receiving school, Gary. The Benchmark Assessment System data is shared on Google Drive. Students who transition to the General Program are monitored throughout the year. In Collaboration with feeder school students received summer support to assist with transitioning to the new school for 3rd grade. We have a uniform curriculum to assess the effectiveness of the interventions. We went on a family field trip to Northwestern University in October for a Halloween activity for students and an opportunity for parents to visit the university. Took a group of parents to the CPS High School fair at Navy Pier. We are participating in CODING as CS4A is implemented for all students K-2nd. We have visits at the end of the year to Gary the receiving school and vice versa for incoming Kindergarten students. SEL prep will conduct a resource unit on careers. We support college and career day by displaying college banners throughout the building. We had a parent workshop where selective enrollment schools criteria was presented. Parent group will visit selective enrollment -7th and 8th Academic Centers grade programs at Lindblom H.S.

Recommendations for improvement: Invite Gary's pre-schoolers to our assemblies. Increase opportunities for vertical planning. Think about how we sell our school. Possible collaboration with Gary for reading night. Have a yearly EOY activity with Gary to assist with transition of students.

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	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

The following instructional practices are present: turn and talks, group work, guided reading-flexible grouping, math talks, conversation cards, anchor charts/posters. Teachers differentiate in the classroom according to student needs. Literacy units are scaffolded. WIDA standards are used when planning for ESL instruction. Progress monitoring is built into instruction through the use of BAS and mClass. After students are tiered appropriated intervention is provided through additional small group time or guided reading.
 Recommendations for improvement: Revise assessment to allow for multiple pathways or to include more student choice.

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:

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

Score

1 2 **3** 4

Differentiation is built into literacy units, Units are adjusted based on student work. BAS results are located on Drive for transparency purposes. NWEA data and mClass data is now used when tiering students. AP and office staff follow up with parents of students who are frequently absent. Teachers celebrate perfect attendance in newsletters. There is a student attendance raffle on a monthly basis. Students receive perfect attendance certificates on a quarterly basis. Teachers complete remediation plans with parents on a quarterly basis. Progress monitoring with BAS and mClass is on-going. Intervention progress is being tracked/graphed for students in Tier III in order to provide documentation in cases where possible referrals are required through the MTSS process. Intervention committee meets on a monthly basis to collect data and monitor student progress. Check In and Check Out is used as a Tier II intervention for SEL. Tier II letters are sent out to parents. Parents receive letters outlining their child's reading level at benchmark. We provide additional support after school for 2nd grade. There is a menu of interventions on drive for teachers to use as needed.

Recommendations for improvement: Include more hands-on and performance based learning to address different modalities. Provide time for classroom teacher and interventionist to collaborate. Provide intervention support in math. Provide clearer steps for systems in place:referrals.

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 Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	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

There is a common grading assessment schedule, that include common assessments. Rubrics are used for the literacy units and writing. In addition to Gradebook progress reports, teacher created progress reports and remediation plans are developed when needed. Number of parent portal uses has gone up. Grades student work is sent home. Parents receive a reading level letter at benchmarks. 1st and 2nd grade have a set number of grades required for report cards. Recommendation for improvement: KDG alignment to new report card. Measure English Proficiency throughout the year.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS* and *Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

School values are posted and painted throughout the building. Values are posted in all classrooms as well as in the gym. Pictures are added to posters so that children have a visual of what the values look like, for example, voice level chart. Teachers and paraprofessionals support the SEL program Second Step by applying the resources in order to have a common language throughout the school. We convey high learning expectations by incorporating a voice level chart, provide differentiated instruction in classrooms, verbal praises, high fives, and cheering, exit slips, self surveys, and check in-out checklist. Lesson plans include connections to content standards. Lesson plans include strategies that connect different disciplines and include instructional strategies to anticipated student questions and student interest. We encourage students to take ownership of their work by encouraging them to be a Super Chico. Celebrations are held once a month to highlight students who are students of the month. We provide quarterly perfect attendance awards. Student work is displayed outside classroom for all to see. Gym teachers use stations in gym class in order to practice and self assess learned skills. Teachers provide feedback so students take the initiative to correct errors. Students are taught to persevere (value) and that it is okay to make mistakes because we learn from them. In Second Step Program: in the skills practice students practice skills they have learned through scenarios that could happen in real life. They allow students experiences that show them they are valued members of a community. Teachers provide motivational feedback. They ask students what they need to move forward to the next level. Students are provided with grading criteria and rubrics at beginning of lessons. We partner with UIC Chicago Partnership for Health Promotion-promotes good nutrition and physical activity in school. During breakfast, teachers are encouraged to talk about the SEL units, for example, empathy scenarios and experiences that students are having. Recommendation for improvement: Provide kit for 134, add pictures of values on the 2nd floor, height level of voice on posters as well as specific levels throughout the building area, incorporate sex ed curriculum at gym period.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

School Climate self-assessment scored high. We provide training to engage diverse families and communities. Special needs, ethnic, language differences are valued. One metric, Five Essentials, teacher-teacher and teacher-principal trust was low but school met with the developers of the Five Essentials and created a plan to address low component. Continue with community building activities such as "dress up days".
Recommendation for improvement: More communication and sharing of information. Work with Beyond the Ball to work with students who need SEL support. Keep working with the one on one check in/check out process. Explore other ways to connect with students and family (camping).

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	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

Ortiz offers after-school programming to all students K-2. Summer programming is offered to all students in the summer through Project Play. Attendance is kept through cityspan. Attendance rates are high (93%). Currently student drop out rate from the program is low, less than 5%. We network with Midwestern University, Northern Illinois University and Northwestern and Lurie Children's Hospital to measure impact of programming. Additional services through their doctoral students. Work with Beyond the Ball to address chronic tardiness through their after school program. Continue parenting training through NCLB/BIL meetings. Reinforce behavior expectations. Teachers should recommend at risk students to work with Beyond the Ball. Students have choice at circle time during after school sessions, there is discussion at the beginning of program, learning activities are frequently updated or changes based on student participation. Teachers have coaches have frequent conversations with students about learning throughout programming (i.e. circle time). Students ideas for programming are taken into consideration when planning programming.

Recommendations for improvement: Produce an age-appropriate survey to get ideas and feedback from students. Continue to work with outside universities to measure impact of program. Develop an age appropriate process that allows students to participate in decision making of after school programming. Develop a student committee(age appropriate student government).

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:

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

Score

1 2 **3** 4

School-wide expectations are shared with all stakeholders. Teachers teach, model and reinforce clear behavior expectations for all areas of schools. Adults use active supervision (move, scan, and interact) in all settings. Security rounds are done daily. We emphasize proactive, instructive, and restorative approaches to students 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. Script has been developed and used by all when calling parents to advise of their child's misbehavior. School provides clear procedures for reporting and responding to safety concerns. ELSA is reviewed every year with all staff. School manages efficient and orderly transitions between activities. Well managed classroom routines and procedures maximize instructional time. Arrival and dismissal, and other school-wide transitions are safe, efficient and orderly. We provide a framework for positive behavior throughout the school based on school values and expectations. Noise level chart posted around the building.

Recommendations for improvement: Revisit safe areas in the school. Locations away from windows, possible use of gym. Provide a new list of cell phone numbers for emergencies. Prepare an emergency cart with active Alpha list and emergency forms. Update security plan. Create a safety drill to be used during recess time. Work on creating an anti-graffiti culture.

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	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
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

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.

1 2 3 4

School takes a proactive approach with expected school-wide behavior. School has learning and behavior expectations that are posted around the building and incorporated in the SEL program. All classrooms have behavior reward systems in place. Classroom routines and structures are in place that support positive behavior. SEL program is supported by a 60 minute weekly period provided for K-2. MTSS process is in place and addresses interventions for students in Tier II and Tier III. Restorative practices, involve parents in the discipline process. There is a Check In Check Out system in place for students needing additional support. AP oversees and integrates services provided by social worker, counselor, and parental support for those students. Our impact data supports our score.

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

Communication to parents is sent out in both English and Spanish. Robo calls are sent in both languages. Monthly calendar is distributed to all. Agendas to upcoming meetings are distributed and posted. Teacher provide a weekly or monthly newsletter with classroom information. Parents attend field trips specially planned for parents to connect with literacy. Pumpkin Festival attended at Northwestern University. 5 workshops for parenting support and academic progress as topics were provided by Mr. Ramirez, a psychologist, Book fair is provided twice a year for parents and their children. Parents are volunteers at the book fair. Assemblies are well attended. LSC allows for public participation at every meeting. Office staff and administration are available to support parents upon request (open door policy). Parent handbook is distributed to all parents at Open House and to new registered students. Security supports parents at arrival-assists children out of cars to expedite drop off and avoid double parking. Parents are active participants in school events, like Dia del Nino. We have an ongoing parent lending library available in November. Active BAC, LSC, NCLB with no vacancies. Suggestions to improve: Conduct robo call for all days off. Keep outside bulletin up to date.

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

4 Expectations for Quality & Character of School Life: Culture for Learning

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

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
NA	(Blank)	(Blank)	0.00	0.00
National School Growth Percentile - Math				
NA	(Blank)	(Blank)	0.00	0.00
% of Students Meeting/Exceeding National Ave Growth Norms				
NA	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Reading				
NA	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
NA	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
NA	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
NA	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
NA	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
NA	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Math				
NA	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Math				
NA	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)				
NA	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile - Math (Grades 3-8)				

NA	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile - Reading (Grade 2)

DASHBOARD-SPRING 2013-2014-25%,SPRING 2014-2015-13%	(Blank)	(Blank)	20.00	25.00
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National School Attainment Percentile - Math (Grade 2)

DASHBOARD-SPRING 2013-2014-25%,SPRING 2014-2015-53%	(Blank)	(Blank)	55.00	60.00
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% of Students Making Sufficient Annual Progress on ACCESS

DASHBOARD-Writing component is bringing down scores. We will address writing in curriculum strategy. 2012-2013/17%, 2013-2014/22%, 2014-2015/45% (REACHING PROFICIENCY)	36.40	31.40	35.00	40.00
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Average Daily Attendance Rate

Have maintain an average of 95%. Goal for next year is 96%	95.40	95.70	95.75	96.00
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My Voice, My School 5 Essentials Survey

Moderately Organized for Improvement-Goal is to be Well Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

1 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
BAS Goal				
Increase the % of students who meet or exceed grade level expectations on BAS by a minimum of 3% at each grade level for each consecutive year.	60.00	62.00	65.00	68.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

-Implement a balanced literacy approach for ELA -we progress monitor math and analyze assessments results on a quarterly basis - create a scope and sequence for ESL instruction across all grade levels	-instructional strategies that support reading instruction - identify strengths and weaknesses that can be addressed to guide instruction -targeted and purposeful ESL instruction	-improvement in our BAS (Benchmark Assessment System) data. - higher levels of student achievement in math assessments (NWEA/mClass math) - higher levels of student achievement as measured by ACCESS.
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Tags:

Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Provide a refresher course on elements that are included when you use a balanced literacy approach .	Admin./Instructional Lead Teacher	Aug 31, 2016 to Apr 3, 2017	Agendas	Not started
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Professional Learning

Revise literacy block schedule in order to have greater balance.	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016 to Apr 1, 2017	Time Distribution	Not started
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Instruction, Planning

Create a literacy curriculum map that spans K-2 and includes vertical alignment.	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016 to Apr 28, 2017	Curriculum Map	Not started
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Curriculum Design

Adjust literacy units, analyze/re-evaluate and adjust essential understandings, add missing components (scope and sequence, foundational skills, objectives), mindfully integrate science and social studies	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016 to Apr 15, 2017	Meeting agendas	Not started
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Literacy/Reading, Core Instruction, Curriculum Design, Planning

Create a schedule to provide on-going support for teachers by Instructional Lead Teacher.	Admin./Instructional Lead Teacher	Aug 29, 2016 to Aug 31, 2016	Schedule	Not started
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Instructional Coaching

Share assessment dates(schedule for NWEA and mClass), set grade level data consultation dates and individual teacher data conversation dates with principal.	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016 to Aug 31, 2016	Assessment schedule of dates	Not started
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Math, Data Use

Provide professional development on how to look at data (NWEA and mClass) use results to drive instruction .	Admin./Network/Christina Gonzalez	Aug 30, 2016 to Sep 6, 2016	Agendas	Not started
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Math, Professional Learning, Data Use, Nwea

Create a "look for" form (expectations) to use for math instruction observation purposes.	Admin./ILT/Teacher grade level teams	Jan 9, 2017 to Jan 23, 2017	"Look for" form	Not started
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Math, Instruction

Provide professional development on goal areas (NWEA)	Admin./Network/Instructional Lead Teacher	Oct 1, 2016 to Oct 14, 2016	Agendas	Not started
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Math, Professional Learning, Nwea

Purchase CCSS aligned math program(GO Math Program) to facilitate continuity at receiving school and provide professional development that focuses on rigor using the depths of knowledge protocol.	Admin./Instructional Lead/PPLC	Jul 15, 2016 to Jul 22, 2016	Purchase order/Meeting agendas	Not started
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Math, Professional Learning, Instructional material

Research effective ESL programs	Admin./Instructional Lead Teacher, Bilingual Lead Teacher, Bilingual Committee	Apr 25, 2016 to May 31, 2017	Research summaries	Not started
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English Learners, Curriculum

Create scope and sequence that include learning goals and expectations per grade/proficiency level.	Admin./ILT/Instructional lead teacher	Apr 25, 2016 to May 31, 2017	Scope and sequence document	Not started
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English Learners, Planning

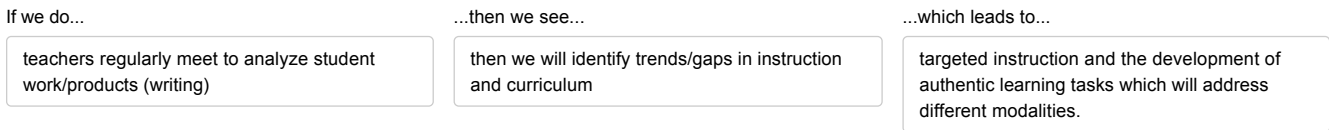
Ensure math scope and sequence is being followed with fidelity.	Admin./ILT/Instructional Lead Teacher.	Sep 5, 2016 to Jun 20, 2017	Walkthrough document	Not started
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Math, Curriculum, Planning

Monitor adherence to the pacing guide to look for horizontal alignment	Admin./ILT / Instructional Lead Teacher	Sep 5, 2017 to Jun 20, 2018	Walkthrough	Not started
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Math, Curriculum, Planning

Strategy 2



Tags:
Literacy/Reading, Assessment, Teacher Teams/Collaboration, Cycles of professional learning

Area(s) of focus:
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Set schedule to examine student work in teams at principal directed meetings/PD days.	Admin./ILT/Grade Level Teams/Instructional Lead Teacher	May 24, 2016 to Sep 30, 2016	Meeting schedule	Not started

Teacher Teams/Collaboration, ILT

Research protocols for analyzing student student work.	Admin./ILT/Instructional Lead Teacher	May 10, 2016 to Jun 20, 2018	Principal directed Prep dates	Not started
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Professional Learning, Teacher Teams/Collaboration, ILT

Revisit literacy units to determine where we can incorporate opportunities for authentic work.

Admin./ILT/
Grade Level
Teacher
Teams/Instructional
Lead Teacher

Jul 6, 2016 to
Jun 1, 2017

Schedule of Unit planning dates

Not started

Teacher Teams/Collaboration

Strategy 3

If we do...

...then we see...

...which leads to...

If we provide teachers with ongoing support and time for collaboration around effective interventions

consistent and effective interventions

higher student achievement in reading and math.

Tags:

MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

Revise time distribution to include additional time for intervention

Admin./Instructional
coach/ILT

Jun 7, 2016 to
Jun 14, 2016

Time Distribution

Not started

Intervention

Recruit and train parent volunteers to provide support to individual students.

Admin./NCLB and
Bilingual PAC
liasions

Sep 30, 2016 to
Jan 31, 2018

Agendas

Not started

Intervention

Provide ongoing professional development on effective interventions.

Instructional Lead
Teacher/.Sped.
Teachers

Sep 30, 2016 to
Jan 19, 2018

Agendas

Not started

Professional Learning, Intervention

Designate time on Flex days to plan/prepare for intervention at the beginning of the year.

Admin./Instructional
Teacher

Aug 26, 2016 to
Sep 2, 2016

Agendas

Not started

MTSS, Intervention, Planning

Designate time at flex days and principal directed meetings for teachers with students in Tier II and Tier III to debrief prior year's teacher.

Admin./Instructional
Teacher

Aug 31, 2016 to
Sep 29, 2017

Agendas

Not started

MTSS, Intervention

Designate time at every six weeks for teachers to check in with each other to monitor effectiveness of intervention and plan for next steps for accountability.

Admin./ILT/Instructional
Teacher

Oct 11, 2016 to
Apr 27, 2018

Agendas

Not started

MTSS, Intervention

Revise/modify kindergarten schedule to include more whole group balanced instruction and focus on establishing routines.	Admin./Instructional Lead Teacher	Jun 14, 2016 to Oct 31, 2017	Time distribution	Not started
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Literacy/Reading, Core Instruction, Curriculum Design

Address Tier 1 instruction by taking a deep dive into reading strategies using the The Reading Strategy Book by Jennifer Serravallo	Admin./ILT/Instructional Lead Teacher	Sep 1, 2016 to Jun 20, 2018	Agendas	Not started
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MTSS, Professional Learning

Review process to place referral for the Intervention Team.	Admin./Intervention Team	Aug 31, 2016 to Oct 2, 2017	Agenda/Handbook	Not started
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MTSS

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide a refresher course on elements that are included when you use a balanced literacy approach .</p> <p>Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Professional Learning</p>	Admin./instructional Lead Teacher	Aug 31, 2016	Apr 3, 2017	Not started
<p>✚ Revise literacy block schedule in order to have greater balance.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Instruction, Planning</p>	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016	Apr 1, 2017	Not started
<p>✚ Create a literacy curriculum map that spans K-2 and includes vertical alignment.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Curriculum Design</p>	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016	Apr 28, 2017	Not started
<p>✚ Adjust literacy units, analyze/re-evaluate and adjust essential understandings, add missing components (scope and sequence, foundational skills, objectives), mindfully integrate science and social studies</p> <p>Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Literacy/Reading, Core Instruction, Curriculum Design, Planning</p>	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016	Apr 15, 2017	Not started
<p>✚ Create a schedule to provide on-going support for teachers by Instructional Lead Teacher.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Instructional Coaching</p>	Admin./Instructional Lead Teacher	Aug 29, 2016	Aug 31, 2016	Not started
<p>✚ Share assessment dates(schedule for NWEA and mClass), set grade level data consultation dates and individual teacher data conversation dates with principal.</p> <p>Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Math, Data Use</p>	Admin./ILT/Instructional Lead Teacher	Aug 29, 2016	Aug 31, 2016	Not started
<p>✚ Provide professional development on how to look at data (NWEA and mClass) use results to drive instruction .</p> <p>Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Math, Professional Learning, Data Use, Nwea</p>	Admin./Network/Christina Gonzalez	Aug 30, 2016	Sep 6, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Create a "look for" form (expectations) to use for math instruction observation purposes. Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Math, Instruction</p>	Admin./ILT/Teacher grade level teams	Jan 9, 2017	Jan 23, 2017	Not started
<p>✦ Provide professional development on goal areas (NWEA) Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Math, Professional Learning, Nwea</p>	Admin./Network/Instructional Lead Teacher	Oct 1, 2016	Oct 14, 2016	Not started
<p>✦ Purchase CCSS aligned math program(GO Math Program) to facilitate continuity at receiving school and provide professional development that focuses on rigor using the depths of knowledge protocol. Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Math, Professional Learning, Instructional material</p>	Admin./Instructional Lead/PPLC	Jul 15, 2016	Jul 22, 2016	Not started
<p>✦ Research effective ESL programs Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, English Learners, Curriculum</p>	Admin./Instructional Lead Teacher, Bilingual Lead Teacher, Bilingual Committee	Apr 25, 2016	May 31, 2017	Not started
<p>✦ Create scope and sequence that include learning goals and expectations per grade/proficiency level. Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, English Learners, Planning</p>	Admin./ILT/Instructional lead teacher	Apr 25, 2016	May 31, 2017	Not started
<p>✦ Ensure math scope and sequence is being followed with fidelity. Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Math, Curriculum, Planning</p>	Admin./ILT/Instructional Lead Teacher.	Sep 5, 2016	Jun 20, 2017	Not started
<p>✦ Monitor adherence to the pacing guide to look for horizontal alignment Tags: Literacy/Reading, Math, Core Instruction, English Learners, Curriculum Design, Instructional Coaching, Data Use, Cycles of professional learning, Instructional practices, Math, Curriculum, Planning</p>	Admin./ILT / Instructional Lead Teacher	Sep 5, 2017	Jun 20, 2018	Not started
<p>✦ Set schedule to examine student work in teams at principal directed meetings/PD days. Tags: Literacy/Reading, Assessment, Teacher Teams/Collaboration, Cycles of professional learning, Teacher Teams/Collaboration, ILT</p>	Admin./ILT/Grade Level Teams/Instructional Lead Teacher	May 24, 2016	Sep 30, 2016	Not started
<p>✦ Research protocols for analyzing student student work. Tags: Literacy/Reading, Assessment, Teacher Teams/Collaboration, Cycles of professional learning, Professional Learning, Teacher Teams/Collaboration, ILT</p>	Admin./ILT/Instructional Lead Teacher	May 10, 2016	Jun 20, 2018	Not started
<p>✦ Revisit literacy units to determine where we can incorporate opportunities for authentic work. Tags: Literacy/Reading, Assessment, Teacher Teams/Collaboration, Cycles of professional learning, Teacher Teams/Collaboration</p>	Admin./ILT/ Grade Level Teacher Teams/Instructional Lead Teacher	Jul 6, 2016	Jun 1, 2017	Not started
<p>✦ Revise time distribution to include additional time for intervention Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, Intervention</p>	Admin./Instructional coach/ILT	Jun 7, 2016	Jun 14, 2016	Not started
<p>✦ Recruit and train parent volunteers to provide support to individual students. Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, Intervention</p>	Admin./NCLB and Bilingual PAC liasions	Sep 30, 2016	Jan 31, 2018	Not started
<p>✦ Provide ongoing professional development on effective interventions. Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, Professional Learning, Intervention</p>	Instructional Lead Teacher/.Sped. Teachers	Sep 30, 2016	Jan 19, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Designate time on Flex days to plan/prepare for intervention at the beginning of the year. Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, MTSS, Intervention, Planning</p>	Admin./Instructional Teacher	Aug 26, 2016	Sep 2, 2016	Not started
<p>✚ Designate time at flex days and principal directed meetings for teachers with students in Tier II and Tier III to debrief prior year's teacher. Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, MTSS, Intervention</p>	Admin./Instructional Teacher	Aug 31, 2016	Sep 29, 2017	Not started
<p>✚ Designate time at every six weeks for teachers to check in with each other to monitor effectiveness of intervention and plan for next steps for accountability. Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, MTSS, Intervention</p>	Admin./ILT/Instructional Teacher	Oct 11, 2016	Apr 27, 2018	Not started
<p>✚ Revise/modify kindergarten schedule to include more whole group balanced instruction and focus on establishing routines. Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, Literacy/Reading, Core Instruction, Curriculum Design</p>	Admin./Instructional Lead Teacher	Jun 14, 2016	Oct 31, 2017	Not started
<p>✚ Address Tier 1 instruction by taking a deep dive into reading strategies using the The Reading Strategy Book by Jennifer Serravallo Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, MTSS, Professional Learning</p>	Admin./ILT/Instructional Lead Teacher	Sep 1, 2016	Jun 20, 2018	Not started
<p>✚ Review process to place referral for the Intervention Team. Tags: MTSS, Intervention, Teacher Teams/Collaboration, Personalized Learning, MTSS</p>	Admin./Intervention Team	Aug 31, 2016	Oct 2, 2017	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.

At the beginning of the school year the parents are given a survey to help identify the parents needs and interests. These results help guide the projects, workshops, and activities that will make up the school's plan. The NCLB, Title I Committee then meet quarterly to monitor the goals and make adjustments to the plan as needed. A Principal Title 1 Annual Meeting and the Title 1 PAC organization Meeting will be held in September 2016.

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

Our projected date for our annual Title 1 Annual Meeting and the Title 1 PAC organization Meeting will be held on Sept. 15, 2016.

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

Our school shared dates of meetings on the monthly calendar. We send out invitations and post agendas to meetings one week prior. This is posted on the parent bulletin outdoors so that is always available to parents. A reminder is sent home the day before the meetings and robo-calls are sent home to remind parents of each meeting. All staff is informed of such meetings and encourage parents to attend.

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.

The Title I liaison listens to parents' recommendations and designs workshops/presentation to include topics that include driving student instruction with the assistance of the Principal. Such topics included promoting literacy in the home, sharing data results, and providing families with a lending library at every meeting.

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.

Parents are provided with Reading Level information from the BAS/ Fountas & Pinnell assessments at BOY, MOY, and EOY. As part of the MTSS program, students are placed in tiers and this specific information is provided to each student's parent. Parents will also receive assessment reports for students who take the NWEA- MAP as well as mCLASS reports.

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.

All staff is highly qualified. In the rare instance that this were to occur, parents would be informed via the appropriate written notification.

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

Parents are informed of current assessment results at various meetings such as LSC, NCLB/ Title I, and the Bilingual Parent Advisory Committees.

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 Title I liaison integrates literacy in every meeting by having a read aloud in which she models good reading strategies, questioning techniques, vocabulary development, as well as the importance of having literacy rich environments in the home. Parents are allowed to ask questions, engage in the discussion of the text and are provided with the opportunity to borrow books from the family library that was sponsored by the NCLB/Title I committee. In addition the fund raising efforts revolve around 2 book fairs in which parents volunteer. Some of those funds are used to provide incentives such as books to be raffled off to parents who attend the meetings.

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.

One of the school's non-negotiables is that teachers must send out parent newsletters at least monthly. At the start of the school year, teachers hold parent open house in which they welcome parents to volunteer and share the policy. Every LSC meeting includes time for public/parents participation. A volunteer program is established where parents are called in for special events and to assist with projects in and outside of the classroom.

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.

We are in the process of transitioning into a Head Start pre-school program. We are currently working collaboratively with the program to ensure we are meeting all requirements. We provide space so Head Start can meet with parents for interviews.

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.

Principal sends a quarterly newsletter, flyers with information are sent out to all parents, we use Robo calls system to remind remind parents of meetings, flyer is posted on outside bulletin and information is shared at the monthly local school council.

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.)

Mission: JOSEFA ORTIZ DE DOMINGUEZ SCHOOL PROVIDES AN INCLUSIVE EARLY CHILDHOOD ENVIRONMENT WHERE INDIVIDUALS GROW THROUGH A COLLABORATIVE INSTRUCTIONAL PROGRAM. The Literacy Units were aligned to the Common Core State Standards.. Math program is aligned to math CCSS and Science program is aligned to NGSS. We are using a researched based writing program-Lucy Calkins. We are supporting the SEL standards through the STEP UP Program.

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.

Parents-teacher conferences will be help twice a year, on November and April. Parents whose students are not meeting benchmarks are scheduled to meet with [parents to complete the progress report contract.Parents can always schedule teacher conferences throughout the year. Parents can make appointments directly with the teacher or in the office.

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

Parents will be kept informed by the teacher with phone call, notes and conferences throughout the year. Parents receive a letter at benchmark informing parents of their child's reading level.

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

All teacher have a voice mail where parents can leave a message. Parents can also leave messages through the clerk in the office. Parents can also schedule appointment with the parents.

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 can volunteer through the parent volunteer program. They are invited to go on field trips attend assemblies. They also participated at Dia del Nino, Book Fairs and Teacher Appreciation Day, parent BIL Pac, NCLB and LSC meetings.

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

Parents will support their children's learning by collaborating on issues such as attendance, restorative behavior modification, homework completion. Parents will be encourage to read to their children. Parents have been receiving parenting classes through Fernay Ramirez, psychologist.

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

Through the LSC, NCLB and BIL Pac parents will participate in decisions related to the education of children. LSC member approve the budget. Parents are surveyed on topics of interest.

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

Students will share in the responsibility of improved student academic achievement by being informed about their reading levels, following the school values (Leadership, Responsibility, Teamwork, Perseverance, Respect and community. Students follow the school School-wide Learning and Behavior Expectations. In the parent handbook expectations for students are outlined. Good attendance, coming prepared to school and having a good attitude will support learning in the school.

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 increast student academic achievement through parental involvement; specify your goals.

After reviewing parent surveys, a presenter was selected to provide parenting workshops for 5 sessions throughout the year. Dates tentatively selected are Nov. 2, Jan. 6, Feb 2, March 15, May 10. Topics include how to support academic progress at home and empowering your children.

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.	\$ 0 .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.	\$ 550 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1034 .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.	\$ 642 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 425 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00

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

\$	0	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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