Joshua D Kershaw Elementary School (/school-plans/239) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic

Date	Attendees	Topic
02/22/2016	Nash, Fields, Mckinney, Jones, Turpin, Birden, Pittman, Bradley, Harper, Bennett	School Excellence Framework
03/14/2016	Nash, Fields, Milligan, Jones, Bennett, Birden, Bradley, Turpin, Harper,	Review and Score CPS School Effectiveness Framework (SEF)
03/16/2016	Nash, Fields, Milligan, Jones, Harper, Tate, Mims, Turpin, Salter, Bradley, Griffin, Newsome, Wright, Birden, Carter, Newsom, Hampton, Whaley, McKinney	Review and Score CPS School Effectiveness Framework (SEF)
03/29/2016	Nash, Fields, Milligan, Jones, Turpin, McKinney, Bennett, Krantz, Tam	Review and Score CPS School Effectiveness Framework (SEF)
04/07/2016	Nash, Fields, Milligan, Jones, Turpin, McKinney, Stanford, Clark, White, Winding, Harper, Birden, Bradley	Identify SEF Priority Strategies and Create Action Items
04/12/2016	Nash, Fields, Milligan, Jones, Turpin, McKinney, Harper, Birden, Bradley	Identify SEF Priority Strategies and Create Action Items
04/05/2016	Nash, Fields, Milligan, Jones, Turpin, McKinney, Stanford, Clark, White, Winding, Pittman, Harper, Bradley, Birden, Lyons	Established Parent PlanNash, Fields, Milligan, Jones, Turpin, McKinney, Stanford, Clark, White, Winding, Pittman, Harper,
04/14/2016	Nash, Fields, Milligan, Jones, Turpin, McKinney	Established Fund Compliance
04/08/2016	Nash, Fields, Milligan, Jones, Turpin, McKinney, Stanford, Clark, White, Winding	Identify SEF Priority Strategies and Create Action Items
04/28/2016	Nash, Fields, Milligan, Jones, McKinney, Stanford, Clark, Turpin, Birden, Harper, Pittman, White, Winding, Lyons	Review and Approve Proposed SY16-18 CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 **4**

The school has established a shared vision and unwavering commitment to student achievement. Our theory of action helps us address student performance needs and narrow achievement gaps, improve instruction and ensure academic and social emotional success for all students. All teachers, school stakeholders, along with the administrative team review and analyze school-wide data included but not limited to NWEA, PARCC and SQRP data sources. We have created action plans to demonstrate how we will reach expected goals. All students are given their assessment data and have set personal growth goals and expectations for themself. The school conducts collaborative performance management deep dive sessions to analyze recent data necessary to ensure instructional goals are being met and monitored consistently. The school implements individual teacher deep dive meetings to monitor academic progress through on-going data analysis. Formal REACH and informal pop-in observations (with meaningful feedback) will be centered on improving small group differentiated instruction, student levels of engagement and higher order thinking skill acquisition. Lesson plans and action plans will be reviewed for rigor, curriculum map alignment and teaching/re-teaching based on recent assessment data.

Principal Leadership:
All teachers participate in on-going differentiated professional development (PD) throughout the school year; some of which teachers chose themself to improve their professional growth and other PD opportunities are recommended by the principal and/or initiated by Network 11 support staff. Professional development sessions are designed to give teachers additional strategies to support them in narrowing achievement gaps, improving their daily instruction, and increasing student learning outcomes. Principal shares her vision of academic excellence with parents/guardians, staff and students in formal and informal ways. Our school understands that we are data driven and strategically designing lessons and tasks that prepare students for post secondary college and career readiness. Using student work protocols principal and admin team monitor student work weekly and support teachers with immediate purposeful feedback.

Teacher Leadership:
All teachers are invested in the successes of the school through leadership in the following areas of service:
ILT Team
Administrative Leadership Team
Data/MTSS Team
Family Liaison
CIWP Team
Attendance Team
Union representation
IB Grade Level Teams
Social-Emotional Support Team (CHAMPS, Second Step, Anger Coping)
Mentor/Check-In/Out Stakeholders
Extra-Curricular Lead Teacher
PPLC

Teachers attend out of state IB Conferences to learn and gain more knowledge and acquire skills to be modeled and taught to staff in a train the trainer model, which drives instruction while developing and motivating students to explore and have an appreciation of learning.

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

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> ILT team consists of educators from each grade level strand including special education, ancillary and educational support staff.
>
> The ILT team regularly provides differentiated professional development opportunities to staff that includes modeling strategies, analyzing data and improving student achievement and school culture.
>
> The ILT team reviews and analyzes qualitative and quantitative school data where they review school-wide goals, and create action plans as needed with the teacher teams on ways to improve instruction and rigor.
>
> The ILT team meets bi-weekly to develop IB units/planners assessments, inquiry-based instruction while implementing a cooperative approach to learning, with a focus on inquiry and global education.

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

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

Professional Learning:

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

Score

1   2   3   **4**

> All teachers and staff participate in professional development geared towards building all students social emotional and academic growth. Our staff is encouraged to seek a variety of professional development opportunities offered within CPS and are mandated to attend all district wide initiated professional learning seminars. Internal and external staff development occurs on a regular basis, with a focus that is aligned to school-wide priorities and goals. All teachers are provided with citywide and out of state IB Trainings as required by the International Baccalaureate Organization. Teachers and Grade Level Chairpersons provide professional development sessions during weekly grade level meetings to share knowledge gained from conferences, and external meetings.
>
> The administrative team provides coaching for new teachers as well as veteran teachers.
> Professional development decisions are both determined and encouraged by the network and administrative team, as well as by the teacher to support their individual growth. Teachers have participated in internal learning walks to observe their peers, followed by debriefing sessions to discuss trends and make suggestions on how we as a school can provide high quality instruction.
> The Admin Team provides prompt feedback to teachers following formal and informal observations to assist them in improving student learning and their individual professional growth.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Aligned Resources:

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

Score

1   2   3   **4**

As noted in our strategic priorities, funding will be necessary to promote the academic welfare of all students and build a foundation for career and college readiness. Resources and materials designed to support our curriculum will be purchased to ensure that our achievement goals are being met through updated high-quality text and new technologies. Community partnerships have been forged and we have received several grants to support our school-wide goals.

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Our school schedule, intervention instructional groups and differentiated small group instruction by RIT band has been strategically designed to allow for gradual release of responsibility and meaningful collaboration between grade level teams. The structure addresses both CPS and IB mandates. Teachers collaborate on a regular basis to address instructional goals and establish grade-level team goals throughout the school year. Our revised school day schedule ensures that every student receives a quality education that prepares them to be college and career ready.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:

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

Score

1   2   3   **4**

> Each grade level team meets to develop and reflect on PYP planners and MYP units aligned to IB and common core standards. Curriculum maps are developed quarterly that are aligned with the IB scope and sequence, NWEA testing results and common core standards. Units/planners are used for instruction that exposes all students to grade-appropriate and beyond levels of complexity that is developmentally challenging. Grade level teams meet to ensure units have a central idea, duration period, key questions, activities/tasks, assessments, action and reflections that engage all learners in content areas. Short and long term plans include the supports necessary to ensure that students with disabilities are able to gain core content knowledge and skills. The school performance snapshot shows evidence that teachers are differentiating instruction to meet the various needs of our diverse learners.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
    - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
        - Use English and native language development in addition to content standards to differentiate for English learners.

- Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 **4**

> The instructional leadership and data teams analyze school wide data trends immediately following each assessment. All teachers turn in weekly student work samples to the admin team for review to ensure scope and sequence, lesson plan, grade book and activities align with IB expectations and overall school goals. Grade band teams meet weekly to evaluate instructional outcomes by monitoring IB formative assessments, IB units/planner assessments, quarterly summative assessments, and bi-annual MAP assessments. Balanced Literacy, MClass, MAP, Study Island and Compass Learning assessments are used to monitor student progress and learning also to inform instructional focus. Teacher created assessments including differentiated quizzes, homework, teacher observations and discussions are used to monitor student mastery and allow for students to be actively involved in their own learning. Review of the assessment practices will be continuous and ongoing. Common core constructed responses, school wide weekly extended responses, culminating projects from IB units; monthly writing samples are some assessment methods that are currently being used. Diverse Learners receive assessment accommodations as outlined in their IEP's. All teachers have copies of accommodations and modifications to ensure that students with diverse learning needs are able to appropriately demonstrate their knowledge and skills. Grade level teams meet weekly to support teacher's understanding of students' needs and to plan assessments used to inform instruction.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
    - Are selected and adapted based on learning objectives and learner needs.
    - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
    - Student outcomes and developmental appropriateness determine when and who will use the materials.
    - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
    - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
    - Materials are in English and native language for English learners.
    - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

Common planning time is dedicated weekly to ensure IB units provide students with a balanced programme by which students can acquire knowledge and skills necessary to prepare them for the future. Students are given the opportunity to develop higher-order thinking skills, through various disciplines, and to increase their depth of local and global issues aligned with IB and common core standards and expectations, to meet the needs of all students. Subs are provided periodically during the regular school day to allow teachers additional time to collaborate and plan for instruction. Grade level teams which consist of class room teachers and diverse learner teachers have developed and utilize essential agreements for teacher meetings where roles and responsibilities have been determined. Teachers create PM Decks consisting of student assessment results and present their data and action plans to Admin Team. The ILT Team has bi-weekly meetings to discuss unit planning, analysis of data and to review school-wide goals. Members of the ILT team monitor the implementation of instructional, differentiated activities, as they are aligned throughout the curriculum to meet students where they are. During daily Pop In visits to teachers the Admin team provides immediate and specific feedback. The train the trainer model is also being implemented to help create a team of facilitators who are capable of delivering the IB components of instruction.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

Teachers promote the importance of attending college and universities by wearing paraphernalia from various institutions of learning every 3rd Friday of the month. Students are now participating as well. At Kershaw our motto is "College is not just an option it's a plan". Students and staff decorate each classroom door to represent the college or university of their classroom teacher we call this "screaming the college theme". College signs are posted throughout the school building. The school counselor provides 6th, 7th, and 8th grade students the opportunity to acquire exposure to Naviance a comprehensive college and career readiness solution for middle and high schools that help align student strengths and interests to their post-secondary goals, and improve student outcomes. Students build post-secondary awareness and career competencies through weekly advisory meetings, student-led conferences, and college and career exploration. Students are also exposed to relevant information about conducting purposeful research and making college and career choices based on student strengths and areas of opportunity for growth. Students have conducted research projects and presentations on the college or university of their choice and presented their findings to the school. Students have also reached out to those schools to gather more information and request paraphernalia. The IB programme challenges students to excel in their studies, personal growth and in the quest to become a lifelong learner. The embedding of Common Core standards into our IB curriculum and daily instruction also enables our students to be better prepared for making decisions regarding their college and career paths. The IB philosophies also assist in providing students with information in creative ways. This allows students to explore their interests and enrollment into potential High Schools that align to their career choices and also offer the IB program to further support their IB educational paths.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

By offering a school-wide IB education, teachers are afforded an opportunity to plan and create rigorous tasks by aligning CCSS with IB learning standards. As a result differentiated activities are embedded in weekly lessons that remediate and challenge students according to their needs. Students are often engaged in hands on project based learning where teacher questions are high-level and elicit thoughtful student responses.Expectations for learning, directions and procedures, and explanation of content are clear to students.Formative assessments are used during instruction to monitor learning progress and to provide high quality feedback to ensure student mastery. Teachers meet biweekly during grade level team meetings to analyze assessment data using Blooms taxonomy as a tool before and after assessments to identify cognitive levels of progression as well as to share best instructional practices. Data is also collected and analyzed from formal and informal observations, weekly pop ins, peer observations, and learning walks to provide whole group, small group and differentiated PD for teachers.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual

Score

1 2 3 **4**

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.

Kershaw teams utilize the MTSS problem solving process to analyze student academic, social-emotional and attendance data weekly. Grade book analysis and Failure reports are generated and reviewed weekly to identify students off-track for college and career readiness. Strategic action plans are generated and monitored for effectiveness and efficiency. Students are given a variety of formal and informal assessments at the beginning of the school year to assist teachers in analyzing student baseline data. Students are then accurately grouped for differentiated instruction to address noticeable skill gaps. Intervention and Enrichment programs are developed and driven by student academic needs. Teachers create individualized action plans to support tier 3 students who are in need of academic intervention or enrichment in literacy and math. We will continue to provide our students with the following interventions:

Re-teaching
Scaffolding of instruction
One on one instruction
Small group , whole group when needed
Instructional Videos
Enrichment classes
Push -in support from Special Ed resource teacher
Software programs such as , Study Island, Compass Learning

Additional on-line resources and other supplemental materials are used by teacher teams and grade level teachers.

All school stakeholders have a vested interest in the well being of our students and extend themselves in assisting students in their academic and social-emotional development. Students are encouraged to talk openly about any challenges that prohibit their growth. The school counselor and clinicians (social worker, speech language pathologist, psychologist and school nurse) provide specialized support, plans and collaboration with school stakeholders to maximize student potential. They also provide parents with supplemental outreach opportunities to meet the severe needs of tier 3 students.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1 2 3 **4**

> The school implements a monitoring and adjusting system through performance management sessions where each teacher presents his/her student data which focuses on student's strengths and weaknesses. During the PM sessions teachers present their classroom data and teacher teams analyze trends, and offer suggestions for making improvements. The school as a whole compares our school data to that of other schools in the network area. Admin reviews gradebook weekly to look for evidence of student progression. The Admininstrative team uses data to determine teacher professional development needs.

Guide for Balanced Assessment & Grading

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

across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1   2   **3**   4

> The school is a warm, welcoming environment that invites all stakeholders (students, parents, community, and staff members) to engage in the shared belief that all students can and will learn.
>
> Several school-wide opportunities are extended to families and communities, including: volunteering opportunities at the school, various school-field trips, monthly parent meetings, open-house, IB presentation/school tour, report card pick-up, school fairs, cultural assemblies, and numerous holiday celebrations.
>
> All instructional and school personnel set high learning expectations for all students specific to their individual learning needs. Through relevant and frequent feedback provided, teachers empower students to assume responsibility of their work and persevere to be academically successful in all content areas.

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**

> Our school culture reflects a genuine commitment to effectively educate all of our students in a caring and supportive manner. Respect and trust are established and reciprocated between teachers, students, staff and families. At Kershaw, we believe that being positive and respectful to each other is a non-negotiable. Through our studies in the IB program, students are taught to respect themselves and others, their school and surrounding community environments, in addition to the diversity in as other cultures in our society.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Extracurricular activities are offered to all students through Chicago Children's Choir, Chicago Debate League, Gear MX (Web Development and Movie Making classes), Joffrey Ballet, Martial Arts, Science on the Go, etc. Students also attend After-school Academic Programs to enhance learning opportunities.

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

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

> Our top priority is to ensure all students feel physically and emotionally safe within our school environment. Our staff members work diligently to maintain a safe, orderly school environment for all stakeholders. All personnel are knowledge about the communication protocol and understand the plans in order to handle an emergency, if it arises.

Guide for Safety & Order

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

Evidence, Measures, and Standards

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring

Score

1   2   3   **4**

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.

Our school, staff and students are all aware of the behavior expectations and will follow established protocols as it relates to misconduct of any student, while understanding that everyone's safety is our main priority. Students and families are provided with a copy of the Student Code of Conduct (SCC) book, which outlines guidelines and expected outcomes of students who behave inappropriately. Teachers have discussed the SCC book with their students and have attended CHAMPS trainings, which has provided them with additional resources to guide and teach students the importance of positive behaviors. In order to build a safe and productive learning environment, the entire staff is responsible for modeling positive behavior and will report any discrepancies to the appropriate staff members.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1　2　3　**4**

Our school establishes strong parent partnerships by interacting face-to-face with parents on an on-going basis, as well as through written correspondence of school-wide initiatives and expectations. Parents are invited to attend monthly meetings and information sessions. Parents are given opportunities to share information and learn more about their beneficial role in educating themselves to better support their children's academic growth. Teachers and all staff members are encouraged to communicate with parents and families early in the school year and maintain contact throughout the year. Teachers have intimate conferences with students to share assessment data, growth targets, and create personal goals for each student. Our teachers are encouraged to meet formally and informally with parents to discuss classroom expectations, review and explain current data from assessments and to make parents aware of their child's academic achievement. Parents are encouraged to share any information about their child that could help teachers meet individual student needs. Our parents have access to our website where they can view important information and resources. Our parents also have access to Gradebook Parent Portal, in which they can track up-to-date information about their children's progress, including attendance and more. Parents can view our website to view important information and resources. Our teachers have made their school e-mail addresses available to parents and encourage their use for day-to-day communication.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘

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				
School-wide goals have been established based on reading growth historical data trends.	99.00	99.00	99.00	99.00
National School Growth Percentile - Math				
School-wide goals have been established based on math growth historical data trends.	76.00	99.00	99.00	99.00
% of Students Meeting/Exceeding National Ave Growth Norms				

School-wide goals have been established based on percent of students meeting/exceeding growth norms.	64.30	(Blank)	67.00	70.00

African-American Growth Percentile - Reading

School-wide goals have been established based on reading growth historical data trends.	99.00	99.00	99.00	99.00

Hispanic Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Reading

N/A	(Blank)	(Blank)	0.00	0.00

African-American Growth Percentile - Math

School-wide goals have been established based on math growth historical data trends.	77.00	99.00	99.00	99.00

Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00

English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00

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

School-wide goals have been established based on reading growth historical data trends.	86.00	97.00	97.00	97.00

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

School-wide goals have been established based on math growth historical data trends.	65.00	96.00	96.00	96.00

National School Attainment Percentile - Reading (Grade 2)

School-wide goals have been established based on reading growth historical data trends.	69.00	90.00	90.00	90.00

National School Attainment Percentile - Math (Grade 2)

School-wide goals have been established based on math growth historical data trends.	31.00	81.00	81.00	81.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

School-wide goals have been established based on historical attendance data trends.	96.60	96.90	96.92	96.95

My Voice, My School 5 Essentials Survey

| N/A | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Integrate and implement a school-wide literacy and math curriculum, which fuses IB units and planners with CCSS through PD opportunities, peer observations, progress monitoring of formal and informal assessments, and providing differentiated instruction for all students including diverse and gifted learners.

...then we see...

More rigorous, differentiated, project-based instruction through small groups based on RIT bands, literacy and math stations, and supplemental programs that address students' areas of growth and provide enrichment for their areas of strength.

...which leads to...

An increase in student engagement, inquiry, global awareness, and academic achievement.

Tags:
Literacy/Reading, Math, Science, Diverse Learners, Specialized Academic Programs - IB, Professional Learning, Social studies, Curriculum, Differentiated instruction, Common core, Assessments

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement teacher development of vertically and horizontally aligned grade level curriculum maps, units plans, lesson plans and assessments aligned to IB and CCSS during grade-level meetings, Saturday meetings, and after-school planning meetings.	Admin, ILT, Teachers, IB Coordinator	Sep 6, 2016 to Jun 25, 2018	*(Blank)*	Not started

Specialized Academic Programs - IB, Curriculum, Common core

Professional Development (IB-recognized and network mandated) topics to include: small group instruction, unit planning, differentiated instruction, and fusing IB with CCSS to improve literacy and math.	Admin, Teachers, IB Coordinator	Sep 6, 2016 to Jun 25, 2018	*(Blank)*	Not started

Professional Learning

Utilize inquiry-based instruction (i.e. DOK, Bloom's, HOT questioning levels) to deepen student understanding.	Teachers, IB Coordinator	Sep 6, 2016 to Jun 25, 2018	*(Blank)*	Not started

Depth of knowledge

Implement Kagan structures to increase levels of student engagement and cooperative learning.	Teachers, IB Coordinator	Sep 6, 2016 to Jun 25, 2018	*(Blank)*	Not started

Cooperative learning

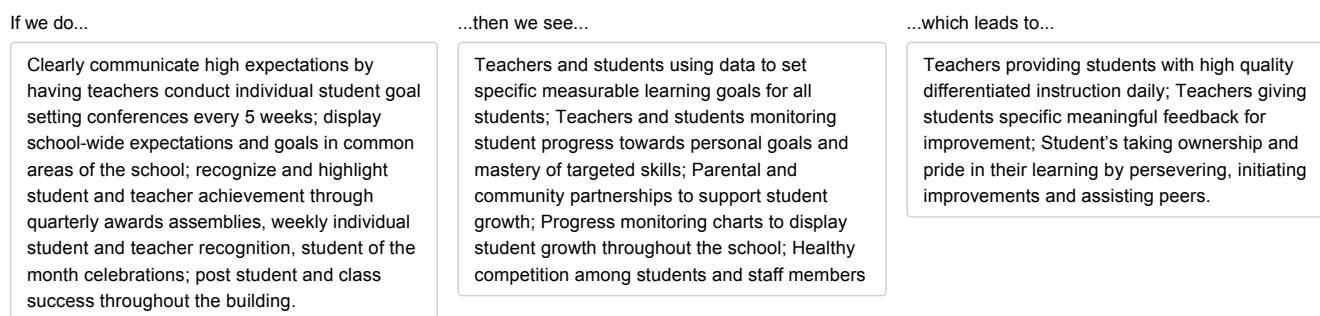| Action step	Responsible	Timeframe	Evidence for status	Status
Monitor the effect of teaching on student learning through sharing "best practices" through peer observation, quarterly walk-throughs and administrative feedback from formal and informal REACH observations.	Teachers, Admin	May 2, 2016 to Jun 25, 2018	(Blank)	Not started
Purchase instructional materials to support literacy and math curriculum: leveled classroom libraries, technology, and software programs such as Raz kids (K-2), Reading A-Z (K-6), Reading Eggs (Pre-K-2), Compass, Study Island, and Khan Academy.	Admin, Teachers, ILT	May 2, 2016 to Jun 25, 2018	(Blank)	Not started

Technology, Resources, Instructional materials, Books

Strategy 2

If we do...	...then we see...	...which leads to...
Clearly communicate high expectations by having teachers conduct individual student goal setting conferences every 5 weeks; display school-wide expectations and goals in common areas of the school; recognize and highlight student and teacher achievement through quarterly awards assemblies, weekly individual student and teacher recognition, student of the month celebrations; post student and class success throughout the building.	Teachers and students using data to set specific measurable learning goals for all students; Teachers and students monitoring student progress towards personal goals and mastery of targeted skills; Parental and community partnerships to support student growth; Progress monitoring charts to display student growth throughout the school; Healthy competition among students and staff members	Teachers providing students with high quality differentiated instruction daily; Teachers giving students specific meaningful feedback for improvement; Student's taking ownership and pride in their learning by persevering, initiating improvements and assisting peers.

Tags:
Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations

Area(s) of focus:
2

Action step	Responsible	Timeframe	Evidence for status	Status
Conduct individual student goal setting conferences with teachers every 5 weeks to set specific measurable learning goals for each student. Monitor of student progress towards mastery of skills.	Teachers, Admin Team, ILT	Sep 6, 2016 to Jun 25, 2018	(Blank)	Not started

Progress monitoring, Goalsetting

| Increase parent involvement through school-wide sponsored events such as monthly parent meetings and quarterly family literacy and math events. | Admin Team, ILT, Teacher | Sep 6, 2016 to Jun 25, 2018 | (Blank) | Not started |

Parental involvement

| Develop a community outreach team to establish partnerships between local organizations/small businesses and the school. | Admin Team, ILT, Teacher | Sep 6, 2016 to Jun 25, 2018 | (Blank) | Not started |

Community

Utilize IB Learner Profiles, school-wide expectations, and CHAMPS to teach and reteach routines, procedures, and appropriate behaviors within the classroom and in common areas of the school.	Admin Team, ILT, Teacher	Sep 6, 2016 to Jun 25, 2018	*(Blank)*	Not started

Specialized Academic Programs - IB, Expectations

Ensure arts and enrichment programs (dance, martial arts, movie-making, ballet, debate, choir) are strategically structured to allow all students an opportunity to participate both during the school day and afterschool.	Admin Team, ILT, Teacher	Sep 6, 2016 to Jun 25, 2018	*(Blank)*	Not started

Arts, Student enrichment, Enrichment

Develop IB student leadership opportunities designed for students to be role models throughout the school: Implement student ambassadors, student council leadership team, debate team and National Junior Honor Society.	Admin Team, ILT, Teacher	Sep 6, 2016 to Jun 25, 2018	*(Blank)*	Not started

Leadership, Student learning

Supplement funding for student admissions, field trips, and transportation.	*(Blank)*	select	*(Blank)*	Behind

Admission, Field trips, Transportation

Strategy 3

If we do...	...then we see...	...which leads to...
Utilize the MTSS Problem Solving Process weekly in grade band meetings to analyze school-wide data (attendance, gradebook, student work samples, failure reports, weekly formal and informal assessments, progress monitoring, behavioral referrals etc.)	Identification of gaps between expectations and performance; Development of teacher and student specific goals and action plans to improve teaching and learning; Tiered support for improved academic achievement, attendance and behavior; On-going progress monitoring towards desired outcomes	Improvement in the average daily attendance for Tier 2 and Tier 3 students; Academic improvements in literacy and math in identified growth and enrichment areas for every student; Increase in pro-social behaviors for Tier 2 and Tier 3 students; Decrease is behavior referrals

Tags:
MTSS, Attendance, Data, Grading, Assessments, Progress monitoring, Behavior, Problem solving process

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Admin/ILT/Grade Level teams will review Gradebook, lesson plans, assessments (formative and summative), assignments, student work samples, and progress monitoring data weekly to monitor student understanding and learning, standards based rigor, alignment, evidence of re-teaching, and on-track rates.	Admin, ILT, Teachers, Professional School Counselor	Sep 6, 2016 to Jun 25, 2018	(Blank)	Not started

Grading, Assessments, Gradebook, Lesson plans, Progress monitoring, Data analysis

Attendance team will meet monthly to analyze attendance data, tier students by their overall attendance rates (Tier 1 - 97% and above, Tier 2 - 97%-95%, Tier 3 - below 95%); plan school-wide celebrations and incentives; Contact parents and establish partnerships to address attendance concerns.	Attendance Team, Admin Team, Teachers, Professional School Calendar	Sep 6, 2016 to Jun 25, 2018	(Blank)	Not started

Attendance

Integrate an intervention program during the day to provide Tier 2 and Tier 3 literacy and math interventions and enrichments for students in all grades. Ancillary staff will provide small group intervention/enrichment. Progress will be monitored by classroom teacher, Admin Team, and Interventionist to determine student response to interventions.	Ancillary staff, Admin, Teachers Teams, Professional School Counselor	Sep 6, 2016 to Jun 25, 2018	(Blank)	Not started

Intervention, Enrichment

Diverse Learners and Tier 3 (academic) general education students will receive intensive and intentional small group instruction to address skill deficiencies and build academic capacity for decreasing support.	Admin, ILT, Diverse Learner Teachers	Sep 6, 2016 to Jun 25, 2018	(Blank)	Not started

Diverse Learners, Differentiated instruction

Develop an incentive plan to motivate students and staff around CCSS Literacy & CCSS Math skill attainment and growth in EOY NWEA and PARCC.	Admin, ILT, Teachers, Professional School Counselor	Sep 6, 2016 to Jun 25, 2018	(Blank)	Not started

Motivation, Incentive

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Implement teacher development of vertically and horizontally aligned grade level curriculum maps, units plans, lesson plans and assessments aligned to IB and CCSS during grade-level meetings, Saturday meetings, and after-school planning meetings. Tags: Literacy/Reading, Math, Science, Diverse Learners, Specialized Academic Programs - IB, Professional Learning, Social studies, Curriculum, Differentiated instruction, Common core, Assessments, Specialized Academic Programs - IB, Curriculum, Common core	Admin, ILT, Teachers, IB Coordinator	Sep 6, 2016	Jun 25, 2018	Not started
✚ Professional Development (IB-recognized and network mandated) topics to include: small group instruction, unit planning, differentiated instruction, and fusing IB with CCSS to improve literacy and math. Tags: Literacy/Reading, Math, Science, Diverse Learners, Specialized Academic Programs - IB, Professional Learning, Social studies, Curriculum, Differentiated instruction, Common core, Assessments, Professional Learning	Admin, Teachers, IB Coordinator	Sep 6, 2016	Jun 25, 2018	Not started
✚ Utilize inquiry-based instruction (i.e. DOK, Bloom's, HOT questioning levels) to deepen student understanding. Tags: Literacy/Reading, Math, Science, Diverse Learners, Specialized Academic Programs - IB, Professional Learning, Social studies, Curriculum, Differentiated instruction, Common core, Assessments, Depth of knowledge	Teachers, IB Coordinator	Sep 6, 2016	Jun 25, 2018	Not started
✚ Implement Kagan structures to increase levels of student engagement and cooperative learning. Tags: Literacy/Reading, Math, Science, Diverse Learners, Specialized Academic Programs - IB, Professional Learning, Social studies, Curriculum, Differentiated instruction, Common core, Assessments, Cooperative learning	Teachers, IB Coordinator	Sep 6, 2016	Jun 25, 2018	Not started
✚ Monitor the effect of teaching on student learning through sharing "best practices" through peer observation, quarterly walk-throughs and administrative feedback from formal and informal REACH observations. Tags: Literacy/Reading, Math, Science, Diverse Learners, Specialized Academic Programs - IB, Professional Learning, Social studies, Curriculum, Differentiated instruction, Common core, Assessments	Teachers, Admin	May 2, 2016	Jun 25, 2018	Not started
✚ Purchase instructional materials to support literacy and math curriculum: leveled classroom libraries, technology, and software programs such as Raz kids (K-2), Reading A-Z (K-6), Reading Eggs (Pre-K-2), Compass, Study Island, and Khan Academy. Tags: Literacy/Reading, Math, Science, Diverse Learners, Specialized Academic Programs - IB, Professional Learning, Social studies, Curriculum, Differentiated instruction, Common core, Assessments, Technology, Resources, Instructional materials, Books	Admin, Teachers, ILT	May 2, 2016	Jun 25, 2018	Not started
✚ Conduct individual student goal setting conferences with teachers every 5 weeks to set specific measurable learning goals for each student. Monitor of student progress towards mastery of skills. Tags: Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations, Progress monitoring, Goalsetting	Teachers, Admin Team, ILT	Sep 6, 2016	Jun 25, 2018	Not started
✚ Increase parent involvement through school-wide sponsored events such as monthly parent meetings and quarterly family literacy and math events. Tags: Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations, Parental involvement	Admin Team, ILT, Teacher	Sep 6, 2016	Jun 25, 2018	Not started
✚ Develop a community outreach team to establish partnerships between local organizations/small businesses and the school. Tags: Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations, Community	Admin Team, ILT, Teacher	Sep 6, 2016	Jun 25, 2018	Not started
✚ Utilize IB Learner Profiles, school-wide expectations, and CHAMPS to teach and reteach routines, procedures, and appropriate behaviors within the classroom and in common areas of the school. Tags: Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations, Specialized Academic Programs - IB, Expectations	Admin Team, ILT, Teacher	Sep 6, 2016	Jun 25, 2018	Not started
✚ Ensure arts and enrichment programs (dance, martial arts, movie-making, ballet, debate, choir) are strategically structured to allow all students an opportunity to participate both during the school day and afterschool. Tags: Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations, Arts, Student enrichment, Enrichment	Admin Team, ILT, Teacher	Sep 6, 2016	Jun 25, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Develop IB student leadership opportunities designed for students to be role models throughout the school: Implement student ambassadors, student council leadership team, debate team and National Junior Honor Society. Tags: Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations, Leadership, Student learning	Admin Team, ILT, Teacher	Sep 6, 2016	Jun 25, 2018	Not started
✚ Supplement funding for student admissions, field trips, and transportation. Tags: Climate and Culture, Data, Differentiated instruction, Goalsetting, Data analysis, Expectations, Admission, Field trips, Transportation				Behind
✚ Admin/ILT/Grade Level teams will review Gradebook, lesson plans, assessments (formative and summative), assignments, student work samples, and progress monitoring data weekly to monitor student understanding and learning, standards based rigor, alignment, evidence of re-teaching, and on-track rates. Tags: MTSS, Attendance, Data, Grading, Assessments, Progress monitoring, Behavior, Problem solving process, Grading, Assessments, Gradebook, Lesson plans, Progress monitoring, Data analysis	Admin, ILT, Teachers, Professional School Counselor	Sep 6, 2016	Jun 25, 2018	Not started
✚ Attendance team will meet monthly to analyze attendance data, tier students by their overall attendance rates (Tier 1 - 97% and above, Tier 2 - 97%-95%, Tier 3 - below 95%); plan school-wide celebrations and incentives; Contact parents and establish partnerships to address attendance concerns. Tags: MTSS, Attendance, Data, Grading, Assessments, Progress monitoring, Behavior, Problem solving process, Attendance	Attendance Team, Admin Team, Teachers, Professional School Calendar	Sep 6, 2016	Jun 25, 2018	Not started
✚ Integrate an intervention program during the day to provide Tier 2 and Tier 3 literacy and math interventions and enrichments for students in all grades. Ancillary staff will provide small group intervention/enrichment. Progress will be monitored by classroom teacher, Admin Team, and Interventionist to determine student response to interventions. Tags: MTSS, Attendance, Data, Grading, Assessments, Progress monitoring, Behavior, Problem solving process, Intervention, Enrichment	Ancillary staff, Admin, Teachers Teams, Professional School Counselor	Sep 6, 2016	Jun 25, 2018	Not started
✚ Diverse Learners and Tier 3 (academic) general education students will receive intensive and intentional small group instruction to address skill deficiencies and build academic capacity for decreasing support. Tags: MTSS, Attendance, Data, Grading, Assessments, Progress monitoring, Behavior, Problem solving process, Diverse Learners, Differentiated instruction	Admin, ILT, Diverse Learner Teachers	Sep 6, 2016	Jun 25, 2018	Not started
✚ Develop an incentive plan to motivate students and staff around CCSS Literacy & CCSS Math skill attainment and growth in EOY NWEA and PARCC. Tags: MTSS, Attendance, Data, Grading, Assessments, Progress monitoring, Behavior, Problem solving process, Motivation, Incentive	Admin, ILT, Teachers, Professional School Counselor	Sep 6, 2016	Jun 25, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

Parents will be involved with periodic review and revision of the NCLB Title 1 school parental involvement plan and policy, along with the development of the CIWP through Parent Workshops as well as during LSC meetings. They will also play a part in analyzing our school's data to make improvements when necessary. At monthly NCLB meetings, PAC meetings and LSC meetings, parents will provide input and help with the development of the parental involvement program. Parents will meet periodically with the administration team to discuss goals and monitor school progress.

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

2 The annual meeting will be held during the month of September. Prior to the meeting parents will be surveyed to determine the most convenient time for them to attend. The day of the meeting parents will receive a questionnaire to find out how the school, as well as the community can support them as IB parents. Based upon the survey results a variety of monthly parent meetings will be held where all parents will be invited to attend via marquee, flyer, and website. Both the principal annual title 1 and the PAC organizational meetings were held on September 29, 2016. During these meetings parents will also be informed of how to help impact their child's success by learning meaningful strategies that can be used at home. The annual meeting will be held during the month of September to inform all stakeholders of the NCLB title one and all scheduled meetings days for the 2015-2016 school year. Prior to the meeting parents will be surveyed to determine the most convenient time for them to attend. The day of the meeting parents will receive a questionnaire to find out how the school as well as the community can support them as IB parents. Based upon the survey a variety of monthly parent meetings will be held where all parents will be invited to attend via marquee, flyer, robo call and website. During these meetings parents will also be informed of how to help impact their child's success by learning meaningful strategies that can be used at home.

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

The school will inform parents about NCLB and academic tools used to measure student's progress at the school wide open house in September. This information will be included in our student handbook. Student progress will be sent home via progress report/report card, teacher e-mails, website, etc. This information is also available on the parent portal. Throughout the school year there will be several Open Houses, where parents will have a chance to speak with teachers, staff and administrators concerning expectations. Parents will gain a better understanding of the resources used as well as new assessments that will be implemented. This information will also be available on our website. Parents will be able to use the computers in the lab to access the website. A parent handbook will also be distributed during the month of August to inform parents of the curriculum and academic expectations for the school year. Student progress will be sent home via progress report/report card, teacher's e-mails, website, etc. This information is also available on the parent portal.

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.

Parents are always welcomed to share their concerns and suggestions on how the school can better serve their children and the community at large. NCLB Parent chair will document meetings via minutes and notes. The minutes and notes will be shared with administration. We will establish a suggestion box for parents to share thoughts and proposals on how we as a collected group can engage our students in activities that will expand their educational growth.

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.

> Students are given quarterly assessments throughout the school year. Results of tests are shared with students and given to parents to keep them abreast of their child's progress. School wide progress reports are sent home on the 6th week of every quarter. Parent reports from state assessments will be sent home immediately upon delivery of them to the school. Kershaw will distribute assessment data to all parents as it is made available by the district. Students are given quarterly assessments throughout the school year. Results of test are shared with students and given to parents to keep them abreast of their child's progress. School wide progress reports are sent home on the 6th week of every quarter. Report cards are sent quarterly as well.

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.

> As requested by the Illinois State Board of Education, information containing a teacher's status of being Highly Qualified will be sent home to parents in a detailed notice from the school.

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.

> As requested by the Illinois State Board of Education, information containing a teacher's status of being Highly Qualified will be sent home to parents in a detailed notice from the school.

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

> The school has an annual Data Day in which students and parents are guided through the analysis of their child's academic achievements and goals are set for continued improvement. Teachers share test reports which explain how students are performing academically through a combination of standards-based district wide assessments. Teachers and parents forge partnerships with planned activities and assignments for students to complete at home. Workshops and parent meetings will be held quarterly during the school year to educate parents on how to understand their child's academic progress and how to assist their children with their academic goals and progress.

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

> The school hosts monthly meetings to inform staff members and parents about what's happening at the school and in the community. The parents are given their personal access number to parent portal and are trained and supported on the use. Instructions on how to access the portal will be included in the parent handbook. The school's counselor provides parents with resources that assist with: academic goal setting (literacy, math, science, social studies); social emotional needs (Ada S. McKinley south side center, anger management and coping classes; career path planning (Naviance on-line program).

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.

> Our Head Start Teachers and Assistants will hold parent meetings with attendance team members to discuss the importance of attendance, and how parents can work as partners in assisting their children at home and school with projects and learning goals. Parents also attend Parent Empowerment Meetings to build upon their own skills and learn ways to support their children. They collaborate with other parents during Parent Field Trip days, our annual Ice Cream Social day and through the parent volunteer luncheon. Our Head Start parents are invited to attend monthly parent meetings held at our school which usually involves receiving support and strategies that can be implemented across all grade levels. Outside presenters as well as our staff members will continue to provide parent development sessions for all parents, addressing educational content as well as important health information.

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.

> Staff works consistently to review and/or revise all correspondences sent home to parents to ensure they are written in parent friendly language.

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.)

> Our Mission is to provide our students with a rigorous academic program, emphasizing inquiry-based instruction through a safe nurturing learning environment. Kershaw's students, parents, teachers and community, will accept and respect the diversity of all individuals while promoting academic excellence through inter-cultural awareness.

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

> The school will hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: upon request of the teacher (s), parent(s), administration, or guidance counselor. During the 2016 -2017 school year, report card pick-up will be (2) non-attendance days for students in order to allow the parents to meet with their child's instructors.

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

> The school will provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Progress Reports (10/17/16, 1/9/17, 3/10/17, 5/18/17), and Report Cards (11/9/16, 2/10/17, 4/19/17, 6/20/17) and through the use of the Parent Portal.

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

> During the 2016– 2017 school year, parents will have several opportunities to meet with teachers and discuss their child's performance. We will host several Open Houses and Family Reading, Math and Sport Nights, where parents and teachers Meet and Greet. Parents can also schedule conferences with teachers during their planning period, before and after school via phone, in-person or email.

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.

> The school will provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: upon appointment and approval from the principal.

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

> Parents are given many opportunities to participate and volunteer in their child's classroom activities. These opportunities include chaperoning during class field trips and volunteering for school events such as fun days, assemblies and school fairs.

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

> Parents are contacted regularly regarding their child's progress, homework and attendance in school. Parent letters, emails, phone calls home and classroom information on the school's website are all used to keep parents informed about their child. Fliers are regularly sent home to parents regarding school celebrations and special events.

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

> The students share the responsibility for their own academic achievement by checking their own grades online, discussing their progress and responsibilities with their teacher(s) and working independently on various subjects of study. The students will practice the rules of the Code of Student Conduct. Students are given choices regarding topics to investigate and areas of personal interest.

Parent Budget   Complete

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

1. Empower families to support student learning at home and school by providing reading and math strategies to assist with learning.
2. Build positive school connections to reduce social and cultural barriers.
3. Increase knowledge of IB curriculum and knowledge.
4. Increase parental and community involvement.

September 20, 2016 - Annual Title Parent Meting
October 11, 2016 - PAC Organizational Meeting
November 10, 2016 - Data Day/Goal Setting for Parents
December 13, 2016 - PARCC: IB Integration Overview
January 17, 2016 - Common Core Math and Writing Integration
February 14, 2016 -Next Generation Science Standards
March 14, 2016 - Art Integration
April 11, 2016 - Home School Summer Reading Strategies
May 16, 2016 - Survey, Reflection, and Action Plan for next year

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

Account(s)	Description	Allocation		
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$	Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	436	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	400	.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)	$	1000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	Amount	.00