



John H Kinzie Elementary School (/school-plans/242) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Rosa Hernandez	Assistant Principal	RMHernandez@cps.edu	Has access
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Team meetings

Date	Participants	Topic
01/27/2016	Ann Doyle, Wanda Jozwik, Kathy Musselman, Karen McLinden, Rosa Hernandez, Dawn Caetta	CIWP
01/20/2016	Dawn Caetta, Rosa Hernandez, Sarah Moran, Ann Doyle, Karen McLinden, Laura Eble, Teofilia Okrzezisk, Elyse Quinn, Dan Gleeson, Lorraine O'Malley, Veronica Ewald, Teryl Snedden, Steve Koteff	CIWP

01/28/2016	Karen McLinden, Rosa Hernandez, Wanda Jozwik	CIWP
02/01/2016	Karen McLinden, Rosa Hernandez	CIWP
02/02/2016	Karen McLinden, Rosa Hernandez, Wanda Jozwik, Teryl Snedden, Judy Healy	CIWP
02/03/2016	Rosa Hernandez, Ann Doyle, Teryl Snedden, Teofelia Okrzesik, Karen McLinden	CIWP
02/09/2016	Teryl Snedden, Karen Mendoza, Judy Healy, Karen McLinden	CIWP
02/10/2016	Rosa Hernandez, Karen McLinden	CIWP
02/18/2016	Rosa Hernandez, Karen McLinden, Teofelia Okrzesik	CIWP
02/23/2016	Rosa Hernandez, Karen McLinden	CIWP
02/24/2016	Dawn Caetta, Ann Doyle, Kim Speck, Michaelle Hinkamp, Jackie DeFina, Rosa Hernandez, Karen McLinden, Teofelia Okrzesik, Veronica Ewald, Judy Healy, Karen Mendoza	CIWP
02/25/2016	Rosa Hernandez, Karen McLinden	CIWP
03/08/2016	Teofelia Okrzesik, Rosa Hernandez	CIWP
03/09/2016	Ann Doyle, Kim Speck, Michaelle Hinkamp, Teryl Snedden, Teofelia Okrzesik, Rosa Hernandez, Jackie DeFina, Karen McLinden, Karen Mendoza	CIWP
03/10/2016	Rosa Hernandez, Karen McLinden	CIWP
03/15/2016	Rosa Hernandez, Karen McLinden	CIWP
03/17/2016	Rosa Hernandez, Karen McLinden, Elyse Quinn	CIWP
03/22/2016	Rosa Hernandez, Karen McLinden, Dawn Caetta	CIWP
02/23/2016	Dawn Turner, Rebecca Hernandez, Rosa Hernandez	CIWP
02/24/2016	Rosa Hernandez, Graciela Gonzalez, Concepcion Valdez, Blanca Romo, Lizbeth Macias, Norma Moreno, Maria Rios, Rebecca Hernandez	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

Teachers meet consistently and are leader of the following teams ILT, MTSS, PPLC, PPC, grade level teams; attend teacher lead meetings that then are rolled out at Grade Level Meetings or PD days; Constantly listen and synthesize what is heard and learn from all sources; all demographics are used in making decisions (Gen Ed, ELS, Deaf, SPED, early childhood); the framework for teaching is used to ground instructional guidance and coaching; use multiple data sources to drive instruction.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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Represents the demographics of our whole staff
 An important decision making body whose primary concern is raising student achievement
 Meets bi-monthly
 Analyzes school data and creates our powerful practice based on the data
 Participates in learning walks and provides feedback to staff
 Develops the school's CIWP and monitors progress on the plan
 Learns through the analysis of data about what is and isn't working and makes adjustments to school-wide improvement strategies accordingly
 Facilitates two-way communication between the ILT and other school community members
 Conduct Learning Walks with ILT and alternate staff members to see our powerful practice in action
 Capture evidence explicitly focused on Powerful Practice
 Data is collected via tool created by the ILT
 Provides baseline data related to powerful practice
 Team collects data that is descriptive not evaluative, specific, and related to the powerful practice. Do we see evidence of powerful practice in action?
 Provide explicit feedback on data collected (what you saw not what you think)

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and

Score

beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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Use data to identify performance and practice gaps to inform Professional Learning Plan; PD is offered based on need and teacher request; teachers lead PD; teacher schedules provide opportunity for collaboration and planning; Schedules created for professional development throughout the year.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

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Classroom teachers created scheduled with the prescribed guidelines for instruction. Teachers meet with purchaser to get materials that aligned with their units. Aligned our bueget to the CIWP priorities and the school mission statement. The school organization is developed around highly qualified teachers in their aproprate specility/grade level. Related service providers are placed in appropriate area considering their qualifications. Make outreach efforts to engage community members as partners and resources. (Sign Language for community, PAC, BAC, PTC, ESL for community, LSC.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Pacing guides and curriculum maps for Reading and Math can be found on the Learning Hub.. Teachers meet at grade level meeting for horizontal planning. Teachers examine data to determine mastery in the upper grades. In the primary grades, teachers use the data on TRC to form their instructional reading groups. We incorporate web based research within our units of study. Field based learning through visits to zoo, plays and museum. Programs used to support instruction; Barrel of Monkeys, Land of Smiles, and Common Treads.

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=Y3BzLmVkdXxrY3xneDoyYjIiNGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 2 3 4

Materials are provided for instructional units. All teachers have leveled readers or have access to the leveled bookroom. Materials are provided for Literature Circles and small group instruction. Each classroom is equipped with a Smartboard and Elmo to support different modalities. Listening center are provided to each primary classroom. Students have a flexible time each week to visit the computer room to conduct research. Math manipulatives are provided in each classroom to support instruction. 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.

Guide for Instructional Materials

Instructional materials (including technology) are.....

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

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Our powerful practice this year is tied in to Math: Select/adapt cognitive task for instruction, Plan instruction to increase cognitive demand of students. Maintain complexity of a task through instructional "questioning" that lead to learning. Schedule Learning Walks to determine next steps. Continue working on Close Reading of non-fiction texts, engaging students in collaborative conversations and instructing students in generating their own questions and responses. Create 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.

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=11](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=11))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

School is welcoming to new students. Teachers and staff monitor students to ensure they are on task academically and socially. Parent and teachers of eighth grade students meet to discuss progress towards graduation. A High School fair is held annually prior to graduation so students may understand their options and have ample time to apply to selective enrollment high schools. Eighth grade teachers and counselor meet with eighth grade students to make certain that they meet their testing and application deadlines for high school. Students are exposed early to academic/professional worlds beyond K-8 through Junior achievement, Ravinia Program, Stock Market Project, Career Day and high school presentations. Instruct students to review their own test data which includes NWEA goal setting. Students monitor their grades. Some students create their own portfolios. Instruction is provided on improving study skills, and research projects. Students, in grades 3 - 8, practice organizational skill through planners that are provided for self advocacy.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

Objectives for each lesson are posted in the classroom. Students will articulate the objective for the lesson and some students will self monitor their understanding. Some students will formulate questions and respectively challenge other students thinking citing evidence. Students learned to work in collaborative groups using assigned roles to ensure all voices are being heard. Teachers will use formal and informal assessments to drive instruction, check for understanding and scaffold instruction to ensure all students are exposed to complex tasks. In close reading and math powerful practice, students communicate with each other their understand of the task at hand. Students will challenge each others thinking and provide textural evidence. . Lesson are created to reach one level and below level students.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Multi-tiered instruction is provided in all classrooms. Students receive tier one instruction using the core curriculum, additional assistance is provided in small group for students of need. Students that need additional assistance will be pulled out for an additional thirty minutes of instruction three days/week for Tier 3 instruction. . Students progress is monitored monthly. If students are not making progress the MTSS team will meet to determine next steps. Data that is provided at the meeting range from attendance, NWEA scores, teacher data, and grades. Students are provided with intensive support to address root causes of why students have low grades and poor attendance. Communicate to parents/guardians the additional support and or interventions provided for their child to better align school and home environment under their PLP plans.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Teachers create their own weights and measures for their grading system. . Some teachers are analyzing test data to inform or plan for futures instruction. All teachers are provided with materials that would facilitate differentiated instruction. Academic supports are provided at grade level meetings. Students that are identified as needing additional support are progress monitored according to the school created schedule. Teacher's lesson plans are created using the UBD model and reflect differentiate instruction for EL and diverse learners. . Multiple measures are used to provide a complete picture of student's learnings using NWEA, PARCC, ACCESS, REACH Performance Tasks and formative and summative classroom tests. Assessments are created by classroom teacher teams. Teacher ensure consistency and fairness in the assessment of learning in regards to scoring.

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 (CSR).

- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Expectations for academic and behavior are posted in the classroom and throughout the building. Kinzie pledge is recited every morning. NWEA goals/data are posted outside of the classroom and individual students goals are identified in collaboration with the students and teacher. Some teachers are differentiating their instruction to address all of the individual students academic levels. Students are encouraged to model good behavior; caught being good, caught being healthy, incentive gym periods for academics and behavior. Our powerful practice is based on the school data from previous years.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**

- Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
- Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Teacher Principal and Teacher to Teacher as reflected on the 5 Essential Full Report 2015 is neutral. Teacher to parent trust is very strong. Students to teacher trust is neutral. My teacher always keeps their promises: 65% agree/strongly agree. I feel safe and comfortable with my teacher at this school; 88% agree/strongly agree. My teacher will always listen to students ideas; 84 agree/strongly agree. My teachers treats me with respect.; 85 agree/strongly agree.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Boy Scouts, Girls Scouts, Basketball, Chess Club, Cooking Class, Barrel of Monkey, Kohl's Grant: Early Childhood Connections, Student Council, course work for seventh grade constitution test, Illinois studies in fourth grade, afterschool program, student patrol, service hours for eighth grade graduation requirement, eighth grade algebra classes, and afterschool homework help,

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

Based on the My Voice, My School Survey students report outside of school 69% feel mostly safe or very safe. Traveling between home and school 76% feel mostly safe or very safe. In the bathroom of school 81% feel mostly safe or very safe. In the hallway 92% feel mostly safe or very safe. In the classroom 96% feel mostly safe or very safe. Emergency Management Plan to report and respond to safety concerns.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 3 4

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

All teachers attended CHAMPS training and are implementing in their classrooms. Multi Tier System of social emotional and behavioral growth. Discipline Protocols are in place for managing students behavior. CPS Code of Conduct are implemented based on the behavior issue. Discipline team in place to discuss issues affecting students behavior. Discipline data for misconduct shows a trend towards fewer midconducts at groups one two and three. No misconducts have been recorded in groups 4 to 6.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

.A meeting was held to discuss parent partnership. Parents rated the school on Safety and Order, Restorative Approaches to Discipline and Parent Partnership. On a scale of one to four with four being the highest, parents rated each category as four. School development/strong parental partnerships; parent teacher conferences, family reading night, collaboration logs with parents, email between parents and teachers, newsletters, parent workshops around academic content areas, parent portal, sign languages, ESL classes, computer classes, and nutrition classes for families. Parents are encouraged to volunteer; LSC, PAC, BAC, PTC, end of the year picnic, Halloween party, skating party, fund raising, field trips, and parents are networking to develop classes. Parent communication; newsletters, letters to parent, flyers, calendars in multiple languages, marquee, Kinzie web-site and robo calls. Parents are encouraged to send emails, phone calls, and express concerns during parent participation at committee meetings.

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

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

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				
The growth goals show average growth for the next two years. The 2014/2015 growth is an anomaly.	98.00	64.00	70.00	72.00
National School Growth Percentile - Math				
The growth goals show average growth.	82.00	78.00	80.00	82.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The growth goals show average growth.	70.70	(Blank)	63.00	65.00

African-American Growth Percentile - Reading

Not enough students to account for growth.	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Reading

The goals show average growth for the next two years.	99.00	62.00	66.00	70.00
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English Learner Growth Percentile - Reading

Not enough students to account for growth.	(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Reading

Growth goals will increase if diverse learners are exposed to non-fiction/informational text through a variety of strategies.	10.00	9.00	15.00	20.00
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African-American Growth Percentile - Math

Not enough students to account for growth.	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Math

The goals show average growth for the next two years.	79.00	78.00	80.00	82.00
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English Learner Growth Percentile - Math

Not enough students to account for growth.	(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Math

The goals show average growth for the next two years.	7.00	37.00	39.00	41.00
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National School Attainment Percentile - Reading (Grades 3-8)

The goals show average growth for the next two years.	66.00	73.00	75.00	77.00
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National School Attainment Percentile - Math (Grades 3-8)

The goals show average growth for the next two years.	74.00	85.00	86.00	87.00
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National School Attainment Percentile - Reading (Grade 2)

The goals show average growth for the next two years.	76.00	89.00	90.00	91.00
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National School Attainment Percentile - Math (Grade 2)

The goals show average growth for the next two years.	64.00	89.00	90.00	91.00
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% of Students Making Sufficient Annual Progress on ACCESS

The goals reflect where our students should be. Some of our deaf students will not be taking the listening and speaking tests on ACCESS this year.	45.70	31.90	46.00	48.00
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Average Daily Attendance Rate

The goals show average growth for the next two years.	96.00	96.10	96.00	96.10
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My Voice, My School 5 Essentials Survey

We will continue to achieve a Well Organized level.	(Blank)	(Blank)	(Blank)	(Blank)
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2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If ALL students: Have regular practice with complex text and its academic vocabulary, build knowledge through content-rich nonfiction and informational text , and read and write with evidence from text.

Then we will see: Student growth as measured on the NWEA Reading Assessment

Which leads to: National School Growth Percentile (Reading)- 70%
Diverse Learner Growth Percentile (Reading)-20%

Tags:
Literacy/Reading

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
All students will have access to grade level complex text-nonfiction and informational.	All Teachers	Sep 1, 2016 to Jun 29, 2018	leveled readers leveled book room EL readers Purchased new Reading Series for 2017-2018, K-6 REACH for Reading informational text	On-Track

Literacy/Reading, Diverse Learners, English Learners

All teachers will review and reinforce academic vocabulary.	All Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson plans Word Walls Student Planners Vocabulary Tests Greek roots reproducible, Instructional Materials	On-Track
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Literacy/Reading, Diverse Learners, English Learners

All teachers will employ strategies that equip students with the ability to discern evidence to support or disprove an established position relative to grade level, complex texts.	All Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson plans student work text dependent questions	On-Track
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Literacy/Reading, Diverse Learners, English Learners

Students will write arguments/opinions to support claims in an analysis of substantive topics or texts, using valid reasoning with relevant and sufficient evidence.	All Teachers	Sep 1, 2016 to Jul 29, 2018	Students will write or orally respond to arguments depending on grade level	On-Track
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Literacy/Reading, Diverse Learners, English Learners

Students will write informative/explanatory texts to examine and convey complex ideas using information clearly and accurately.	All Teachers	Sep 1, 2016 to Jul 29, 2018	student authentic writing pieces with text evidence to back up arguments/ point of view Writing Lesson plans	On-Track
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Literacy/Reading, Diverse Learners, English Learners

Literacy coach will provide specific professional development aligned with our CIWP Literacy Strategy, district initiatives, and Kinzie's powerful practice for all teachers throughout the year.	Literacy Coach, IB Coordinator, ELPT Lead	Sep 1, 2016 to Jul 29, 2018	meet weekly, Thursday	On-Track
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Literacy/Reading, Personalized Learning

Literacy coach, IB Coordinator, ELPT and Deaf Lead Teacher will provide specific feedback to staff through coaching and modeling.	Literacy Coach ELPT Lead Deaf Lead	Sep 1, 2016 to Jun 29, 2018	Literacy coach, IB Coordinator, ELPT and Deaf Lead Teacher will provide specific feedback to staff through coaching and modeling.	On-Track
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Instructional Coaching

All teachers will provide small group differentiated instruction based on assessment data.	All Teachers	Sep 1, 2016 to Jun 29, 2018	through observations, lesson plans	On-Track
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Literacy/Reading, Diverse Learners, English Learners

Administration will observe in classrooms during literacy instructional times to monitor and provide specific feedback.	Principal, AP	Sep 1, 2016 to Jun 29, 2018	observation schedule	On-Track
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Literacy/Reading, Instructional Coaching

Teachers will monitor student progress and provide Tier 1 and Tier 2 interventions daily.	All Teachers	Sep 1, 2016 to Jun 29, 2018	MTSS log	On-Track
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Literacy/Reading, English Learners

MTSS Teacher/Classroom Teachers will provide Tier 3 interventions weekly for K-8 grade students and will meet with teachers every five weeks to review student progress.	MTSS Teacher	Sep 1, 2016 to Jun 29, 2018	MTSS Lead Literacy Teacher schedule, data collected and discussed at biweekly MTSS meetings	On-Track
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Literacy/Reading, Intervention, Teacher Teams/Collaboration

MTSS Team will meet on a bi-weekly basis to review student data and monitor student progress.	Lead/MTSS Teacher, ELPT Teacher, Psychologist, Counselor/Case Manager, Speech Language Pathologist, Social Worker, Principal, AP	Sep 1, 2016 to Jun 29, 2018	MTSS Lead Literacy Teacher schedule, agenda, data collected and discussed at biweekly MTSS meetings	On-Track
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MTSS, Data Use

Provide Compass Learning Odyssey(3-8th), Mobymax, EasyCBM and Imagine Learning (EL; PreK-2)) to assist with progress monitoring and provide additional interventions for Tier 2 and Tier 3 students.	K-8th Grade Teachers	Sep 1, 2016 to Jun 29, 2018	Teacher checks usage of program and analyzes data	On-Track
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English Learners, Intervention

K-2 Teachers will continue to provide Intensive Phonics Instruction and progress monitor.	K-2 Teachers	Sep 1, 2016 to Jun 29, 2018	lesson plans, gradebook	On-Track
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Literacy/Reading, Diverse Learners, English Learners, Intervention

K-2 Teachers will continue to provide Sight Word Instruction and assess weekly.	K-2 Teachers	Sep 1, 2016 to Jun 29, 2018	lesson plans, gradebook	On-Track
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Literacy/Reading, Diverse Learners, English Learners, Intervention

3-8 Grade Tier 2 and Tier 3 students will participate in an after school reading program two days a week.	3-8 Grade Teachers	Sep 1, 2016 to Jun 29, 2018	attendance logs, computer attendance program	On-Track
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Literacy/Reading, English Learners, Intervention

2-8 Grade will utilize NWEA Assessments to evaluate student attainment and growth.	2-8 Grade Teachers Administration	Sep 1, 2016 to Jun 29, 2018	winter and spring testing data	On-Track
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Literacy/Reading, English Learners, Assessment

K-2 Grade will utilize TRC/Dibels to evaluate student progress.	K-2 Grade Teachers Literacy Coach	Sep 1, 2016 to Jun 29, 2018	fall, winter, and spring testing data	On-Track
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Literacy/Reading, Diverse Learners, English Learners, Assessment

Special Education Teachers, General Education Teachers, Bilingual Education Teachers and ELPT will meet weekly to discuss upcoming literacy lessons and materials. Teachers will share assignments and assessments in each content area so Special Education Teachers and Bilingual Teachers can modify appropriately for each EL and diverse learner.	Special Education and General Education Teachers	Sep 1, 2016 to Jun 29, 2018	lesson plans and grade level meetings	On-Track
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Literacy/Reading, Diverse Learners, English Learners, Curriculum Design

K-2 Grade students will participate in an after school reading program two days a week for ESL support.

K-2 Bilingual/ESL endorsed teachers

Nov 2, 2016 to Apr 7, 2017

attendance logs on city-span

On-Track

Strategy 2

If we do...

If all teachers: Select/adapt cognitive mathematical tasks for instruction, plan mathematics instruction to increase cognitive demands of students and maintain complexity of a mathematical task through instructional questioning that lead to learning.

...then we see...

Then we will see: Student growth as measured on the NWEA Mathematics Assessment.

...which leads to...

Which leads to: National School Growth Percentile (Math)- 80%
Diverse Learner Growth Percentile (Math)-39%

Tags:

Math

Area(s) of focus:

2, 1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Go Math curriculum will be purchased for all K-7th grade students.

Administration

Sep 1, 2016 to Jun 29, 2018

curriculum in classrooms, lesson plans

Completed

Math, Diverse Learners, English Learners, Curriculum Design

Teachers will provide small group differentiated instruction based on assessment data.

All Teachers

Sep 1, 2016 to Jun 29, 2018

lesson plans, observation

On-Track

Math, Diverse Learners, English Learners, Assessment, Intervention

Teachers will monitor student progress and provide Tier 1 and Tier 2 interventions daily.

All Teachers

Sep 1, 2016 to Jun 29, 2018

lesson plans, gradebook

On-Track

Math, English Learners, Assessment, Intervention

Provide Compass Learning Odyssey(third-eighth), Mobymax, EasyCBM to assist with progress monitoring and provide additional Tier 2 and Tier 3 interventions.

3rd-8th Grade Teachers

Sep 1, 2016 to Jun 29, 2018

Teacher checks usage of program and analyzes data

On-Track

Math, Diverse Learners, English Learners, Assessment, Intervention

K-8 Teachers will utilize NWEA/MAP Math Assessments to evaluate student progress.

K-8 Teachers

Sep 1, 2016 to Jun 29, 2018

winter and spring data

On-Track

Math, Diverse Learners, English Learners, Assessment

3rd-8th Grade Tier 2 and Tier 3 and diverse learners will participate in an after school math program two days a week.

3rd-8th Students

Sep 1, 2016 to Jun 29, 2018

attendance logs, computer attendance program

On-Track

Math, Diverse Learners, English Learners, Intervention

Administration will observe in classrooms during math instructional times to monitor and provide immediate feedback.	Principal, AP	Sep 1, 2016 to Jun 29, 2018	observation schedule	On-Track
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Math, Instructional Coaching

2nd-8th Grade Teachers will participate in the University of Illinois at Chicago's Common Core Mathematics Project.	2nd-8th grade Math Teachers	Sep 1, 2016 to Jun 30, 2017	learning walks, agendas from teacher pd	On-Track
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Math, Professional Learning

Algebra courses will be offered to 8th Grade students.	Kim Speck	Sep 1, 2016 to Jun 29, 2018	lesson plans, scheduling, gradebook	On-Track
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Math

Grade level teams will work together to select/adapt cognitive mathematical tasks for instruction, plan mathematics instruction to increase cognitive demands of students and maintain complexity of a mathematical task through instructional questioning that lead to learning.	All Math Teachers	Sep 1, 2016 to Jun 29, 2018	lesson plans, observations, learning walk	On-Track
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Math, Diverse Learners, English Learners, Curriculum Design

Special Education Teachers, General Education Teachers, Bilingual Teachers and ELPT will meet weekly to discuss upcoming mathematics lessons and materials. Teachers will share assignments and assessments in each content area so Special Education Teachers and Bilingual Teachers can modify appropriately for each EL and diverse learner.	Special Education, Bilingual/ESL, ELPT and General Education Teachers	Sep 1, 2016 to Jun 29, 2018	lesson plans	On-Track
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Math, Diverse Learners, English Learners, Curriculum Design

Strategy 3

If we do...

If all students engage in hands-on, inquiry based activities and lessons on a daily basis, communicate through student-student discourse, and read and write through the science content area.

...then we see...

Students will master Next Generation Science Standards.

...which leads to...

Which will lead to high student achievement on the ISBE Science Assessment.

Tags:
Science, Diverse Learners, English Learners

Area(s) of focus:
1, 2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Provide opportunities for hands-on student participation in daily science lessons.- FOSS, STC, SEPUP.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	kits distributed to staff, mystery science, lesson plans, observation	On-Track
Science, Diverse Learners, English Learners				
Continue to align current science materials and curriculum to the Next Generation Science Standards.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	pd, Brookfield Zoo ambassador program	On-Track
Science, Curriculum Design				
Students in grades 7-8 will participate in the Science Fair.	7th & 8th Grade Science Teacher	Sep 1, 2016 to Jun 29, 2018	Student projects	On-Track
Science, Diverse Learners, English Learners				
Students will read, write and/or converse daily during hands on Science lessons.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	observations, lesson plans, science journals	On-Track
Literacy/Reading, Science, Diverse Learners, English Learners				
Science Teachers vertically align the curriculum between grade levels and departments.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	science committee meetings, observations, lesson plans	On-Track
Science, Diverse Learners, English Learners, Curriculum				
Teachers will be provided supplemental technology resources to go with their science curriculum.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	mystery science,	Completed
Science, Technology, Diverse Learners, English Learners				
Teachers will use theme based reading materials to supplement the science curriculum concepts.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	National Geographic, Scholastic Science, Leveled Readers	On-Track
Science, Diverse Learners, English Learners, Curriculum				
Science consumables will be purchased on an as needed basis to support the curriculum. FOSS, STC and SEPUP	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	purchase orders and kits	On-Track
Science, Diverse Learners, English Learners, Curriculum				
All teachers will review Science vocabulary with their students.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	lesson plans, word walls, observations	On-Track
Science, Diverse Learners, English Learners, Curriculum				

The Scientific Methods will be instructed at the student's grade level and will be scaffolded according to student's abilities.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	Lesson plans, observations, inquiry based projects	On-Track
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Science, Diverse Learners, English Learners, Curriculum

Fifth and Eighth Grades will utilize ISBE Science Assessments to evaluate student attainment and growth.	All Science Teachers	Sep 1, 2016 to Jun 29, 2018	5th and 8th grade scores	On-Track
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Science, Diverse Learners, English Learners, Assessment

PSRP will support standards based Science curriculum with ELs and diverse learners.	PSRP Science Teachers	Sep 1, 2016 to Jun 29, 2018	observations, para logs	On-Track
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Science, Diverse Learners, English Learners, Curriculum

Science is reinforced through field trip experiences.	Science Teachers	Sep 1, 2016 to Jun 29, 2018	field trip requests	On-Track
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Science, Diverse Learners, English Learners, Curriculum

Science curriculum will be supplemented with periodicals and supplemental instructional materials.	Science Teachers	Sep 1, 2016 to Jun 29, 2018	lesson plans, purchase orders	On-Track
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Science, Diverse Learners, English Learners, Curriculum

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ All students will have access to grade level complex text- nonfiction and informational. Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners</p>	All Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ All teachers will review and reinforce academic vocabulary. Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners</p>	All Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ All teachers will employ strategies that equip students with the ability to discern evidence to support or disprove an established position relative to grade level, complex texts. Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners</p>	All Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✚ Students will write arguments/opinions to support claims in an analysis of substantive topics or texts, using valid reasoning with relevant and sufficient evidence. Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners</p>	All Teachers	Sep 1, 2016	Jul 29, 2018	On-Track
<p>✚ Students will write informative/explanatory texts to examine and convey complex ideas using information clearly and accurately. Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners</p>	All Teachers	Sep 1, 2016	Jul 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Literacy coach will provide specific professional development aligned with our CIWP Literacy Strategy, district initiatives, and Kinzie's powerful practice for all teachers throughout the year.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Personalized Learning</p>	Literacy Coach, IB Coordinator, ELPT Lead	Sep 1, 2016	Jul 29, 2018	On-Track
<p>✦ Literacy coach, IB Coordinator, ELPT and Deaf Lead Teacher will provide specific feedback to staff through coaching and modeling.</p> <p>Tags: Literacy/Reading, Instructional Coaching</p>	Literacy Coach ELPT Lead Deaf Lead	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ All teachers will provide small group differentiated instruction based on assessment data.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners</p>	All Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Administration will observe in classrooms during literacy instructional times to monitor and provide specific feedback.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Instructional Coaching</p>	Principal, AP	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will monitor student progress and provide Tier 1 and Tier 2 interventions daily.</p> <p>Tags: Literacy/Reading, Literacy/Reading, English Learners</p>	All Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ MTSS Teacher/Classroom Teachers will provide Tier 3 interventions weekly for K-8 grade students and will meet with teachers every five weeks to review student progress.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Intervention, Teacher Teams/Collaboration</p>	MTSS Teacher	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ MTSS Team will meet on a bi-weekly basis to review student data and monitor student progress.</p> <p>Tags: Literacy/Reading, MTSS, Data Use</p>	Lead/MTSS Teacher, ELPT Teacher, Psychologist, Counselor/Case Manager, Speech Language Pathologist, Social Worker, Principal, AP	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide Compass Learning Odyssey(3-8th), Mobymax, EasyCBM and Imagine Learning (EL; PreK-2)) to assist with progress monitoring and provide additional interventions for Tier 2 and Tier 3 students.</p> <p>Tags: Literacy/Reading, English Learners, Intervention</p>	K-8th Grade Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ K-2 Teachers will continue to provide Intensive Phonics Instruction and progress monitor.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners, Intervention</p>	K-2 Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ K-2 Teachers will continue to provide Sight Word Instruction and assess weekly.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners, Intervention</p>	K-2 Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ 3-8 Grade Tier 2 and Tier 3 students will participate in an after school reading program two days a week.</p> <p>Tags: Literacy/Reading, Literacy/Reading, English Learners, Intervention</p>	3-8 Grade Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ 2-8 Grade will utilize NWEA Assessments to evaluate student attainment and growth.</p> <p>Tags: Literacy/Reading, Literacy/Reading, English Learners, Assessment</p>	2-8 Grade Teachers Administration	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ K-2 Grade will utilize TRC/Dibels to evaluate student progress.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners, Assessment</p>	K-2 Grade Teachers Literacy Coach	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Special Education Teachers, General Education Teachers, Bilingual Education Teachers and ELPT will meet weekly to discuss upcoming literacy lessons and materials. Teachers will share assignments and assessments in each content area so Special Education Teachers and Bilingual Teachers can modify appropriately for each EL and diverse learner.</p> <p>Tags: Literacy/Reading, Literacy/Reading, Diverse Learners, English Learners, Curriculum Design</p>	Special Education and General Education Teachers	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ K-2 Grade students will participate in an after school reading program two days a week for ESL support. Tags: Literacy/Reading</p>	K-2 Bilingual/ESL endorsed teachers	Nov 2, 2016	Apr 7, 2017	On-Track
<p>✦ Go Math curriculum will be purchased for all K-7th grade students. Tags: Math, Math, Diverse Learners, English Learners, Curriculum Design</p>	Administration	Sep 1, 2016	Jun 29, 2018	Completed
<p>✦ Teachers will provide small group differentiated instruction based on assessment data. Tags: Math, Math, Diverse Learners, English Learners, Assessment, Intervention</p>	All Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will monitor student progress and provide Tier 1 and Tier 2 interventions daily. Tags: Math, Math, English Learners, Assessment, Intervention</p>	All Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide Compass Learning Odyssey(third-eighth), Mobymax, EasyCBM to assist with progress monitoring and provide additional Tier 2 and Tier 3 interventions. Tags: Math, Math, Diverse Learners, English Learners, Assessment, Intervention</p>	3rd-8th Grade Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ K-8 Teachers will utilize NWEA/MAP Math Assessments to evaluate student progress. Tags: Math, Math, Diverse Learners, English Learners, Assessment</p>	K-8 Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ 3rd-8th Grade Tier 2 and Tier 3 and diverse learners will participate in an after school math program two days a week. Tags: Math, Math, Diverse Learners, English Learners, Intervention</p>	3rd-8th Students	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Administration will observe in classrooms during math instructional times to monitor and provide immediate feedback. Tags: Math, Math, Instructional Coaching</p>	Principal, AP	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ 2nd-8th Grade Teachers will participate in the University of Illinois at Chicago's Common Core Mathematics Project. Tags: Math, Math, Professional Learning</p>	2nd-8th grade Math Teachers	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ Algebra courses will be offered to 8th Grade students. Tags: Math, Math</p>	Kim Speck	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Grade level teams will work together to select/adapt cognitive mathematical tasks for instruction, plan mathematics instruction to increase cognitive demands of students and maintain complexity of a mathematical task through instructional questioning that lead to learning. Tags: Math, Math, Diverse Learners, English Learners, Curriculum Design</p>	All Math Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Special Education Teachers, General Education Teachers, Bilingual Teachers and ELPT will meet weekly to discuss upcoming mathematics lessons and materials. Teachers will share assignments and assessments in each content area so Special Education Teachers and Bilingual Teachers can modify appropriately for each EL and diverse learner. Tags: Math, Math, Diverse Learners, English Learners, Curriculum Design</p>	Special Education, Bilingual/ESL, ELPT and General Education Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Provide opportunities for hands- on student participation in daily science lessons.- FOSS, STC, SEPUP. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Continue to align current science materials and curriculum to the Next Generation Science Standards. Tags: Science, Diverse Learners, English Learners, Science, Curriculum Design</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Students in grades 7-8 will participate in the Science Fair. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners</p>	7th & 8th Grade Science Teacher	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Students will read, write and/or converse daily during hands on Science lessons. Tags: Science, Diverse Learners, English Learners, Literacy/Reading, Science, Diverse Learners, English Learners</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Science Teachers vertically align the curriculum between grade levels and departments. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Teachers will be provided supplemental technology resources to go with their science curriculum. Tags: Science, Diverse Learners, English Learners, Science, Technology, Diverse Learners, English Learners</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	Completed
<p>✦ Teachers will use theme based reading materials to supplement the science curriculum concepts. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Science consumables will be purchased on an as needed basis to support the curriculum. FOSS, STC and SEPUP Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ All teachers will review Science vocabulary with their students. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ The Scientific Methods will be instructed at the student's grade level and will be scaffolded according to student's abilities. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Fifth and Eighth Grades will utilize ISBE Science Assessments to evaluate student attainment and growth. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Assessment</p>	All Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ PSRP will support standards based Science curriculum with ELs and diverse learners. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	PSRP Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Science is reinforced through field trip experiences. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track
<p>✦ Science curriculum will be supplemented with periodicals and supplemental instructional materials. Tags: Science, Diverse Learners, English Learners, Science, Diverse Learners, English Learners, Curriculum</p>	Science Teachers	Sep 1, 2016	Jun 29, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/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 consulted through regular parent meetings. Monthly meetings are scheduled throughout the year to review and revise the NCLB Title I parental involvement plan and policy, school review process, and school improvement.

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

Monthly meetings will be put on the school calendar that is given to parents. Parents will also be notified by the blackboard out-call system. The annual meeting agenda will be posted and the meeting notice will be sent to all parents seven days prior to the annual meeting. Annual Title I Meeting- September 20, 2016. PAC Organization Meeting- September 20, 2016.

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

Parents will be notified during monthly PAC/PTC/BAC parent meetings and monthly LSC meetings. Additionally, they will also be notified by letters sent home to students regarding student progress.

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.

We have a room (104) for parents to hold their regular meetings. Parents can utilize that room during school hours.

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.

Coordinate parent meeting dates to involve all parent stakeholders- BAC, PAC, PTC, etc. Literacy Coach and English Language Program Teacher will communicate with parents regarding reading performance measures and how parents can help at home.

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

Parents will be notified immediately if the instructor is not highly qualified. Parents will receive appropriate letters regarding this situation.

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

Parents will have the opportunity to speak to teachers and administration regarding assessment results and standards at all times during the school year. Parents can schedule appointments with teachers and administrators throughout the academic year. Parents will receive student letters that will explain student progress on assessments.

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

Kinzie host a Family Reading Night in which parents can come to school and learn how they can assist their child at home. A resource room is provided within the school with resources to help parents. During report card pick up a workshop is held to assist parent to access their child's grades on the parent portal. Parents are encouraged to be a part of the school and attend BAC, PAC, and PTC meetings to learn about Kinzie School. Parents are also encouraged to attend field trips with their child. Kinzie host various programs within the school and parents come out and volunteer their time.

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.

Our staff will provide workshops for parents with literacy information and will provide information regarding technology. Staff will assist parents to improve the academic achievement of their children through ongoing communication.

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

We hold family events at the school to encourage involvement. Staff and parent attendance is very high for these events- Open House, Family Reading Night, Report Card Pick Ups, Family Fun Fests, etc.

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.

Information will be distributed to parents in a timely manner in several languages.

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.)

Kinzie Elementary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning to enable our students to be college and career ready.

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.

Kinzie has a Fall Open House where we invite all parents to meet the teachers and staff. 1st, 2nd & 3rd quarter Report Card Pick-up dates provide an opportunity for parents to meet directly with teachers to discuss student progress.

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

Kinzie will send quarterly report cards, quarterly progress reports and assessment information to parents to keep them informed of student progress.

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

Kinzie is open before school and after school hours. Teachers are available for parent meetings at all times with prior written request. Parents can also meet with teachers during their preparation periods.

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

Parents are welcome to volunteer any time at Kinzie. Parents must complete CPS documentation before they can begin volunteering.

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

We ask parents to monitor grades, check daily planners and discuss progress daily with their children. Parents must monitor homework daily to ensure homework is completed. Parents must ensure that their children attend school and are on time every day.

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 invited to parent meetings where they are able to express their concerns, ideas and plans for the future of Kinzie Elementary. Parent communication is frequent through letters, out-calls, monthly calendars, the Kinzie Website, and postings on the school marquee.

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).

We ask all students to attend school regularly. Come to school prepared with their homework and supplies. Resolve conflicts in a positive way. Always try to do their best in their work and behavior.

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.

Our goal(s): 1. To have parents attend monthly meetings where they receive information on student assessments/reports and how to read them (strengths and areas of need), Parent Portal (monitoring of grades and homework), events at Kinzie and other school parent committees. 2. Offer parents quarterly workshops which provide the parents tools to help their children with Reading and Math to help them make academic gains.

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

Account(s)	Description	Allocation		
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	600	.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- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	500	.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.	\$	357	.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 be used only by parents.	\$	Amount	.00