



## 2016-2018 plan summary

### Team

Name	Role	Email	Access
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### Team meetings

Date	Participants	Topic
01/28/2016	Nora A. Cadenas, Pebble Jackson, Patricia Zarate, Sarai Jimenez, Erika Gomez, Rosa Ramirez, Robert Fabian, Leticia Guerrero, Robert Fabian, Leticia Guerrero, Nancy Ibarra, Gregory Michie, Jose Gutierrez, Marcella Martinez, Jessica Rosenbaum	SEF

02/25/2016	Marcella Martinez, Leticia Guerrero, Donna Schlamadinger, Erika Gomez, Sarai Jimenez, Jose Gutierrez, Greg Michie, Robert Fabian, Nancy Ibarra, Jessica Rosenbaum	SEF
03/10/2016	Marcella Martinez, Sarai Jimenez, Jose Gutierrez, Pebble Jackson, Leticia Guerrero, Jessica Rosenbaum, Rosa Ramirez, Patricia Zarate, Nancy Ibarra, Greg Michie, Robert Fabian	SEF
04/02/2016	Pebble Jackson, Patricia Zarate, Nora A. Cadenas	SEF Survey Development
04/04/2016	Leticia Guerrero, Erika Gomez, Sarai Jimenez, Robert Fabian, Jessica Rosenbaum, Marcella Martinez, Jose Gutierrez, Rosa Ramirez, Greg Michie, Nancy Ibarra, Pebble Jackson, Patricia Zarate, Nora Cadenas	Completion of SEF Survey
04/08/2016	Leticia Guerrero, Erika Gomez, Marcella Martinez, Jose Gutierrez, Jessica Rosenbaum, Sarai Jimenez, Rosa Ramirez, Patricia Zarate, Pebble Jackson, Nora A. Cadenas	Review Strategies and Goals
05/19/2016	Leticia Guerrero, Erika Gomez, Marcella Martinez, Jose Gutierrez, Jessica Rosenbaum, Rosa Ramirez, Nancy Ibarra, Gregory Michie, Robert Fabian, Nora Cadenas, Pebble Jackson, Patricia Zarate	CIWP updates and revisions
05/25/2016	Leticia Guerrero, Erika Gomez, Marcella Martinez, Jose Gutierrez, Jessica Rosenbaum, Rosa Ramirez, Nancy Ibarra, Gregory Michie, Robert Fabian, Nora Cadenas, Pebble Jackson, Patricia Zarate	CIWP updates and revisions

#### 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

**\*Seward Academy Mission**

Our mission is to provide a rigorous education in literacy, mathematics, science, design, physical education, world language, and fine arts, in a safe and nurturing environment. Together, with community partners, we develop effective communicators, courageous, confident, compassionate, curious, responsible, and internationally-minded, lifelong learners who are responsive and committed to their community, country, and all other people in every nation.

**\*My Voice My School**

Student Participation - 99.9%; Teacher Participation - 93.2%

Program Coherence is rated as neutral; Effective Leader is rated as neutral and moderately organized; Collaborative Teachers is rated as neutral and moderately.

\*Ninety-eight percent of all teachers participate on a Vertical Curriculum Team: Reading, Math, Writing and Science. Vertical team members share facilitating meetings. Each team develops one priority for the school and implements it through their Theory of Action (ToA). In order to support the implementation of the ToA, each team is responsible for developing professional development for teachers and developing a family night to provide families with resources and/or strategies to explore the curriculum. The Math team is focused on Mars Task and FALS; Writing team on a writing scope and sequence; Science on inquiry based learning and NGSS; and Reading on Close Reading.

\*Grade level teams meet weekly for 39 weeks to discuss curriculum, planning, implementation, student needs and school-wide initiatives.

\*The Counselor/Case Manager, Special Education Team, Bilingual Program Teacher, Vertical Teams, Instructional Leadership Team, International Baccalaureate (IB) Programme Coordinator Designate and the Administrative Team provide professional development on departmental and curriculum related topics.

\*During the Annual State of the School (SOS) and at the monthly Address Local School Council Meetings, parents and community members are encouraged to provide input on curriculum, systems of support, parent engagement, and funding.

\*PLC meet regularly to discuss curriculum and other factors that affect student achievement. The main focus has been navigate the challenging of increasing the implementation of the inclusion model.

\*NWEA Data and TRC is used to group students for specific learning needs.

\*The IB Leadership Team and the IB Vertical Planning Team meets bi-weekly to plan and monitor progress towards IB Authorization.

\*Mission /Vision has been revised by the IBLT to reflect the IB philosophy. It has been shared on school website.

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

### Instructional Leadership Team:

Score

1 2 3 4

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.

\*MVMS

Effective Leader is rated as neutral; Collaborative Teachers is rated as neutral; Principal Instructional Leadership is rated as neutral.

\*The ILT is composed of teachers from each of the vertical curriculum development teams, IB Coordinator designate, and the Administrative Team. There is representation from each grade cluster and the Bilingual Program. The meetings are open to all teachers.

\*The ILT meets bi-weekly. The members rotate facilitation, create agendas, keep minutes, and develop a ToA and action item for each meeting. All information is shared with team members via the Google Drive.

\*The ILT participates in Network 8 training that focuses on the Cycles of Continuous Improvement and adult learning.

\*The ILT has developed three ongoing powerful practices and implemented them school-wide through a ToA: Purposing the Lesson, Questioning for Understanding, and Collaborative Conversations.

\*The current Powerful Practice is Collaborative Conversations: If teachers establish consistent classroom management routines and teach their students to follow the agreed upon rules for discussions, then teachers will be better prepared to engage their students in collaborative conversations about age-appropriate, grade level topics.

\*Provided professional readings, videos, and discussion questions to introduce the Powerful Practice.

\*Surveyed the teachers to collect baseline data on their understanding and implementation of the practice.

\*Arranged for all teachers to view their peers implementing the new Powerful Practice via videos. Teachers provided feedback through the PQS protocol.

\*Organizes a peer observation in which teachers select a colleague to observe and provide feedback through a recording tool used during the debriefing.

\*ILT created a schedule to observe all teachers implementing the practice.

• The ILT will present the cycle work to Network 8 schools via a carousel.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4d. Growing and Developing Professionally</a>
	<a href="#">4e. Demonstrating Professionalism</a>
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:

Score

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

1 2 **3** 4

#### \*SQRP-

For 2015, Reading Growth is at 66%; Math Growth is at 53%; NWEA Growth Percentage is 55.8%. Growth indicators decreased from 2014.

For 2015, Reading attainment for 2nd is 54%; Math attainment for 2nd is 56%; Reading attainment for 3rd-8th grade is 42%, Math attainment for 3rd-8th grade is 50%. Attainment indicators increased from 2014.

#### \*MVMS-

Collaborative Teachers is rated as moderately organized and neutral.

\*Teacher Teams and Administration analyze On-Track Data, NWEA scores, Attendance, report card grades to determine the need and path of professional development.

\*Teachers participate in monthly peer observations. The observations focused on; the use of the PQS protocol, Collaborative Conversations, Grade Level Collaboration.

\*Full staff Professional Development Days:

-September 2, 2015: SEL activity, Vertical Teams development of ToA, PQS Protocol, Grading components and implications

-September 3, 2015: SEL Activities, Challenge Analysis, CIWP Review, Policies and Procedures, Need and Monitoring of Supplemental web-based resources.

-September 4, 2015: SEL Activities, IB Updates, Least Restrictive Environment, REACH Orientation, and Unit Planning,

-November 13, 2015: Least Restrictive Environment and Inclusion, Bilingual Program Compliance, Close Reading, and Redefining Unit Plans using UBD

-February 5, 2016: SEL Activities, Go Math Training, IB Action Plan and timeline, Kindergarten Report Cards

\*Vertical Curriculum Teams provide professional development as a milestone to accomplishing their Theory of Action. Vertical Team Professional Development Sessions for 2015-2016: Writing Scope and Sequence, Go Math Program implementation and online components, Text Dependent Questions, and NGSS

\*Network 8 Professional Development sessions: Principal and Assistant Principal, ILT, N8TLs, and N8PLs

\*Grade level team members discussed their results at weekly grade level meetings.

\*The ILT provided professional development on the powerful practice via videos and articles that included discussion points.

\*Evaluation of the effectiveness of the professional development is monitored through observations and discussions at grade level and vertical team meetings.

\*New teacher has been paired with mentors to support the integration into the school's culture, guidance with protocols, and curriculum support.

\*Professional Development for Leveled Literacy Intervention with Rachel Dahl

\*Grade level weekly meetings; monthly grade cluster meetings (i.e. 3-4 grades)?

\*PPLC meet monthly to discuss curriculum and other factors that affect student achievement. The main focus has been navigate the challenges of increasing the implementation of the inclusion model. A professional development session on the inclusion model and defining accommodations and modifications resulted issues discussed during the sessions. The meetings are open to all stakeholders.

\*Funds are allocated to provide teachers with the opportunity to extend their learning via external professional development.

\*Professional Development shared from outside sources

### Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 **3** 4

\*MVMS-

Ambitious Instruction is rated strong; Effective Leader is rated as neutral; Collaborative Teachers is rated as neutral; Involved Families is rated as neutral, Supportive Environment rated as neutral.

\*Funds are allocated to give teachers the opportunity to extend their learning.

\*Grade level schedules are developed that meet the CPS required daily minutes of instruction for literacy (120) and mathematics (90).

\*Upper grade schedules reflect the required minutes for the IB Programme 8 core areas of instruction including: language acquisition, language and literature, mathematics, sciences, individuals and societies, design, physical and health education, and arts.

\*DL schedules are developed by the special education teachers and case manager that meet the required minutes of instruction per subject area indicated in the student's IEP.

\*Interview protocol: Administration invites staff members that are teach the same content area, grade level or program i.e. special education, bilingual and IB Programme to participate in the interview process. LSC members are also invited to participate. When possible, interviewees are asked to conduct a sample lesson in a classroom.

\*Retention of staff is a priority in order to maintain and continue the current programs of instruction.

\*External Partners provide additional SEL support to teachers and students: Resurrection Project, SOS Boys Town, Back of the Yards Peace and Ed Coalition

\*Budget: explained during LSC meeting, explained during whole staff meeting. Each allocation is aligned to a CIWP Priority.

\*CIWP: PPLC/CIWP Team dedicated three meetings 1/28, 2/25 and 3/10 to work on developing the CIWP for 2016-2018. CIWP members requested input from teachers during vertical teams and grade level meetings.

\*Funds were allocated for each Vertical Team to provide and attend professional development consistent with their ToA.

\*Funds were allocated to purchase instructional materials and supplies that support each teams implementation of their ToA.

\*Funds are allocated to give students the opportunity to participate in learning beyond the classroom. I.e. field trips, museum workshops, TEAM Art Program in collaboration with the Art Institute, Ravinia Music Program.

\*Teacher's request for materials via a needs list that must align with the CIWP priorities. A form is provided for teachers to complete request.

\*Funds were allocated, with the approval of the LSC, for all teachers to participate in the academic Extended Day Program. Each teacher was given the opportunity to identify students that needed additional support, select resources, and develop a timeline for the support. Funds were used to purchase the Leveled Literacy Program that is used for interventions during and after school. Funds were also utilized to fund professional development delivered by program consultants.

\*The school collaborates with the Resurrection Project to fund the Parent Mentor Program. Ten parents are trained to support instruction in the classroom. The parent mentors also support the culture and climate by designing and implementing a Family Night and providing students with gifts for El Dia del Niño.

## 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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
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:

Score

1 2 3 4

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.

#### \*SQR-

For 2015, Reading Growth is at 66%; Math Growth is at 53%; NWEA Growth Percentage is 55.8%. Growth indicators show a decrease from 2014.

For 2015, Reading attainment for 2nd is 54%; Math attainment for 2nd is 56%; Reading attainment for 3rd-8th grade is 42%, Math attainment for 3rd-8th grade is 50%. Attainment indicators increased from 2014.

\*The school utilizes the NGSS science scope and sequence. The Science Vertical Team has provided professional development for the teachers and has developed school-wide science tasks to explore NGSS standards.

\*The school utilizes the Common Core State Standards combined with the Houghton Mifflin Go Math series as the foundation for math instruction. Teacher also work with the Mathematical Instructional Units to ensure that students have adequate practice Common Core aligned MARS tasks, Formative Assessment Lessons (FALs) and Math Talks. The Math Vertical Team provide teachers with resources as well as professional development.

\*The Vertical Writing Team is developing a writing scope and sequence for all grade levels

\*All MYP Teachers attended the required IB 2 Day Professional Development. Each teacher was provided with a curriculum guide and they had the opportunity to collaborate with other educators working with the IB Programme. 6 meeting dates were established to give all MYP Programme Teachers the opportunity to work on IB unit plans. The IB Coordinator Designate designed the professional development to support the IB Unit Planning

\*All teacher are required to submit reading and math unit plans each quarter in order to demonstrate understanding of curriculum alignment as well as course/grade scope and sequence. Understanding by Design is utilized for unit planning. The teachers have focused on essential questions, enduring understanding and assessment. They are currently working to align all stages of the plan.

\*The curriculum is extended in the following ways: Art exhibits and bulletin boards

Poetry night, Field Trips, Family night and Lion of the Month.

\*All students in grades 6-8 participate in the IB Curriculum which includes: Art, Design, World Language, Mathematics, Language and Literacy, Individuals and Society, Science, and Physical Education.

\*Teachers work diligently in grade level as well as curriculum teams to make sure that lessons are rigorous, aligned to CCSS, and meet the needs of all students: General Ed, ELs, and DLs.

The Bilingual Lead Program Teacher and the Special Education Teachers participate on each of the vertical teams to provide input on how to best serve DLs and ELs during Tier 1 and 2 instruction.

#### 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

### Score

1 2 **3** 4

\*SQRP-

For 2015, Reading Growth is at 66%; Math Growth is at 53%; NWEA Growth Percentage is 55.8%. Growth indicators show a decrease from 2014.

For 2015, Reading attainment for 2nd is 54%; Math attainment for 2nd is 56%; Reading attainment for 3rd-8th grade is 42%, Math attainment for 3rd-8th grade is 50%. Attainment indicators increased from 2014.

\*The Math Vertical Team reviewed all three CPS recommended math programs and with input from grade level teacher teams, they chose the Go Math Series for grades 1-8.

\*Kindergarten teachers are currently utilizing the My Math series, but will be transitioning to Go Math in 2017-2018.

\*All K-6 teachers received professional development on the use of the Leveled Literacy Intervention Program by Rachel Dahl, Andy Collingham and school interventionist. LLI Kits were purchased to support students reading at a K-6 level.

\*A resource room is available for all teachers to utilize as an extension to their own classroom libraries. The resource room houses intervention materials such as leveled books, flash cards, games, plays, books on tape and intervention programs. The materials are to support the differentiation of instruction, varying language proficiency, and ability levels.

\*Teachers are supplementing instructional materials with the use of RAZ Kids, Edmodo, Reading A to Z, Newsela, FrontRowED, BrainPop, Google Classroom, Google Drive/Docs, Kahn Academy, Compass Learning, and Vocabulary.com.

All K-6 classroom have organized classroom libraries that are equipped with leveled books and native language trade books in order to support our Second Language Learners.

Field trips are encouraged as extensions to the lessons in order to explore the curriculum beyond the classroom.

\*Each grade level works with a quarterly Mars Task in order to give teachers the opportunity to analyze student work as a grade level. This creates coherence with the quarterly MARS tasks.

\*Technology- 1 upper grade classroom is equipped with iPads. 14 classrooms are equipped with a set of 32 Chromebooks. K-3 classrooms share 4 Chromebook carts. Diverse Learner classrooms share 1 cart.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

#### \*SQRP-

For 2015, Reading Growth is at 66%; Math Growth is at 53%; NWEA Growth Percentage is 55.8%. Growth indicators show a decrease from 2014.

For 2015, Reading attainment for 2nd is 54%; Math attainment for 2nd is 56%; Reading attainment for 3rd-8th grade is 42%, Math attainment for 3rd-8th grade is 50%. Attainment indicators increased from 2014. \*The students rated the school as strong in the area of Ambitious Instruction on the My Voice, My School Survey.

\*Students are trained to facilitate content-based activities during the Math and Science Family Nights.

\*Most teachers participate in the Powerful Practice Learning Walks (Purposing, Questioning for Understanding, Close Reading and Collaborative Conversations).

\*Student Council presented to the LSC on January 27, 2016 with a petition to broaden the school uniform policy.

\*Upper grade students participated in a school-wide Science Fair. During the 2014-15 school year, we had students win at the state level of competition. This year, our students won at the city level and went to compete in the state's competition.

\*Monthly bulletin boards are utilized to display student work.

\*Students are encouraged and supported to apply to participate in the High Jump Program which is an enrichment program. "At High Jump, students take fun and challenging classes created to strengthen their math, reading, and writing skills as well as develop their critical thinking and problem-solving skills—all to prepare them for high school and college success."

\*All 8th grade students are working on an MYP community project. The students are guided to synthesize the skill they have learned in the language domains as well in the content areas to create and manage a project to address issues affecting the community.

\*The school is upgrading the reading series to support the implementation of the CCSS aligned curriculum. The math series was upgraded and supports grades K-8.

\*The 6-8 grades students are being immersed in the IB MYP curriculum.

\*Three eighth grade students are currently taking Geometry at the Back of the Yards High School. They will receive high school credit.

### Guide for Rigorous Student Tasks

#### ◦ Begin with the belief that all students can learn. (see *Culture for Learning*)

- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
- Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.

#### ◦ Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.

- Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
- Tasks are Integrative to draw on multiple standards.
- Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.

#### ◦ Tasks reflect the key shifts in literacy.

- **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
- **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.

#### ◦ Tasks reflect the key shifts in mathematics.

- **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).

- **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

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

### Transitions, College & Career Access & Persistence:

#### Score

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)

1 2 3 4

- \* The school's attendance rate is over 96% every year.
- \*April is college awareness month. College related displays/bulletin boards will be posted throughout the building. Fourth grade students have experienced field trips to college campuses. Each classroom will research and make a display for the teacher's college or university.
- \*The Counselor, Arturo Delgado, organized a High School Fair.
- \*The Counselor works individually with eighth grade students and families to choose the most appropriate H.S.
- \*The administrators, counselor, and teachers speak to the students about the importance of the 7th grade year to increase options for high schools.
- \*Although we have had some activities to create a college-going culture, there is a need to increase this awareness through academics, student leadership opportunities and college visits.
- \*Career Day is planned for May 20th.
- \*We are near the end of our 2nd year in the authorization process for the IB Middle Years Programme for all students in grades 6-8. The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 **3** 4

\*SQR-

For 2015, Reading Growth is at 66%; Math Growth is at 53%; NWEA Growth Percentage is 55.8%. Growth indicators show a decrease from 2014.

For 2015, Reading attainment for 2nd is 54%; Math attainment for 2nd is 56%; Reading attainment for 3rd-8th grade is 42%, Math attainment for 3rd-8th grade is 50%. Attainment indicators increased from 2014.

\*Self-contained classroom teachers in grades Pre-K to 5 design quarterly unit plans in literacy and math using the UBD framework.

\*Grades 6-8 departmental teachers design IB MYP unit plans in their core area that include global concepts and are inquiry-based.

\*Teachers plan field trips that are an extension of the content they are teaching and broaden the experiences of their students.

\*Teachers write and receive grants that bring the arts into their classroom. Examples include: Ravinia, Forward Momentum Dance, Art Institute of Chicago TEAM program, etc. Teachers participate in professional development activities in order to prepare for the programs. They collaborate with the artists-in-residence that will come to the classrooms to co-teach with them.

Global Garden Exchange E-Pen Pal Program

\*Teachers meet bi-weekly with their vertical team in order to ensure instructional coherence across grade levels in the core areas of reading, writing, math, and science; each team developed a ToA based on CCSS.

\*Six teachers receive additional instructional support and coaching from the Golden Apple Foundation on developing and implementing lessons that interdisciplinary inquiry based Common Core and Next Generation Science standards.

\*Teachers are working with US Forest Service and Peggy Notebaert Partnership in order to extend the instruction to include real life connections to the science curriculum.

\*Grade Level Teams meet weekly meetings to plan instruction based on grade level goals and student needs. The meetings and the agenda items are documented.

\* Teachers are engaged in monthly Peer Observations. The purpose of the observations is to create a culture in which teachers are comfortable viewing and discussing instruction with peers. With the observation, teachers will become more aware of how instruction looks as a school thus creating a common ground for discussing next steps with curriculum and teaching. The plan is to focus each visit on a school initiative: Feedback, collaborative conversations, writing, close reading, MARs Tasks, etc.

\*Teacher analyze and use NWEA and TRC to determine both Tier 1 instructional needs and to group students for Tier 2 and 3 instruction.

\* There is a reciprocal relationship with Student Teachers. The Student Teachers are mentored to receive the necessary teacher training and they provide our student with additional support to access the curriculum.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### 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

\*Response to Intervention is scheduled into the school day for grades K-5. Each teacher is required to provide additional instructional support for reading and/or math during the scheduled time. Additional reading support is provided by the interventionist to students in grades 6-8. Teachers provide additional reading and math support is provided to 6-8 grades students via extended day programs. Some teachers give students the opportunity the sign up for tutoring during recess time.

\*The K-6 teachers have been trained to use the Leveled Literacy Program as an intervention program. The program is structured for small group instruction. The program included lessons and assessments to monitor the student's progress.

\*Students are referred to the Counselor and the Social by teachers, administrators, and parents.

\*Seventh and Eighth grade teachers have schedule weekly social emotional time. Student participate in activities and discussion to explore issues and to express feeling about things that are affecting them in and outside of the school.

\*As a Community Project, a group of students have established a time in which student can speak about issues affecting them. They are currently meeting to talk about cyber-bullying.

\*Personalized Learning Plans are reviewed every 5 weeks for those students at risk of failure. Data is reviewed for grades in reading and math (C or better), attendance (96% or better), discipline. Teacher teams meet with the PLP coordinator to review the goals and strategies set for students in "red." Goals and/or strategies are revised when needed.

### Guide for Multi-Tiered System of Support

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



# Evidence, Measures, and Standards

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

## Balanced Assessment & Grading:

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

Score

1 2 3 4

- \*Teachers use a comprehensive set of assessments including: Performance Tasks, Academic Prompts, Quiz and Test items, and informal checks for understanding. Results from these assessments are analyzed at the school, grade, and classroom level in order to drive instruction.
- \*Teachers in grades PreK-5 design a variety of formative and summative assessment activities that align with the goals of their quarterly unit plans.
- \*Teachers in grades 6-8 design IB unit plans that include formative and summative assessments.
- \*Teachers design rubrics and/or checklists for student projects and activities. Teachers are encouraged to share these rubrics with their students so that they may participate in peer assessment.
- \*On/Off Track data is monitored every 5 weeks to determine which students are not achieving a C or better in reading/math. Teachers meet by grade level to discuss root causes and determine next steps.
- \*Each grade level team uses and reviews the data from the NWEA, DIBELS, and IDEL tests in order to determine student growth and group students for instruction.
- \*ACCESS data is reviewed annually by the ELPT and bilingual classroom teachers in order to determine which students are transitioning out of the program and which students will remain in the TBE program the following school year. Results are also used to determine the students' varying levels of language proficiency and design instruction accordingly.
- \*All assessments are made accessible to DLs and EL through accommodations such as: small group, extended time, presentation and response adaptations.

## Guide for Balanced Assessment & Grading

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



### subsequent learning needs

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 **3** 4

\*MVMS- Peer support is rated as neutral; Academic Perseverance is rated is strong, Student/Teacher trust is rated is neutral.

\*Seward is in year 2 of the IB MYP authorization process. All teachers in grades 6-8 have received training on the implementation of the Programme. The IB aspires to develop well-rounded students, who respond to challenges with optimism and an open mind, are confident in their own identities, make ethical decisions, join with others in celebrating our common humanity and are prepared to apply what they learn in real-world, complex and unpredictable situations.

\*All classroom teachers select an Lion of the Month who demonstrates the IB Learner Profiles (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective). Students who are selected are celebrated monthly by announcing their names over the intercom and posting their pictures on the IB Lion of the Month bulletin board.

\*Writing vertical team scope and sequence

\*5 Essentials Survey: Ambitious Instruction is strong in math and quality of student discussion.

\* In the staff newsletter, student and staff achievement is highlighted.

\*Teachers participated in the development and writing of the school's mission and vision. They have been recently revised by the IB team. The mission and vision are on the school's webpage.

\*All 8th grade students are working on an MYP community project. The students are guided to synthesize the skill they have learned in the language domains as well in the content areas to create and manage a project to address issues affecting the community.

\*Students are made aware of testing results. The students know their scores and are aware of grade level and individual goals for the next testing period. This happens with NWEA reading and math in grades 3-8 and TRC/DIBELS in grades K-2. The parents and students in benchmark grad are aware of the district's promotion policy.

\*All students in grades Prek-8 participate in a monthly School Spirit Day.

\*Students successes are celebrated at the end of the year in various assemblies: academic recognition, attendance, academic improvement (growth), participation in extracurricular activities/ sports.

\*As a school, students are being guided to self and peer assess. We must increase the frequency increase students' comfort level with the process.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

Score

1 2 **3** 4

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.

MVMS- Teacher Trust is rated neutral, Principal Trust is rated weak, Teacher/Parent Trust is rated neutral, Student Teacher Trust is rated neutral.

\*School Community Representative, Elizabeth Saucedo, mentors students on an individual and group basis. She holds a weekly session “Empowering Girls” for upper grades at-risk girls. She mentors off-track upper grade students by offering tutoring sessions and homework help.

\*All students in grade 8 are completing an IB Community Project. The community project gives students an opportunity to develop awareness of needs in their community and address those needs through service learning. The community project is completed individually or collaboratively in groups.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

\*Students in grades 6-8 take Individuals and Societies as a required core subject. This class encourages them to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.

\*All 8th grade students are working on an MYP community project. The students are guided to synthesize the skill they have learned in the language domains as well in the content areas to create and manage a project to address issues affecting the community.

\*Through Community Projects students have initiated and lead some school improvement initiatives such as Mexican Family Night, Recess Improvements, Tutoring.

\*Extracurricular activities: Tumbling, Soccer, Basketball, Art Club, Spanish Club, Drama Club, Science Club, Board Games, Student Council, Computer Club, Glee, Empowering Girls, UIC Health/Fitness, and Ballroom Dance. The extracurricular activities are funded by ASAS and the school.

\*Extended day extracurricular activities are offered to students in grades 1-8.

\*Seventh and eighth grade students have the opportunity to run for Student Council position. This year, the council initiated changes to recess and lunch procedures, made recommendations to update the school uniform policy and to add extracurricular activities. The Student Council presents recommendations to the Principal and the LSC. If approved, the Student Council is charged with the responsibility of communicating and monitoring the changes with the rest of the affected student body.

\*The student participation rate for MVMS is 99% of the 6-8 grade students. The students rated the school as neutral for "Supportive Environment" on MVMS.

### Guide for Student Voice, Engagement, & Civic Life

#### Students...

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

- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

\*MVMS- Safety Rated as neutral.

\*The school employs 1 security guard, and 2 off-duty police officers to monitor and maintain safety in both buildings.

\*Support staff members are positioned at the doors and outside the supervise the students arrival to and dismissal from school.

\*David Coronado serves as the school Disciplinarian and works with upper grade students to ensure adherence to the CPS Code of Conduct. In addition, he provides one-on-one support to students, communicates with parents, and provides additional recess support.

\*Seward administration maintains an open-door policy to students for discussing personal, emotional, and/or academic issues as needed.

\*The engineer arrives early to clean the area around the school and to check inside for the cleanliness and proper temperature control. It is his, and our sincere belief that if the students have a clean and comfortable place to learn, it will increase their sense of physical safety. The engineer also decorates the school for holidays and other special days.

## 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

\*Seward adheres to the CPS Code of Conduct for all disciplinary infractions. Restorative approaches are consistently used for disciplinary infractions, such as parent/administrator/student conferences, counseling, and referral for social work, in order to effect a change in student behavior. Only one out-of-school suspension has been given this year for a repeated offense.

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

## Parent Partnership:

Score

1 2 3 4

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.

MVMS- Teacher/Parent Trust is rated neutral, Parent Involvement is rated neutral, Parent Influence is rated neutral.

\*The Local School Council, NCLB Title 1 (PAC), and BAC meet on a monthly basis. Parents are notified of these meetings via monthly calendars, bulletin boards and school website. At these meetings parents review and provide input on issues affecting the school, community and student achievement.

\*Seward participates in the Parent Mentor Program "Padres Mentores." In this program, 10 parents are trained to assist teachers in the classroom. Parent mentors provide additional support by working one-on-one or with small groups of students.

\*4 parent serve as Seward N8PLs and attend quarterly professional development provided by Network 8. All information learned is shared with the school community.

\*The School Community Representative, Elizabeth Saucedo, works closely with all parent committees (LSC, PAC, BAC, N8PLs, and "Padres Mentores") to assist in the planning and scheduling of meetings and workshops, organize family events, and ensure communication to all parents in the community.

\*All parents are invited to 5 Family Nights per year. One Family Night is organized by the parents at Christmas time and the other 4 are organized by the Seward Vertical Teams (Math, Science, Reading and Writing). At these Family Nights, parents and students participate in a variety of learning activities led by teachers that can be replicated at home.

\*Parents are invited to participate in field trips, individual room activities, and school safety activities. Parents assist in the supervision of recess on a daily basis. Volunteers are recruited during the Science Fair, Family Literacy Nights, Assemblies, Math Family Night, and Fun Days, etc. Long term volunteers are required to complete the parent volunteer packet.

\*During the scheduled Open House at the beginning of the school year, teachers will review grade level goals and objectives and the Student Code of Conduct. Teachers will show parents how to assist with homework and how to develop good study habits.

\*On Parent-Teacher Conference Day (November and April) parents will meet individually with their child's teacher to discuss academic and social-emotional progress.

\*Individual parent conferences will be held as needed throughout the year. Staff are accessible to parents daily before school, after school, during preparation periods or by appointment. These conferences will be scheduled by the administration, teachers or parents as the situation warrants.

\*All parents receive communication from the school through the monthly calendar, letters sent home, fliers, bulletins, the Parent Portal, and the Seward website. All forms of communication are available in English and Spanish.

\*Coffee with the Principal is scheduled monthly. Approximately, fifteen parents attend the meeting. This is one of many opportunities for parents to speak to the principal directly about concerns and to make recommendations for improvement to the school and curriculum.

\*Parents and community members are invited to attend the State of the School Address. During the SOS the Principal, and other members of the school's community, inform parents about student achievement and the plans for improvement. This year approximately 50 parents attended the SOS. Participants are given the opportunity to ask questions and to provide feedback.

\*Parents on the PAC/BAC attend local conferences designed to train parents, such as NABE and the Annual Statewide Bilingual Parent Summit. All information is brought back to the school to be shared with the community.

\*End of the Year Parent Committee Graduation is organized to celebrate the contributions that parents make to the school. All of the parent committees are invited to attend.

\*Our parents attend the annual statewide Parent Mentor Convention. During this event, our parents are recognized for the work they do in the school and they also participate in workshops on health and wellness, self-improvement, and child development.

\*Parents have the opportunity to attend weekly workshops focused on health and wellness, self-improvement and child development. The workshops are advertised on the school's monthly calendar and on the school's website calendar.

## 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
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus					
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	☐



3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

## Goals

### Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
The goal is to close the gap by 20% each year. The school will refocus on strategies that were used in 2014-2015 such as Silent Reading.	75.00	66.00	72.80	78.20
<b>National School Growth Percentile - Math</b>				
The goal is to close the gap by 20% each year. The school just adopted a new Common Core aligned math basal to strengthen instructional foundation in math.	58.00	53.00	62.40	69.90
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
The 8 goal is to close the gap by 20% each year. If the Growth Percentiles for Reading and Math increase, it is logical to assume that the growth would have a positive impact on this indicator.	58.90	(Blank)	67.12	73.69
<b>African-American Growth Percentile - Reading</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>				
The goal is to close the gap by 20% each year. "Hispanics" make up 95% of the school's demographic. If the Growth Percentiles for Reading and Math increase, it is logical to assume that the growth would have a positive impact on this indicator as well.	77.00	66.00	72.80	78.24
<b>English Learner Growth Percentile - Reading</b>				

The goal is to close the gap by 20% each year. There will be a greater focus on curriculum development and alignment in order to better parallel the general education content curriculum while focusing on language acquisition.	(Blank)	22.00	37.60	50.08
<b>Diverse Learner Growth Percentile - Reading</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>African-American Growth Percentile - Math</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>				
The goal is to close the gap by 20% each year. "Hispanics" make up 95% of the school's demographic. If the Growth Percentiles for Reading and Math increase, it is logical to assume that the growth would have a positive impact on this indicator as well.	58.00	56.00	64.80	71.84
<b>English Learner Growth Percentile - Math</b>				
The goal is to close the gap by 20% each year. There will be a greater focus on curriculum development and alignment in order to better parallel the general education content curriculum while focusing on language acquisition.	(Blank)	34.00	47.20	57.76
<b>Diverse Learner Growth Percentile - Math</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>National School Attainment Percentile - Reading (Grades 3-8)</b>				
The goal is to close the gap by 20% each year. The first priority for this CIWP in to attend to the developing of a scope and sequence for Language Arts.	38.00	42.00	53.60	62.88
<b>National School Attainment Percentile - Math (Grades 3-8)</b>				
The goal is to close the gap by 20% each year. The first priority for this CIWP in to attend to the developing of a scope and sequence for Mathematics.	43.00	50.00	60.00	68.00
<b>National School Attainment Percentile - Reading (Grade 2)</b>				
The goal is to close the gap by 20% each year. The first priority for this CIWP in to attend to the developing of a scope and sequence for Language Arts.	38.00	54.00	63.20	70.56
<b>National School Attainment Percentile - Math (Grade 2)</b>				
The goal is to close the gap by 20% each year. The first priority for this CIWP in to attend to the developing of a scope and sequence for Mathematics.	38.00	56.00	64.80	71.84
<b>% of Students Making Sufficient Annual Progress on ACCESS</b>				
The goal is to close the gap by 20% each year.	43.30	44.70	55.76	64.60
<b>Average Daily Attendance Rate</b>				
The goal is to close the gap by 20% each year. Develop a check and balance for the personnel attending to the attendance program. Increase positive incentives for individuals and homerooms.	96.10	96.30	97.04	97.63
<b>My Voice, My School 5 Essentials Survey</b>				
The goal is to reach the rating of "Organized" or "Well Organized" in each category. Two of the three priorities address components on the MVMS. Accomplishing the milestones should positively impact the results.	(Blank)	(Blank)	(Blank)	(Blank)

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

## Strategy 1

If we do...

develop and follow a scope and sequence for literacy and math

...then we see...

a unified and successful progression across the curriculum

...which leads to...

an increase in student attainment and growth in those subject areas while impacting other content areas as well.

Tags:

Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps

Area(s) of focus:

1

## Action step ?

## Responsible ?

## Timeframe ?

## Evidence for status ?

## Status

Teachers will participate in professional development to "unpack" the CCSS and WIDA standards for their grade level.

Administration and ELPT

Aug 31, 2016 to Aug 31, 2016

Agenda, and exit slips

Not started

**Bilingual, Instruction, Common core, EI**

During beginning of the year PD, teachers will develop a literacy and math scope and sequence for the 1st quarter. Departmental and/or "specials" teachers will do the same for their content area. This action step will be repeated quarterly.

Teachers at each grade level

Sep 1, 2016 to Sep 16, 2016

Completed Scope and Sequence for the 1st quarter and must be evident in the quarterly unit plans.

Not started

**Vertical aligned, Curriculum maps**

Vertical Teams meet to review scope and sequences on a quarterly basis and ensure alignment and coherence among grade levels.

Vertical Teams

Oct 3, 2016 to Oct 31, 2016

Written feedback is given to each grade level.

Not started

**Curriculum maps**

Align and secure resources to support the scope and sequence for each grade level, and for ELs and DLs.

Administration, Teachers, Counselor, ELPT

Sep 1, 2016 to Apr 20, 2017

Purchase of necessary resources

Not started

**Diverse Learners, Aligned resources, EI**

Publish and share curriculum with all stakeholders.

Administration

Sep 16, 2016 to Apr 20, 2017

Completed aligned scope and sequence for Literacy and Math

Not started

**Curriculum maps**

Teachers are currently reviewing CPS approved reading series for a consensus on book acquisition across grade levels	Teachers	Aug 29, 2016 to Sep 30, 2016	Sign in sheets for meeting with basal representative. Teachers will state preference through a survey	On-Track
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#### Reading, Ccss literacy

Clarify what the scope and sequence (non-negotiable learning targets) is for grade level progression from K through 8.	Administration and Vertical Teams	Aug 29, 2016 to Sep 2, 2016	*Sign in Sheets *Scope and Sequence document	Not started
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#### Curriculum Design, Curriculum

#### Strategy 2

If we do...

develop and utilize a multi-tiered system of support for social emotional and academic learning,

...then we see...

an increase in individual student engagement and a heightened sense of community

...which leads to...





higher ratings on the 5 Essentials Survey in the areas of Ambitious Instruction and Supportive Environment.

Tags:

MTSS, Attendance, SEL, Interventions, Academic, Tier 2 & 3, Behavior

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Students in K-5 will be assessed BOY, MOY and EOY with BAS and TRC to determine reading level and need for intervention.	All teachers in grades K-5.	Sep 6, 2016 to Jun 20, 2017	Teachers will identify 4-5 students receiving 30 minutes of daily Tier 2 Intervention.	Not started

#### Interventions, Tier 2 & 3

Analyze on-track data every 5 weeks to identify students at risk of failing (grades below C) and for absenteeism. Identify root causes for these students using the Problem Solving Process.	Administration and Teachers	Oct 7, 2016 to Jun 20, 2017	On-track data reports provided by the Network. Increase in student achievement and attendance as indicated on the Dashboard	On-Track
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#### Attendance, Academic

Create a Personalized Learning Plan for all students in grades 3/4, 6/7 and 8 who attended summer school due to academic performance. Develop a goal and strategy for each student identified. Monitor progress every 5 weeks. Change the strategy when needed.	Assistant Principal, Teachers Grades 3/4, 6-8	Oct 1, 2016 to Jun 20, 2017	A higher % of students will maintain a green level (C or above) and attendance of 96%.	On-Track
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#### Attendance, SEL, Academic, Behavior

Research and select a Tier 2 SEL program that is most appropriate for our students.	Seward Staff	Aug 30, 2016 to Oct 1, 2016	Staff selected program and shared with staff students and parents program.	Not started
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#### SEL

Increase teacher knowledge and understanding of the SEL standards through professional development and the implementation of the selected school wide SEL Program.	Full Staff	Aug 31, 2016 to Aug 31, 2016	Teachers will complete exit slips	Not started
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#### SEL

Contract with Gads Hill Center in order to provide students with additional social service outreach activities dealing with problems of students which involve the home, school and/or community.	APs and Counselor	Jul 1, 2016 to May 30, 2017	Social Worker Notes Counselor will maintain case notes Student Progress Records	Not started
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#### MTSS, Intervention, SEL

Staff will select an SEL Tier 1 Program	Administration Teachers Counselor	Jul 1, 2016 to Sep 30, 2016	Purchase of program and professional development dates for staff	Not started
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#### MTSS, SEL

#### Strategy 3

If we do...

strengthen trust among all stakeholders by building meaningful and positive relationships,

...then we see...

a more collaborative and accountable learning community

...which leads to...

positive academic and personal connections among students and adults.

Tags:

Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships

Area(s) of focus:

3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Every student in grades 6-8 will be connected to a trusted adult in the school. Adults will be responsible for consistently checking in on a weekly basis and will serve as mentors.	Full Staff	Aug 1, 2016 to Jun 20, 2017	Document connections through the use of a Google protocol.	Not started

#### Climate and Culture, SEL, Motivation, Mentorship, Relationships

Survey staff to determine who is willing and interested in serving as a mentor.	Full Staff	Aug 31, 2016 to Sep 2, 2016	Survey results	Not started
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#### Climate and Culture, SEL, Motivation, Mentorship, Relationships

Design a mentoring protocol for documentation of student check-in.	(Blank)	select	Protocol	Not started
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#### Climate and Culture, SEL, Motivation, Mentorship, Relationships

Teachers will come together once a month to discuss social emotional issues that are affecting our students and their community.	The PPLC team will survey the teachers for input. It will depend on budget.	select	It will be focused with topics that teachers wish to discuss.  Increase in productive and purposeful conversations that lead to outcomes that have a positive impact on SEL and relational trust.	Behind
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#### MTSS, SEL, Behavior supports

Continue Coffee with the Parents. Scheduled for the third Friday of the month.	Parents, Administration, community members/leaders or other stakeholders	Sep 16, 2016 to May 19, 2017	*Sign in Sheets *Documentation of topics discussed by parents	Completed
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#### Parent partnerships, Parent involvement, Relational trust

Continue Family Nights: Curricular and Cultural	Students, parents and vertical teams	Sep 1, 2016 to Jan 13, 2017	*Attendance Sheets *Agenda and Minutes from Vertical Team	Behind
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#### Family and Community Engagement, Parent partnerships, Family night events

Continue all staff informational meetings after verticals, possibly invite teachers to sign up to speak for 3 min on info they want to give about grants, projects etc.... (Quarterly)	Administration and Staff	Sep 2, 2016 to May 31, 2017	Sign- In Sheets	Not started
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#### SEL, Collaboration, Relational trust

Utilize the Student Council to survey students and initiate structures or activities to strengthen lines of communication between the faculty and students. Incorporate team building or communication skills.	Teachers and students	Sep 2, 2016 to Jun 9, 2017	Survey Calendar of Activities	Not started
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#### Student council, Student voice, Relational trust

Assign teachers to a mentor teacher in order to guide them through the year.	Teacher Mentor and Mentee	Aug 1, 2016 to Jun 20, 2017	Document yearly mentoring; reflections, questions, comments, etc.	Not started
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#### SEL, Mentoring

Peer Reading "Buddies", pairing upper grade classrooms with lower grade classrooms	Teachers and students	select	*Progress monitor reading levels with the TRC assessment *Pair up classes *Create schedule	Not started
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#### Literacy/Reading, School culture climate, Peer

Cultural Family Nights that focus on sharing and celebrating the cultural traditions and histories of Seward students and families as well as other cultures. (Two during 2016-2017 school year)	Staff, students, and parents	Oct 1, 2016 to Apr 28, 2017	*Sign-in sheets *Photographic Evidence	Behind
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#### Cultural awareness, English learner, Multiculturalism

Interdisciplinary Cultural Studies Plan to increase students' knowledge of the culture and history of their ancestors' native land as well as the U.S	Teachers and Administrators	Jun 22, 2016 to Jun 22, 2017	*Planning documents: Lesson Plans, Unit Plans	Not started
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#### English Learners, Cultural awareness, Multiculturalism

Empowering Girls Mentoring Problem for grade 6-8	SCR: Elizabeth Saucedo	Sep 15, 2016 to Jun 8, 2017	Weekly attendance and monitoring of behavior and grades as indicated on the on-track report	Not started
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#### MTSS, Motivation, Mentoring, Monitoring

Team-Building and Trust-Building activities/trips with 6th-8th grade students Trips to Irons Oaks Adventure Center and team-building training and/or activities	Teacher Teams Administrative Team	Sep 9, 2016 to Jun 9, 2017	Student travel requests that include an educational rationale and documentation of student participation	Behind
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#### Field trips, Relational trust, Trust building

Schedule a daily SEL time for every grade level from K - 5. Schedule one or two SEL times per week for students in grades 6-8.	Teachers, students	Sep 12, 2016 to May 31, 2017	Teacher submit Time Distribution sheet to document the SEL time.	Not started
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#### SEL, Scheduling

Teacher meetings that focus on social/emotional/community/contextual issues to increase productive and purposeful conversations that lead to outcomes that have a positive impact on SEL and relational trust.	Teachers and Administration	Aug 29, 2016 to Jun 16, 2017	(Blank)	Not started
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#### Reflection, Relationships, Relation trust

#### Action Plan

District priority and action step	Responsible	Start	End	Status
<b>+</b> Teachers will participate in professional development to "unpack" the CCSS and WIDA standards for their grade level. Tags: Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps, Bilingual, Instruction, Common core, EI	Administration and ELPT	Aug 31, 2016	Aug 31, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ During beginning of the year PD, teachers will develop a literacy and math scope and sequence for the 1st quarter. Departmental and/or "specials" teachers will do the same for their content area. This action step will be repeated quarterly.</p> <p>Tags: Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps, Vertical aligned, Curriculum maps</p>	Teachers at each grade level	Sep 1, 2016	Sep 16, 2016	Not started
<p>✚ Vertical Teams meet to review scope and sequences on a quarterly basis and ensure alignment and coherence among grade levels.</p> <p>Tags: Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps, Curriculum maps</p>	Vertical Teams	Oct 3, 2016	Oct 31, 2016	Not started
<p>✚ Align and secure resources to support the scope and sequence for each grade level, and for ELs and DLs.</p> <p>Tags: Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps, Diverse Learners, Aligned resources, EL</p>	Administration, Teachers, Counselor, ELPT	Sep 1, 2016	Apr 20, 2017	Not started
<p>✚ Publish and share curriculum with all stakeholders.</p> <p>Tags: Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps, Curriculum maps</p>	Administration	Sep 16, 2016	Apr 20, 2017	Not started
<p>✚ Teachers are currently reviewing CPS approved reading series for a consensus on book acquisition across grade levels</p> <p>Tags: Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps, Reading, Ccss literacy</p>	Teachers	Aug 29, 2016	Sep 30, 2016	On-Track
<p>✚ Clarify what the scope and sequence (non-negotiable learning targets) is for grade level progression from K through 8.</p> <p>Tags: Diverse Learners, English Learners, Bilingual, Aligned resources, Common core, Instruction, Lesson planning, Vertical aligned, Curriculum maps, Curriculum Design, Curriculum</p>	Administration and Vertical Teams	Aug 29, 2016	Sep 2, 2016	Not started
<p>✚ Students in K-5 will be assessed BOY, MOY and EOY with BAS and TRC to determine reading level and need for intervention.</p> <p>Tags: MTSS, Attendance, SEL, Interventions, Academic, Tier 2 &amp; 3, Behavior, Interventions, Tier 2 &amp; 3</p>	All teachers in grades K-5.	Sep 6, 2016	Jun 20, 2017	Not started
<p>✚ Analyze on-track data every 5 weeks to identify students at risk of failing (grades below C) and for absenteeism. Identify root causes for these students using the Problem Solving Process.</p> <p>Tags: MTSS, Attendance, SEL, Interventions, Academic, Tier 2 &amp; 3, Behavior, Attendance, Academic</p>	Administration and Teachers	Oct 7, 2016	Jun 20, 2017	On-Track
<p>✚ Create a Personalized Learning Plan for all students in grades 3/4, 6/7 and 8 who attended summer school due to academic performance. Develop a goal and strategy for each student identified. Monitor progress every 5 weeks. Change the strategy when needed.</p> <p>Tags: MTSS, Attendance, SEL, Interventions, Academic, Tier 2 &amp; 3, Behavior, Attendance, SEL, Academic, Behavior</p>	Assistant Principal, Teachers Grades 3/4, 6-8	Oct 1, 2016	Jun 20, 2017	On-Track
<p>✚ Research and select a Tier 2 SEL program that is most appropriate for our students.</p> <p>Tags: MTSS, Attendance, SEL, Interventions, Academic, Tier 2 &amp; 3, Behavior, SEL</p>	Seward Staff	Aug 30, 2016	Oct 1, 2016	Not started
<p>✚ Increase teacher knowledge and understanding of the SEL standards through professional development and the implementation of the selected school wide SEL Program.</p> <p>Tags: MTSS, Attendance, SEL, Interventions, Academic, Tier 2 &amp; 3, Behavior, SEL</p>	Full Staff	Aug 31, 2016	Aug 31, 2016	Not started
<p>✚ Contract with Gads Hill Center in order to provide students with additional social service outreach activities dealing with problems of students which involve the home, school and/or community.</p> <p>Tags: MTSS, Attendance, SEL, Interventions, Academic, Tier 2 &amp; 3, Behavior, MTSS, Intervention, SEL</p>	APs and Counselor	Jul 1, 2016	May 30, 2017	Not started
<p>✚ Staff will select an SEL Tier 1 Program</p> <p>Tags: MTSS, Attendance, SEL, Interventions, Academic, Tier 2 &amp; 3, Behavior, MTSS, SEL</p>	Administration Teachers Counselor	Jul 1, 2016	Sep 30, 2016	Not started



District priority and action step	Responsible	Start	End	Status
<b>+</b> Every student in grades 6-8 will be connected to a trusted adult in the school. Adults will be responsible for consistently checking in on a weekly basis and will serve as mentors. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Climate and Culture, SEL, Motivation, Mentorship, Relationships	Full Staff	Aug 1, 2016	Jun 20, 2017	Not started
<b>+</b> Survey staff to determine who is willing and interested in serving as a mentor. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Climate and Culture, SEL, Motivation, Mentorship, Relationships	Full Staff	Aug 31, 2016	Sep 2, 2016	Not started
<b>+</b> Design a mentoring protocol for documentation of student check-in. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Climate and Culture, SEL, Motivation, Mentorship, Relationships				Not started
<b>+</b> Teachers will come together once a month to discuss social emotional issues that are affecting our students and their community. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, MTSS, SEL, Behavior supports	The PPLC team will survey the teachers for input. It will depend on budget.			Behind
<b>+</b> Continue Coffee with the Parents. Scheduled for the third Friday of the month. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Parent partnerships, Parent involvement, Relational trust	Parents, Administration, community members/leaders or other stakeholders	Sep 16, 2016	May 19, 2017	Completed
<b>+</b> Continue Family Nights: Curricular and Cultural Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Family and Community Engagement, Parent partnerships, Family night events	Students, parents and vertical teams	Sep 1, 2016	Jan 13, 2017	Behind
<b>+</b> Continue all staff informational meetings after verticals, possibly invite teachers to sign up to speak for 3 min on info they want to give about grants, projects etc.... (Quarterly) Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, SEL, Collaboration, Relational trust	Administration and Staff	Sep 2, 2016	May 31, 2017	Not started
<b>+</b> Utilize the Student Council to survey students and initiate structures or activities to strengthen lines of communication between the faculty and students. Incorporate team building or communication skills. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Student council, Student voice, Relational trust	Teachers and students	Sep 2, 2016	Jun 9, 2017	Not started
<b>+</b> Assign teachers to a mentor teacher in order to guide them through the year. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, SEL, Mentoring	Teacher Mentor and Mentee	Aug 1, 2016	Jun 20, 2017	Not started
<b>+</b> Peer Reading "Buddies", pairing upper grade classrooms with lower grade classrooms Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Literacy/Reading, School culture climate, Peer	Teachers and students			Not started
<b>+</b> Cultural Family Nights that focus on sharing and celebrating the cultural traditions and histories of Seward students and families as well as other cultures. (Two during 2016-2017 school year) Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Cultural awareness, English learner, Multiculturalism	Staff, students, and parents	Oct 1, 2016	Apr 28, 2017	Behind
<b>+</b> Interdisciplinary Cultural Studies Plan to increase students' knowledge of the culture and history of their ancestors' native land as well as the U.S Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, English Learners, Cultural awareness, Multiculturalism	Teachers and Administrators	Jun 22, 2016	Jun 22, 2017	Not started
<b>+</b> Empowering Girls Mentoring Program for grade 6-8 Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, MTSS, Motivation, Mentoring, Monitoring	SCR: Elizabeth Saucedo	Sep 15, 2016	Jun 8, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<b>+</b> Team-Building and Trust-Building activities/trips with 6th-8th grade students Trips to Irons Oaks Adventure Center and team-building training and/or activities Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Field trips, Relational trust, Trust building	Teacher Teams Administrative Team	Sep 9, 2016	Jun 9, 2017	Behind
<b>+</b> Schedule a daily SEL time for every grade level from K - 5. Schedule one or two SEL times per week for students in grades 6-8. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, SEL, Scheduling	Teachers, students	Sep 12, 2016	May 31, 2017	Not started
<b>+</b> Teacher meetings that focus on social/emotional/community/contextual issues to Increase productive and purposeful conversations that lead to outcomes that have a positive impact on SEL and relational trust. Tags: Climate and Culture, SEL, Parental involvement, Motivation, Mentorship, Relationships, Reflection, Relationships, Relation trust	Teachers and Administration	Aug 29, 2016	Jun 16, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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.

The Local School Council (LSC), Title 1 (PAC) committee, and Bilingual Advisory Council (BAC) meet on a monthly basis. Parents are encouraged to attend and are notified of these meetings in advance via flyers, the monthly calendar, bulletin boards and the Seward website. At these meetings, the parents review and provide input in issues affecting the school, community, and student achievement. In addition, parents provide input and give feedback at the Annual State of the School Address at the beginning of the year, and on the My Voice, My School survey. This information is utilized to gauge what the parents think is working well and what needs 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

The Annual Title 1 Meeting will be held on September 27, 2016, at 8:15 a.m. This is an informational meeting for parents to advise them of Seward Academy's participation in the Title 1 Program and explain the requirements. The Organizational Title 1 Meeting will be held on September 27, 2016, at 9:00 a.m. This is an organizational meeting in which the committee officers are elected. The yearly meeting schedule is also developed. Knowing the dates and times of these meetings in advance and scheduling them during the day, when their children are in school, will increase attendance and participation. Parents are guided to discuss their needs and to determine the focus of workshops and subsequent meetings. At this meeting, parents will receive information and an explanation regarding the CIWP, the Title 1 Program, the Transitional Bilingual Education Program, and the Special Education Program. They will be informed of the Title 1 Parent Involvement Policy and an explanation of the funds that will be used for parent training and workshops that will be held throughout the 2016-2017 school year.

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.

On November 9, 2016, and April 19, 2017, parents will meet with their child's teacher to discuss academic and social emotional progress. Individual parent conferences will be held as needed throughout the year. Conferences will be scheduled by the administration, teachers, or parents as the situation warrants. Parents will receive NWEA, DIBELS, and Parcc results annually. Progress Reports will be distributed quarterly on 10/7/16, 1/9/17, 3/10/17, and 5/19/17.

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.

Meetings will be scheduled with the administration to reduce any interruption of the educational process and to ensure the availability of space within the school. All suggestions will go through a process of review by the administrative team to prioritize the requests and reduce redundancy. Parents have the opportunity to meet with BAC, PAC, LSC and Teachers in order to offered suggestions and contribute to the progress of the school.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will receive NWEA, DIBELS, and Parcc results annually. Progress Reports will be distributed quarterly on 10/7/16, 1/9/17, 3/10/17, and 5/19/17. Teachers will also discuss the results of all assessments and evaluations with parents during Parent Conference Day and other scheduled conferences. General overviews of assessment results will be distributed and discussed during the LSC, BAC, PAC meetings, and at the Annual State of the School Address in October 2016.

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.

The school has consistently made sure that all teachers are appropriately certified to teach in their assigned positions. If a teacher is deemed NHQ, parents are notified through a written notice. The teacher is then guided by the administration on the steps necessary to become HQ.

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.

These topics will be discussed during the LSC, BAC, and PAC monthly meetings, and the Annual State of the School Address. The topics will also be covered during special events such as the Family Literacy, Math, and Science Nights, individual parent conferences, and Parent-Teacher Conference Days.

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.

As part of the Title 1 Parent Involvement Budget Plan, funds are allocated for consultants, supplies, transportation, admission and registration to local or statewide conferences specifically designed for parents. At the Title 1 Organizational Meeting on September 27, 2016, parents select topics based on their needs and the needs of the school. Consultants are hired to address these topics and parents are sent to external workshops to receive more training.

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.

Grade level teams are encouraged to hold grade level meetings with the parents to promote the home school partnership. During school-wide meetings we will discuss additional ways to build ties with parents and assess the need for PD on this topic. Some grade levels have begun to create monthly newsletters to strengthen the home-school connection.

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.

At parent programs and meetings, parents will be given both information and resources to support their child's education. These include the Head Start Program, Parent Mentors Program, BAC, and PAC meetings. We will conduct a review of all programs to ensure appropriateness and timeliness of materials presented. We will reduce redundancy to maintain participation and interests of the parents.

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

All notices, calendars, surveys etc. are sent home in both English and Spanish to ensure that clear communication is provided to all parents. All phone communication for school parent meetings are done by bilingual personnel. All meetings and workshops are translated into the language of the participants.

#### 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)

DNA

#### Parent Compact

Complete

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

Our mission at Seward is to provide a program that is committed to a community partnership that provides a safe, nurturing environment with a focus on reading, writing, mathematics, technology, and communication arts that will develop responsible lifelong learners for all students, including Diverse and English Learners.

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.

On November 9, 2016, and April 19, 2017, parents will meet with their child's teacher to discuss academic and social-emotional progress. Parent conferences will be held as needed throughout the year. Conferences will be scheduled by the administration, teachers, or parents as the situation warrants.

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

Parents are informed regarding their child's progress every 5 weeks via Progress Reports and Report Cards. In addition, teachers call or write parents when there are concerns or questions about student progress. Parents will receive NWEA, DIBELS, and Parcc results annually.

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

Individual parent conferences will be held as needed throughout the year. Staff are accessible to parents daily before school, after school, during preparation periods, or by appointment. These conferences will be scheduled by the administration, teachers or parents as the situation warrants. Open House will be scheduled for September 22, 2016, to review classroom procedures, grade level goals and objectives, the Student Code of Conduct, and Seward Academy's mission and vision.

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 invited to participate in field trips, individual room activities, and school safety activities. Parents assist in the supervision of recess on a daily basis. Parents participate in the Parent Mentor Program. Volunteers are recruited during parent meetings/workshops, Family Nights, Assemblies, and Fun Days, etc. Long term volunteers are required to complete the parent volunteer packet. Parents' requests to participate will be reviewed and granted based on the situation and with minimal interruption to the educational process.

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

During the scheduled Open House on September 22, 2016, teachers will review classroom procedures, grade level goals and objectives, the Student Code of Conduct, and building good habits. At the same time, teachers will show parents how to assist with homework and how to develop good work habits. Parent workshops are held throughout the year showing parents how to assist their children with literacy activities. 5 Family Nights are held per year to invite parents to participate in math, science, and literacy activities with their children.

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

All parents are invited to participate in Local School Council Meetings, Bilingual Advisory Committee/Council (BAC), and Title 1 (PAC) meetings. These are held on a monthly basis.

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

The teacher and administration monitor grades, attendance, and student behavior on a daily basis. The On-track Report is received every 5 weeks and reviewed by the administration to determine those students in need of intervention. The school attendance clerks make phone calls daily. Parent conferences are scheduled for chronic truant and tardy students. 5 and 10 day absence letters are sent, when needed. Teachers review the Student Code of Conduct, grading, and attendance policy with their students. Classroom teachers and the school provide incentives for academics, attendance, good behavior, and class preparation.

## 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.

To give parents strategies for helping their children succeed at school e.g. homework help, early readiness, use of technology. September 2016-June 2017  
To give parents specific strategies for improving their child's literacy skills e.g. reading aloud, book-making, playing reading and writing games. September 2016-June 2017  
To give parents the opportunity to attend local conferences (e.g. Bilingual Parent Summit), and workshops focused on parenting and basic life skills. September 2016-June 2017

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 4005 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .00
54125	<b>Consultants</b> 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)	\$ 600 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 1000 .00
54205	<b>Travel</b> 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.	\$ 200 .00
54565	<b>Reimbursements</b> 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.	\$ Amount .00

School must keep all receipts.

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53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
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53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
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55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00
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