



CIWP

Continuous Improvement Work Plan

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[Socorro Sandoval Elementary School](#) (/school-plans/383) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/12/2016	ILT- Core Team	Introduced new CIWP format, Shared SEF, began to plan for CIWP work during February 5th SID activities
01/19/2016	ILT- Full Team	Introduced new CIWP format with classroom teachers on ILT, Shared SEF, asked for ILT members to select category in SEF to lead a small group discussion on February 5th SID
01/25/2016	Climate and Culture Team, 2 ILT members	Shared Relational Trust category of SEF and continues to review Climate Standards and MVMS data around the topic of Trust
01/29/2016	LSC members, ILT members, parents	Parent Involvement in developing new CIWP

02/02/2016	ILT- Full Team	Working session to prepare for SID
02/05/2016	Full Staff - School Improvement Day	Working session on 9 of the SEF Categories
02/09/2016	ILT-Core Team	Review Evidence and Scores for SEF Category work from SID; plan additional after school sessions for remaining categories
02/11/2016	Classrooms Teacher and ILT members	Working session on SEF categories
02/16/2016	ILT- Full Team	Finishing Scores on SEF categories; beginning discussions
02/26/2016	Parents, LSC Representatives	Worked on Parent Partnership Category Suggested Areas of Improvement
03/01/2016	ILT- Full Team	Selecting and ranking area of focus based on SEF
03/08/2016	ILT-Core Team	Setting goals based on SQRP metrics
03/11/2016	ILT- Core Team	Goals continued; Began to develop strategies
03/29/2016	ILT- Full Team	Developing theories of action and strategies

#### 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

Shared vision and mission as stated in CIWP with a focus on high expectations and success for all stakeholders; Shared leadership of facilitation of ILT, N8TL's, grade level chairpersons, Committees such as Attendance, MTSS, Climate and Culture; Assemblies designed, led, and implemented by teachers; Teacher led family and community engagement opportunities; Teacher presentations to parents at LSC with focus on curriculum and expectations; Administration focuses on instructional issues within our control; Teacher leaders with focus on Framework for support and guidance; Leadership opportunities for Parents through BAC, NCLB, N8PL's; Strategic planning for GLM in alignment with school goals and COCI  
 Areas of suggested Improvement- Improve level of accountability towards one another not on a personal level, but professional level; build collective responsibility as grade level teams and school- wide, not only at individual teacher level

#### 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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<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:

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

Score  
1    2    3    4

Evidence from MOY ILT Rubric; ILT is representative of all relevant teaching and learning are represented; Scheduled meetings at least bi-weekly with established roles and responsibilities assigned by ILT members; Established agendas that have clear objectives and clear objectives focused on school's priorities; ILT adjusts action items for timelines accordingly; ILT using Problem Solving Process to analyze data and determine root causes to improve and drive instruction to determine COCI; Selects and researches professional readings to align to powerful practice; Cycle calendar is fully developed on a weekly basis and helps to strengthen COCI; Theory of Action is designed and leads to improved student achievement and teacher instruction; ILT has improved in monitoring our practices and processes based on the ILT Rubric and have strengthened in the areas of reflective practices and sharing these with staff; Areas of suggested improvement- Follow-through on action items needs a stronger protocol; Using multiple forms of data including student work to inform practices;

### Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

### Professional Learning:

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

Score  
1    2    3    4

Weekly schedule allows structures for teachers to meet for common planning; Safe practice and professional readings during COCI; PQS; Ongoing consultation and collaboration amongst staff to address student academic and SEL needs; SID agendas and PD align to school goals in CIWP; Teachers able to identify areas that need support and ILT plans after school pd differentiated for teachers; School sets aside funds to support and encourage attendance at conferences; Research based practices are shared with teachers based on trends from GLM; Professional learning this year has focused on relevancy to the cultural and linguistic of students; Areas of suggested Improvement- Further analysis of subgroup/priority group data and develop cohesive plan for support to address needs; More opportunities for peer observations and providing feedback to colleagues; Monitor implementation to ensure staff uses new knowledge and to improve practice and having the desired effect on teacher practice and student outcomes

### 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

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

#### 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

Master Schedule is based on CPS Instructional Guidelines for all subject areas; Budget is aligned to CIWP priorities and the school's mission; Clerk responsible for ordering and receipting orders in a timely manner so materials are provided to teachers and students as soon as possible; Assistant Principals conduct screening interviews with a standard protocol and make recommendations to the Principal, who in turn calls for a second interview and a possible lesson demonstration prior to hiring; Staffing is based on the needs of the students and the school ensures that teachers have the proper credentials and qualifications for their assignment; School partners with Hernandez Middle School and Solorio High School for transition alignment and service learning opportunities; Grant through the Frida Kahlo Community Organization that provides after school enrichment classes in the Fine Arts, Health and Wellness and Academic support; Cook County Commissioner's Office provides workshops to parents for Breast Cancer Awareness and Property Tax Information, Chicago Park District shares gym space with the school to provide after school classes to the community; Chicago Police Department works with students for DARE and GREAT programs; St. Anthony Hospital provides an annual workshop to parents about Gang Awareness; and the Science Buddies Program is sponsored by the Museum of Science and Industry and the Economic Awareness Council; all partnerships share the school's mission to prepare students for success in College and Career and Life

Suggested Opportunities for Improvement include developing a monitoring system to track the effect of purchased materials to ensure they are working to promote student growth; Although teacher retention is high, consider an exit interview or survey to understand reasons for leaving; and Further develop strategies for ensuring Related Services providers are supporting Tier 1 instruction at the classroom level.

#### 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
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:

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

Score

1    2    3    4

There is a lack of a consistent, cohesive and aligned English Language Arts Curriculum from grade level to grade level. Although grade level teams have developed units of study in ELA, the school's SQRP report reflects a significant drop in reading(-44 points). There is a need to follow through with developing a scope and sequence (vertical curriculum mapping) for foundational skills and possibly a lack of integrating field-based learning for real world applications. On the other hand the use of Common Core Standards to expose students to grade level appropriate text and some grades have started using Engage NY ELA units of study which is a rigorous curriculum that helps build academic vocabulary and encourages rich student discourse. Perhaps other grade levels could look through the Engage NY ELA curriculum and consider incorporating aspects of it into the ELA units. All students have access to grade level coursework based on standards. N8TL's are beginning to engage in providing feedback to teachers on their Units of Study. SEL standards are implemented and Second Step is the core curriculum for this work.

There is a cohesive and vertically aligned curriculum for math as currently all grade levels use Engage NY/Eureka Math which focuses on the major content of CCSS math at each grade level, incorporates the Mathematics Practices and emphasizes alternate algorithms. The SQRP report indicates that this seems to be working as there was an overall increase in mathematical scores.

Suggestions for improvement include differentiation of instruction and Guided Math centers.

### Guide for Curriculum

- Adhere to the CPS Content Frameworks (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) to ensure alignment of scope and text and task complexity.
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing'

- does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
  - **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
      - Use English and native language development in addition to content standards to differentiate for English learners.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</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>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### 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

A variety of educational computer programs are available for school and home use including RAZ kids, Reading Eggs, Symphony Math and Study Island. These are interactive and engaging computer programs that are used to meet individual student needs. In addition, sets of six Ipads have been ordered for every classroom, K-4, to further enhance and support classroom instruction. Unit plans and lesson plans reflect a variety of materials being used daily, including trade books and media. There is an increased selection of guided reading books available in the book room in both English and Spanish. Student and teacher copies of Engage NY Math curriculum have been provided to all grade levels which appears to suggest a positive NWEA MATH growth of 13 points from SY15 to SY16.

There is a need to upgrade technology in many classrooms to increase effectiveness. At this time, equity of technology is also a concern due to the fact that some classrooms have non-working desktops. The SQRP results reflected a drop in reading growth of -44 which may indicate a need for more vertical alignment of instructional materials being used from grade to grade.

## Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
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 evidence shows a drop of 44 points in Reading. There is concern about the level of cognitive challenge in daily activities that would prepare students to be more successful in Common Core aligned assessments. Teachers are revising units of study to ensure that tasks and objectives reflect a variety of Depths of Knowledge with more of a focus on tasks and activities where students need to provide evidence of their thinking and to create authentic work that prepares students for work in real life situations. Shifts in Literacy are evident in terms of complexity of texts and citing evidence from texts; however more attention needs to be given to connections amongst disciplines, including Writing, Speaking, and Listening. Shifts in Math are evident as Engage New York Curriculum has been implemented. Suggestions for Improvement include more time for teachers to plan and revise Units of Instruction to ensure tasks are rigorous, and more time needs to be devoted to analyzing student work so teachers can use this data to adjust their instruction to meet the needs of the students.

## 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.**
  - 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	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Transitions, College & Career Access & Persistence:

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

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Teachers are starting conversations about college in the primary grades as well as sharing their own career experiences. Students are provided opportunities in discovering their unique personal talents and skills, such as participating in the RISE, DARE, Folkloric, and Music programs. Fifth grade students are exposed to an abundant range of career paths and educational requirements as they participate in Career Day. Students are provided with school counseling when participating in social emotional learning curriculum, tasks, and activities. Before and After School Social Emotional Learning Support programs has created a school culture of social emotional well-being for our 3rd to 5th grade students. After school programs have expanded access to students who are struggling academically. Our fifth grade students participate in the end of the year transition visit to the middle school where they are informed of the continuous rigorous academic and personal expectations. Frida Kahlo representatives come to parent meetings to discuss college plans. School partners with Solorio High School for service learning opportunities and hopes to engage High School students in discussions with students about transitions, being successful in school, and how to plan for college.

Suggestions for improvement include an increase in parental involvement in Career Day. We would like for our computer lab to be available to students and parents when searching various careers, jobs, and colleges. We would also like to provide an in-service to our parents in how to motivate your child in becoming life long learners. We would like for our students to visit Solorio High School in order to gain an insight of continuing education along with visiting a city college or university. Continue to host Career Day for 5th grade students and plan a weekly celebration of promoting college and how to plan for the future. Counselor connects to parents through established committees such as BAC, NCLB to give access to college counselors or programs.

## 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 Effort	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
School Leaders	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

Score

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understanding. They promote the emergence of self-directed learners.

Although teachers are in the process of honing their instructional skills via learning strategies such as TAPPLE, Marzanos Questioning Sequence, identifying Depths of Knowledge questioning levels within units of study, guided reading and guided math, the SQRP data indicates that these methods are not improving the MAP NWEA growth indicators for our priority groups. This would include a 44 point drop in 3-5 reading, as well as only 18% of our EL learners and 1% of our DL population attaining their individual growth targets. Although there are progress monitoring programs available such as Study Island, Dibels, Idel, F & P running records and math exit tickets, the previously mentioned data would indicate that progress monitoring may not be analyzed on a regular basis and used to determine necessary instructional shift to help students master standards. Progress monitoring needs to happen effectively on a regular basis across all grade levels in every classroom to assist in guided reading and math groups and identify necessary shifts in instruction. During grade level meetings we need to use the 'Looking at Student Work Protocol,' also to identify gaps in learning. In addition, there is a need to communicate data trends of lower grade educators to upper-grade educators and vice versa. Successes and celebrations of student success need be shared with peers via professional discourse on a regular basis to gain new ideas and insight into instructional practices. Instructional practices such as guided reading and guided math need to be implemented with fidelity. Teachers should receive feedback as to the effectiveness of their guided practice with suggestions and support.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

**Multi-Tiered System of Support:**

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

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Looking at the results and on going assessments for students who are on/off track, high percentage are off track. Teachers look at students weekly to find out where they are at based on their needs. Expectations of students in the school building by use of charts, student pledge, behavior modifications. Interaction with grade level team teachers -base it on how students are doing with implementation of strategies. Principal or administrative designee meet individually with teachers during BOY, MOY and EOY to review and discuss student data to then impact instruction. Teachers receive professional development from N8Ls once a quarter to revisit and rewrite units of study. Teachers post weekly lesson plans on the Sandoval Instructional site. Teachers create and implement Tier 2 and Tier 3 plans for students. Teachers review and revise Tier 2 and Tier 3 plans every ten weeks. Before and After- school intervention program offered for students in grades 3 to 5 within the 35 to 55 percentile. Structures are in place for MTSS, but the structures need to be analyzed with the data to see if they are yielding desired outcomes for students. Need work in adjusting instruction to meet needs of students; differentiated instruction, processes from grade to grade for tiered interventions. More support is needed from clinicians to know how long to progress monitor before students are considered for referral to special education.

**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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</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	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

#### Balanced Assessment & Grading:

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

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Multiple measures of student learning are evidenced through district assessments (BOY, MOY, EOY), as well as the classroom formative and summative assessments detailed in units and lesson plans. N8TL's are providing training and feedback regarding DOK lesson activities for units. Teachers decide categories and weights as a grade level team. Teachers have access to school wide and classroom data for a variety of assessments. Teachers are grouping students for instruction based on data across all grade levels.

Suggestions for improvement include offering more PD regarding the use of rubrics to provide more opportunities for students to demonstrate knowledge through different pathways. We also need to incorporate DL's into MTSS and identify a tool to measure the acquisition of academic vocabulary for EL's.

#### Guide for Balanced Assessment & Grading

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

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

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Authentic student work is posted in the front lobby display and on bulletin boards in the hallways that is evidence of high expectations aligned to grade level standards and objectives. Students are rewarded for perfect attendance, honor roll, PBIS expectations, and effort. Teachers report that learning expectations are clear and aligned to Common Core Standards as evidenced by most classroom teachers posting learning objectives in the form of What- Why- How or Know-Understand- Do. Past Powerful Practice focused on a strategy called TAPPLE and teachers continue to employ strategies such as calling on non-volunteers and creating a safe environment for students to make mistakes and struggle with their learning. Second Step lessons help students acquire skills for learning, how to have empathy, how to handle their emotions, and how to problem solve which all support a culture for learning. Collaborative Practices according to the 5 Essentials is a strong area, with 68% of teachers reporting that they observe each other's practice and work together to review assessment data and develop instructional strategies.

Many teachers are incorporating opportunities for self-assessment during instruction and some teachers are having students help develop rubrics; however areas of suggested improvement include an increase in these practices across all classrooms, more attention to praising effort and process, and giving students more frequent and informative feedback.

## Guide for Culture for Learning

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

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<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:

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

Score  
1    2    3    4

SQRP Data shows that we are moderately organized. The MVMS data shows a neutral score for Collaborative Teachers and Effective Leaders. Staff feel that respect is not consistently shown to all staff members. Staff also need to hold each other accountable for treating all students with the same level of respect. Suggestions for growth in this area are to develop a shared agreement document with regards to how adults in the school treat each other as well as how adults treat students. Staff feel that respect is not consistently shown to all staff members. Climate and Culture Team is working on developing protocols to improve trust and respect school wide.

## Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even

- when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
  - Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

## Evidence, Measures, and Standards

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

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

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

Score

1    2    3    4

Students have equitable access to a wide range of extracurricular and enrichment opportunities, such as participating in the RISE program which includes Folkloric Dancing, Break Dance, and Violin Classes. Fourth grade students participate in the Resident Artist Program. Fifth grade students participate in Service Club hours. Students have the opportunity to participate in the DARE/GREAT program. All students are provided opportunities for regular enrichment activities as they participate in music and art programs during school instruction. Third to Fifth grade students participate in the social emotional learning program in order to improve their decision making skills. Fourth graders write editorials voicing their viewpoints regarding simple machines. Suggestions for growth in this category would be for our students to have a stronger voice in initiating and leading some school improvement activities such as having school representatives or a local school council. Students should also be given the experience in participating in community involvement service hours, such as having a food and/or clothing drive for families in need of assistance.

4th and 5th grade students participate in the MVMS; possible student leadership/expand duties responsibilities of service learning; recognize students who are contributing, design create school spirit wear, student voice on dress down days and student activities.

### 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

Strong routines and structures are in place throughout the school. Shared expectations for positive behavior are evident through PBIS implementation and some CHAMPS strategies. Students are positively rewarded with Bear Bucks and purchase incentives through PBIS store with token money. 93% of staff who completed School Climate survey agree or strongly agree that students move through the building in a safe and orderly manner; 97% agree and strongly agree that there are efficient routines for arrival and dismissal; 82% agree or strongly agree that adults model expected behavior; however only 69% agree or strongly agree that all adults in the building show caring and respect for student. Security conducts safety checks throughout the day. Safety concerns in terms of facility issues are handled by staff filling out an engineer request form. All required safety drills such as fire evacuation, lock down, etc are complete and Emergency Management Plan is reviewed annually with staff. My Voice, My School data from parents indicates that 92% of parents feel that their child is accepted and welcomed at this school. Areas of suggested improvement include increasing the frequency of the PBIS store, restore all emergency lights to full function, staff taking more ownership of safety and security inside and outside the building by reporting safety concerns and more adults modelling expected behaviors of respect to students and fellow staff members. Protocols need to be developed to report safety and security concerns. 33% of parents feel that bullying is a problem according to the MVMS survey. (Student discipline data)

### Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

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.

Score

1    2    3    4

5 Essentials data; common definition for restorative practices; classroom management handles a large portion of student misbehavior; problems during transition times from lunch and recess and during prep times; Suggestions for improvement-additional training for staff supervising lunch/recess; reviewing SCC more frequently and with consistency in all classrooms and CPS Companion Guide for domain 2

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

#### Parent Partnership:

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

Score  
1   2   3   4

The 5 Essential data shows that 63% of teachers feel that parents are active participants in their child's schooling. There is a non-threatening, welcoming environment that is warm, inviting, and helpful. MVMS Parent survey indicates that 97 % of parents completely agree or mostly agree that they feel welcomed when they visit the school. School provides frequent, high quality, well publicized, opportunities for families and community to participate in authentic and engaging activities. Some of these activities include Open House, Family Literacy Night, Family Math/Science Night, assemblies for Winter, Poetry, and Fine Arts. February 2016 data indicates that only 13.7% of parents or 178 parents are registered for Parent Portal. % (get info from Kytrah) of Parents participate in Parent Teacher Conferences. Parents - RISE computer classes and ESL classes. There is active participation in BAC and NCLB meetings. In partnership with the Frida Kahlo Community Organization, there is a series of visual arts workshops being offered to parent that include historical background and training in making a craft reflective of Mexican culture. There is frequent communication with families about class and individual activities and individual students' progress. Parent meetings are scheduled with interpreters present to facilitate participation. Many teachers are using Class Dojo to communicate with parents about attendance, academics, and behavior to personally connect with families.

The data shows that parent and teacher trust needs improvement. The use of Parent Portal needs improvement and needs to be promoted to connect parents with school. Data in February indicates that only % of parents are registered for Parent Portal.

#### 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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

### School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Parent Partnership	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>Ø</td></tr></table>	1	2	3	4	5	Ø
1	2	3	4	5	Ø			
3	Expectations for Quality & Character of School Life: Safety & Order	<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>Ø</td></tr></table>	1	2	3	4	5	Ø
1	2	3	4	5	Ø			

## Goals

Required metrics (Elementary) 18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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### National School Growth Percentile - Reading

Strengthen Tier 1 instruction and use data to inform and differentiate instruction.	75.00	31.00	51.00	61.00
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### National School Growth Percentile - Math

Strengthen Tier 1 instruction and use data to inform and differentiate instruction.	50.00	63.00	70.00	75.00
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### % of Students Meeting/Exceeding National Ave Growth Norms

Continue to involves students in goal setting and being accountable for thier own learning.	53.40	(Blank)	55.00	60.00
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### African-American Growth Percentile - Reading

No data available. Look at individual student data and subgroups to start to track this metric.	(Blank)	(Blank)	0.00	0.00
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### Hispanic Growth Percentile - Reading

Strengthen Tier 1 instruction and use data to inform and differentiate instruction.	75.00	34.00	51.00	61.00
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### English Learner Growth Percentile - Reading

Continue to focus on building academic language and develop language objectives. Need to differentiate strategies based on proficiency levels.	(Blank)	18.00	28.00	38.00
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### Diverse Learner Growth Percentile - Reading

Develop stronger systems for teacher collaboration amongst general education and special education teachers. Share practices that are showing strong growth and results and expand to other content areas.	1.00	1.00	11.00	21.00
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### African-American Growth Percentile - Math

No data available. Look at individual student data and subgroups to start to track this metric.	(Blank)	(Blank)	0.00	0.00
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### Hispanic Growth Percentile - Math

Strengthen Tier 1 instruction and use data to inform and differentiate instruction.	53.00	64.00	70.00	75.00
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### English Learner Growth Percentile - Math

Continue to focus on building academic language and develop language objectives. Need to differentiate strategies based on proficiency levels.	(Blank)	56.00	65.00	70.00
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### Diverse Learner Growth Percentile - Math

Develop stronger systems for teacher collaboration amongst general education and special education teachers. Share practices that are showing strong growth and results and expand to other content areas.	(Blank)	58.00	60.00	65.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Implement high quality instruction that is differentiated so all students can be successful.	41.00	40.00	50.00	60.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Implement high quality instruction that is differentiated so all students can be successful.	55.00	61.00	65.00	70.00
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**National School Attainment Percentile - Reading (Grade 2)**

Strengthen Tier 1 instruction and use data to inform and differentiate instruction.	66.00	62.00	65.00	70.00
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**National School Attainment Percentile - Math (Grade 2)**

Continue to implement rigorous instruction and enhance work around mathematical practices. Ensure math core curriculum meets the needs of students and is based on standards.	49.00	50.00	55.00	60.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Continue to focus on building academic language and develop language objectives. Need to differentiate strategies based on proficiency levels.	52.50	54.90	60.00	65.00
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**Average Daily Attendance Rate**

Continue efforts to celebrate individual students with perfect attendance each month and classrooms who meet the target attendance goal each month.	95.70	96.00	96.00	96.50
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**My Voice, My School 5 Essentials Survey**

Climate and Culture Team is working towards moving to the next level from moderately organized to organized. Teacher response rate has increased by 11%.	(Blank)	(Blank)	(Blank)	(Blank)
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## Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

If we participate in on-going professional development around academic language (CCSS), including language standards and language objectives (WIDA)

...then we see...

then we will see teachers intentionally planning and delivering instruction on academic language

...which leads to...

which leads to student's growth and attainment on NWEA.

Tags:

English Learners, Professional Learning, Instruction, Instructional practices, Curriculum, Academics, Ccss, Academic expectations

Area(s) of focus:

3

Action step Responsible Timeframe Evidence for status 

## Status

Create a long-term PD calendar with a focus on this strategy inclusive of flex days, professional development days and grade level meetings.

ILT Team

Aug 29, 2016 to Sep 1, 2016

Completed PD Calendar

Completed

**Personalized Learning, Professional development**

Create a system for collecting data qualitative and quantitative from professional development that teacher are receiving (in other words, how do we know that PD is making any difference in building the capacity of teachers i.e. exit slip)	ILT Team, Teachers	Oct 3, 2016 to Oct 21, 2016	Learning Walks, PQS, Teacher Surveys	On-Track
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#### Cycles of professional learning, Data, Academics, Data analysis

Teachers will participate in professional learning to distinguish between content and language standards.	BLT and Teachers	Dec 31, 2016 to Dec 31, 2016	PD agenda and Power Point, exit tickets, and PD attendance sheet.	Completed
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#### MTSS, English Learners, Professional Learning, Cycles of professional learning, Differentiated instruction, Grade level meetings, Wida

Teachers will engage in professional readings on academic language to distinguish the different levels of academic language.	ILT and Teachers	Aug 29, 2016 to May 31, 2017	Notes of Grade Level Discussions	On-Track
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#### Professional Learning, Instruction, Academic expectations

Teachers will deepen their focus and understanding of Academic Language throughout all content areas (alignment of scope and sequence).	ILT and Teachers	Aug 29, 2016 to May 31, 2017	Vertical Alignment of Scope and Sequence Document	Postponed
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#### Math, Science, Diverse Learners, English Learners, Social studies, Curriculum, Differentiated instruction, Ela, Ccss, Academic expectations, Wida

Teachers will provide differentiated learning activities by including language objectives within the daily lessons for ELA to meet the various language needs of all learners.	ISL, BLT and Teachers	Sep 1, 2016 to Jun 5, 2017	Evidence of Learning Activities and Language Objective in Weekly Lesson Plans	On-Track
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#### Diverse Learners, English Learners, Differentiated instruction, Lesson plans, Lesson planning, Academic expectations, Wida

#### Strategy 2

If we do...

If we consistently implement heterogeneous cooperative learning for all students, using best practices to include diverse learners and English language learners in all content areas

...then we see...

then student learning and engagement deepens

...which leads to...

which leads to increased student language proficiency, use of academic vocabulary, academic skills as well as social emotional development.

Tags:

Math, Science, Diverse Learners, Social studies, Bilingual, Instructional practices, Social emotional, Academic gain, Academic, Literacy, Ccss, Cooperative learning, Esl, Best practice

Area(s) of focus:

1

Action step <small>?</small>	Responsible <small>?</small>	Timeframe <small>?</small>	Evidence for status <small>?</small>	Status
Differentiated tier 1 instruction (use scaffolded instruction and multi-modal approaches) will be a priority in order to meet the educational needs of all students.	ILT and Teachers	Sep 1, 2016 to Jun 1, 2017	Data from PQS and Learning Walks	Completed

#### Diverse Learners, Differentiated instruction, Instruction

On-going professional development and professional readings along with consistent and regular feedback will be provided to teachers in order to hone their differentiated instructional strategies as well research-based SEL strategies to encourage student discourse.	ILT and Teachers	Sep 1, 2016 to Jun 1, 2017	GLM Agendas and Notes, Coaching Notes and PQS Feedback	Completed
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#### Instructional Coaching, SEL, Instructional practices, Best practice, Coaching

All students will complete a self assessment to identify which learning style(s) they are most successful with when completing challenging academic tasks within group or as an individual. This will provide teachers with baseline informational data on learning preferences. Teachers will use the above data to develop instructional choices for students to show mastery of instructional standards.(CCSS, SEL, NGSS, WIDA)	Teachers and Students	Sep 1, 2016 to Sep 9, 2016	Completed Student Surveys	Postponed
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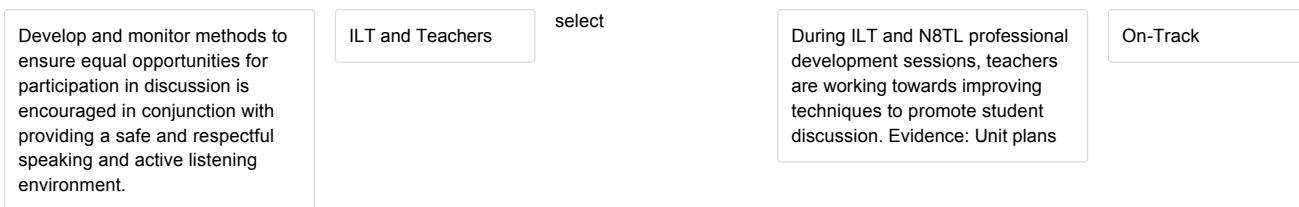
#### Social emotional, Differentiated instruction

Students will consistently be provided with various levels of questioning low, high-level, open-ended and developmentally appropriate questions to challenge students' cognitive processing.	Teachers,	Sep 1, 2016 to Jun 1, 2017	Learning Walks, Lesson Plans, Unit Plans, and PQS Feedback	On-Track
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#### Literacy/Reading, Math, Science, Social studies, Instructional practices, Academics, Rigorous tasks, Stem

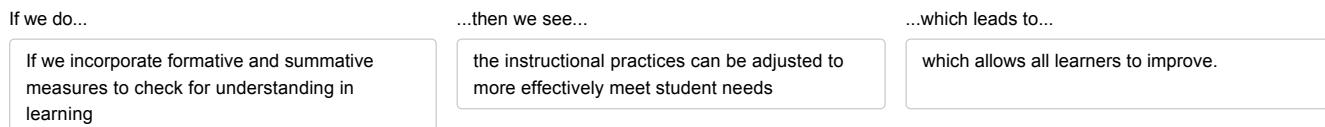
Provide ample opportunities for students to engage in authentic discussions about content, using academic language to promote cognitive sweat.	Teachers	Sep 1, 2016 to Jun 1, 2017	Learning Walks, Lesson Plans, Unit Plans and PQS Feedback	On-Track
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#### Literacy/Reading, Math, Science, Social studies, Instructional practices, Academic, Rigorous tasks, Depth of knowledge



**Academics, Rigorous tasks, Communication, Cooperative learning, Depth of knowledge, Responsive classroom**

### Strategy 3



**Tags:**  
MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Data Use, Social studies, Instructional practices, Interventions, Differentiated instruction, Rigorous tasks, Tier 2 & 3, Academic expectations, Assessment design, Data analysis

Action step <small>?</small>	Responsible <small>?</small>	Timeframe <small>?</small>	Evidence for status <small>?</small>	Status
Continue horizontal planning and increase vertical planning quarterly throughout the school year to provide consistency and cohesiveness in order to effectively plan for student learning across different grade levels.	Administration, ILT and Teachers	Jun 1, 2016 to Jun 1, 2017	PD agendas (ILT meetings, N8TL's, Grade Level Meetings) and attendance sheets On going Scope and Sequence of Curriculum	On-Track

**Teacher Teams/Collaboration, Assessment design, Instructional planning**

Develop and use rubrics to assess project based assessments, Performance tasks, powerpoint presentations in order to assess the skills that the students have been exposed to in the units.	Teachers	Sep 1, 2016 to Jun 1, 2017	Rubrics for summative and formative assessment	On-Track
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**Literacy/Reading, Math, Science, Social studies, Instructional practices, Grading, Best practice, Assessment design**

Teachers will receive progress monitoring professional development BOY, MOY and EOY.	ILT	Sep 1, 2016 to Jun 1, 2017	5-week data sheets, tier 2 & tier 3 students plans and progress monitoring charts	On-Track
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**MTSS, Teacher Teams/Collaboration, Instruction, Professional development, Tier 2 & 3, Assessments, Progress monitoring**

Continue to sustain working together collaboratively at grade level meetings to improve and build upon the units of study.	Teachers and ILT grade level liaison	Aug 29, 2016 to Jun 16, 2017	GLM sign in sheets	On-Track
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**Teacher Teams/Collaboration, Communication, Teacher-**

#### **teacher trust & support**

Effectively use the NWEA Learning continuum or TRC reports which offer supportive resources to strengthen student learning.	Teachers	Sep 1, 2016 to Jun 1, 2017	Student Groupings, PQS, NWEA Reports, Lesson Plans	On-Track
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#### **MTSS, Data Use, Academic gain, Tier 2 & 3, Best practice, Data analysis, Students tasks**

Teachers will progress monitor every five to six weeks to ensure students are meeting their goals.	Teachers	Oct 3, 2016 to Jun 1, 2017	Data Forms, Tier 2 & 3 students plans and graphs.	On-Track
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#### **MTSS, SEL, Tier 2 & 3, Progress monitoring, Student engagement**

#### **Strategy 4**

If we do...

...then we see...

...which leads to...

If we develop a common understanding around respect for all stakeholders (staff, students and families)

then we will see an increase in positive interactions throughout the school

which will lead to students and staff feeling a greater sense of relational trust as indicated on the MVMS survey.

Tags:

MTSS, Behavior and Safety, SEL, Teacher Teams/Collaboration, Trust, Teacher-teacher trust & support, Parent partnerships

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Survey teachers to measure Relational Trust through open ended questions. (BOY,MOY,EOY)	ILT, Grade Level Liaison and Administration	Sep 1, 2016 to Sep 23, 2016	Teachers collaborating and meeting to plan during grade level meetings, and or extended day	On-Track

#### **Climate and Culture, Trust, School climate, Teacher-teacher trust & support**

Provide Professional Development on, What is Relational Trust? Why Relational Trust is important? To all stakeholders.	ILT	Sep 1, 2016 to Dec 1, 2016	PD Agenda and teacher attendance sheet, exit slips	Completed
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#### **Climate and Culture, Professional development, School climate, Behavior**

Climate and Culture Team will create a shared agreement for respect. Include parents and community representatives to provide input . (will be completed by July 2016).	Climate and Culture Team	Apr 25, 2016 to Jul 29, 2016	Copy of Shared Agreement	Completed
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#### **Climate and Culture, Trust, School climate, Teacher-teacher trust & support**

Climate and Culture Team will share the agreement with all stakeholders.	Climate and Culture Team	Sep 1, 2016 to Sep 30, 2016	Survey shared during professional development. Staff provided input. Attendance sheet	Completed
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**Climate and Culture, School climate, Teacher-teacher trust & support**

Create opportunities for building relational trust through professional development with all stakeholders four times a year. (ie. Teacher professional development and parent professional development, LSC, BAC/PAC).	ILT, Climate and Culture Committee, Administration	Sep 1, 2016 to Jun 2, 2017	Professional Development Agendas, Power Points, teacher surveys, and Attendance Sheets	Completed
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**Climate and Culture, Trust, School climate, Teacher-teacher trust & support, Parent engagement**

Sustain the student PBIS benchmarks throughout the school.	Teachers, Administration	Sep 1, 2016 to Jun 23, 2017	PBIS Store, Daily PBIS Student Pledge, Daily Expectation Posters, Student Wellness Committee with Mrs. Kiebles	On-Track
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**Climate and Culture, Student Health & Wellness, School climate, Student engagement, Behavior**

Action Plan

District priority and action step	Responsible	Start	End	Status
+	ILT Team	Aug 29, 2016	Sep 1, 2016	Completed
Create a long-term PD calendar with a focus on this strategy inclusive of flex days, professional development days and grade level meetings. Tags: English Learners, Professional Learning, Instruction, Instructional practices, Curriculum, Academics, Ccss, Academic expectations, Personalized Learning, Professional development				
+	ILT Team, Teachers	Oct 3, 2016	Oct 21, 2016	On-Track
Create a system for collecting data qualitative and quantitative from professional development that teacher are receiving (in other words, how do we know that PD is making any difference in building the capacity of teachers i.e. exit slip) Tags: English Learners, Professional Learning, Instruction, Instructional practices, Curriculum, Academics, Ccss, Academic expectations, Cycles of professional learning, Data, Academics, Data analysis				
+	BLT and Teachers	Dec 31, 2016	Dec 31, 2016	Completed
Teachers will participate in professional learning to distinguish between content and language standards. Tags: English Learners, Professional Learning, Instruction, Instructional practices, Curriculum, Academics, Ccss, Academic expectations, MTSS, English Learners, Professional Learning, Cycles of professional learning, Differentiated instruction, Grade level meetings, Wida				
+	ILT and Teachers	Aug 29, 2016	May 31, 2017	On-Track
Teachers will engage in professional readings on academic language to distinguish the different levels of academic language. Tags: English Learners, Professional Learning, Instruction, Instructional practices, Curriculum, Academics, Ccss, Academic expectations, Professional Learning, Instruction, Academic expectations				
+	ILT and Teachers	Aug 29, 2016	May 31, 2017	Postponed
Teachers will deepen their focus and understanding of Academic Language throughout all content areas (alignment of scope and sequence). Tags: English Learners, Professional Learning, Instruction, Instructional practices, Curriculum, Academics, Ccss, Academic expectations, Math, Science, Diverse Learners, English Learners, Social studies, Curriculum, Differentiated instruction, Ela, Ccss, Academic expectations, Wida				
+	ISL, BLT and Teachers	Sep 1, 2016	Jun 5, 2017	On-Track
Teachers will provide differentiated learning activities by including language objectives within the daily lessons for ELA to meet the various language needs of all learners. Tags: English Learners, Professional Learning, Instruction, Instructional practices, Curriculum, Academics, Ccss, Academic expectations, Diverse Learners, English Learners, Differentiated instruction, Lesson plans, Lesson planning, Academic expectations, Wida				

District priority and action step	Responsible	Start	End	Status	
+	Differentiated tier 1 instruction (use scaffolded instruction and multi-modal approaches) will be a priority in order to meet the educational needs of all students. Tags: Math, Science, Diverse Learners, Social studies, Bilingual, Instructional practices, Social emotional, Academic gain, Academic, Literacy, Ccss, Cooperative learning, Esl, Best practice, Diverse Learners, Differentiated instruction, Instrucitiion	ILT and Teachers	Sep 1, 2016	Jun 1, 2017	Completed
+	On-going professional development and professional readings along with consistent and regular feedback will be provided to teachers in order to hone their differentiated instructional strategies as well research-based SEL strategies to encourage student discourse. Tags: Math, Science, Diverse Learners, Social studies, Bilingual, Instructional practices, Social emotional, Academic gain, Academic, Literacy, Ccss, Cooperative learning, Esl, Best practice, Instructional Coaching, SEL, Instructional practices, Best practice, Coaching	ILT and Teachers	Sep 1, 2016	Jun 1, 2017	Completed
+	All students will complete a self assessment to identify which learning style(s) they are most successful with when completing challenging academic tasks within group or as an individual. This will provide teachers with baseline informational data on learning preferences.Teachers will use the above data to develop instructional choices for students to show mastery of instructional standards.(CCSS, SEL, NGSS, WIDA) Tags: Math, Science, Diverse Learners, Social studies, Bilingual, Instructional practices, Social emotional, Academic gain, Academic, Literacy, Ccss, Cooperative learning, Esl, Best practice, Social emotional, Differentiated instruction	Teachers and Students	Sep 1, 2016	Sep 9, 2016	Postponed
+	Students will consistently be provided with various levels of questioning low, high-level,open-ended and developmentally appropriate questions to challenge students' cognitive processing. Tags: Math, Science, Diverse Learners, Social studies, Bilingual, Instructional practices, Social emotional, Academic gain, Academic, Literacy, Ccss, Cooperative learning, Esl, Best practice, Literacy/Reading, Math, Science, Social studies, Instructional practices, Academics, Rigorous tasks, Stem	Teachers,	Sep 1, 2016	Jun 1, 2017	On-Track
+	Provide ample opportunities for students to engage in authentic discussions about content, using academic language to promote cognitive sweat. Tags: Math, Science, Diverse Learners, Social studies, Bilingual, Instructional practices, Social emotional, Academic gain, Academic, Literacy, Ccss, Cooperative learning, Esl, Best practice, Literacy/Reading, Math, Science, Social studies, Instructional practices, Academic, Rigorous tasks, Depth of knowledge	Teachers	Sep 1, 2016	Jun 1, 2017	On-Track
+	Develop and monitor methods to ensure equal opportunities for participation in discussion is encouraged in conjunction with providing a safe and respectful speaking and active listening environment. Tags: Math, Science, Diverse Learners, Social studies, Bilingual, Instructional practices, Social emotional, Academic gain, Academic, Literacy, Ccss, Cooperative learning, Esl, Best practice, Academics, Rigorous tasks, Communication, Cooperative learning, Depth of knowledge, Responsive classroom	ILT and Teachers			On-Track
+	Continue horizontal planning and increase vertical planning quarterly throughout the school year to provide consistency and cohesiveness in order to effectively plan for student learning across different grade levels. Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Data Use, Social studies, Instructional practices, Interventions, Differentiated instruction, Rigorous tasks, Tier 2 & 3, Academic expectations, Assessment design, Data analysis, Teacher Teams/Collaboration, Assessment design, Instructional planning	Administration, ILT and Teachers	Jun 1, 2016	Jun 1, 2017	On-Track
+	Develop and use rubrics to assess project based assessments, Performance tasks, powerpoint presentations in order to assess the skills that the students have been exposed to in the units. Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Data Use, Social studies, Instructional practices, Interventions, Differentiated instruction, Rigorous tasks, Tier 2 & 3, Academic expectations, Assessment design, Data analysis, Literacy/Reading, Math, Science, Social studies, Instructional practices, Grading, Best practice, Assessment design	Teachers	Sep 1, 2016	Jun 1, 2017	On-Track
+	Teachers will receive progress monitoring professional development BOY, MOY and EOY. Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Data Use, Social studies, Instructional practices, Interventions, Differentiatied instruction, Rigorous tasks, Tier 2 & 3, Academic expectations, Assessment design, Data analysis, MTSS, Teacher Teams/Collaboration, Instruction, Professional development, Tier 2 & 3, Assessments, Progress monitoring	ILT	Sep 1, 2016	Jun 1, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
+ Continue to sustain working together collaboratively at grade level meetings to improve and build upon the units of study. Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Data Use, Social studies, Instructional practices, Interventions, Differentiated instruction, Rigorous tasks, Tier 2 & 3, Academic expectations, Assessment design, Data analysis, Teacher Teams/Collaboration, Communication, Teacher-teacher trust & support	Teachers and ILT grade level liaison	Aug 29, 2016	Jun 16, 2017	On-Track
+ Effectively use the NWEA Learning continuum or TRC reports which offer supportive resources to strengthen student learning. Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Data Use, Social studies, Instructional practices, Interventions, Differentiated instruction, Rigorous tasks, Tier 2 & 3, Academic expectations, Assessment design, Data analysis, MTSS, Data Use, Academic gain, Tier 2 & 3, Best practice, Data analysis, Students tasks	Teachers	Sep 1, 2016	Jun 1, 2017	On-Track
+ Teachers will progress monitor every five to six weeks to ensure students are meeting their goals. Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, English Learners, Data Use, Social studies, Instructional practices, Interventions, Differentiated instruction, Rigorous tasks, Tier 2 & 3, Academic expectations, Assessment design, Data analysis, MTSS, SEL, Tier 2 & 3, Progress monitoring, Student engagement	Teachers	Oct 3, 2016	Jun 1, 2017	On-Track
+ Survey teachers to measure Relational Trust through open ended questions. (BOY, MOY, EOY) Tags: MTSS, Behavior and Safety, SEL, Teacher Teams/Collaboration, Trust, Teacher-teacher trust & support, Parent partnerships, Climate and Culture, Trust, School climate, Teacher-teacher trust & support	ILT, Grade Level Liaison and Administration	Sep 1, 2016	Sep 23, 2016	On-Track
+ Provide Professional Development on, What is Relational Trust? Why Relational Trust is important? To all stakeholders. Tags: MTSS, Behavior and Safety, SEL, Teacher Teams/Collaboration, Trust, Teacher-teacher trust & support, Parent partnerships, Climate and Culture, Professional development, School climate, Behavior	ILT	Sep 1, 2016	Dec 1, 2016	Completed
+ Climate and Culture Team will create a shared agreement for respect. Include parents and community representatives to provide input . (will be completed by July 2016). Tags: MTSS, Behavior and Safety, SEL, Teacher Teams/Collaboration, Trust, Teacher-teacher trust & support, Parent partnerships, Climate and Culture, Trust, School climate, Teacher-teacher trust & support	Climate and Culture Team	Apr 25, 2016	Jul 29, 2016	Completed
+ Climate and Culture Team will share the agreement with all stakeholders. Tags: MTSS, Behavior and Safety, SEL, Teacher Teams/Collaboration, Trust, Teacher-teacher trust & support, Parent partnerships, Climate and Culture, School climate, Teacher-teacher trust & support	Climate and Culture Team	Sep 1, 2016	Sep 30, 2016	Completed
+ Create opportunities for building relational trust through professional development with all stakeholders four times a year. (ie. Teacher professional development and parent professional development, LSC, BAC/PAC). Tags: MTSS, Behavior and Safety, SEL, Teacher Teams/Collaboration, Trust, Teacher-teacher trust & support, Parent partnerships, Climate and Culture, Trust, School climate, Teacher-teacher trust & support, Parent engagement	ILT, Climate and Culture Committee, Administration	Sep 1, 2016	Jun 2, 2017	Completed
+ Sustain the student PBIS benchmarks throughout the school. Tags: MTSS, Behavior and Safety, SEL, Teacher Teams/Collaboration, Trust, Teacher-teacher trust & support, Parent partnerships, Climate and Culture, Student Health & Wellness, School climate, Student engagement, Behavior	Teachers, Administration	Sep 1, 2016	Jun 23, 2017	On-Track

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial

assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois State Board of Education.

5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.

6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.

7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

### NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

#### Parent Involvement Policy

Complete

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

The NCLB/PAC Committee works collaboratively with administration in developing and reviewing the plan. The plan is shared with all parents via meetings open to the public.

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 school sponsors an annual meeting explaining to parents their right to be involved and the types of program offerings available to them as parents. Parents are notified of this meeting and all monthly meetings via a letter sent home, the monthly school calendar that is distributed to all students and is posted on the school website, and notifications that are posted on the entrance doors to the school prior to the meetings. The Title I Annual Meeting will be held on September 23, 2016. The Title I PAC Organizational Meeting will also be held on September 23, 2016.

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

When the assessment schedule is released from the district, the principal sets aside time at a parent meeting to review the different types of assessments and their purpose. The promotion policy when released, is shared with parents and signed copies are kept on file by classroom teachers. The grading scale is reviewed during Open house and Parent Conferences and is posted in teacher newsletters and in student agenda books. Title 1 information is reviewed at the annual meeting and curriculum is reviewed during Open House, presentations by teachers at LSC meetings, and in teacher communication such as newsletters or postings on the website.

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.

At scheduled parent meetings, time is set aside for question and answer sessions. To the extent possible, questions are addressed at the meeting on that day. If information is not readily available, the question or concern is revisited at the next scheduled meeting.

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

will be accomplished.

Once the individual profile from the state is available, it is sent home with the student. Parents are encouraged to bring the profile to school, where an administrator, teacher, or counselor can assist the parents in understanding and analyzing the posted information.

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.

A formal "right to ask" letter is sent home with each student. When parents complete the letter/from and request this information, the parents may pick up the qualification information at the school after CPS conducts employee audits and the results are shared with the school.

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

An annual Open House is schedule early in the year. Parents meet with administration to hear an overview of the academic program and assessments for the year. Parents are invited to visit their child's classroom to witness instruction firsthand and gauge the routines and expectations established by the teacher. Parents are encouraged to sign up for Parent Portal so they can electronically stay connected to their child's progress. Progress Reports are sent home every 5 weeks.

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.

Parental involvement is consistently encourage through notes home and communication on the monthly calendar. A Family Literacy Night and a Family Math/Science Night offer parents an opportunity to learn strategies and participate in engaging activites to extend the learning process from school to home. These family nights include mini-workshops, guests speakers, and technology-based programs. Additionally, NCLB/PAC offers training and seminars to encourage parental involvement in the overall acadmice program. During LSC meetings, teachers share strategies and expectations about grade level standards and suggestions for parents to use at home to support learning.

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.

During Professional Development, teachers are trained in and discuss how to develop strong home-school connections. Teachers review these procedures and practices with parents. Milestones are included within the CIWP to show how we are engaging with our parents for each of the strategies.

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.

The HeadStart program fosters parental involvement by sponsoring regular meetings here at Sandoval. Teachers also foster parental involvement by embedding a volunteer component in their curriculum.

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

All communication, verabl and written, is done in English and Spanish, the predominant languages spoken by our community. On staff is a large number of people who are bilingual. Translators for Spanish and Polish are listed and posted in the Main Office.

#### Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

N/A

Parent Compact

Complete

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

(Restate the school mission.)

The NCLB/PAC committee works collaboratively with administration in developing and reviewing the plan. The plan is shared with parents via meetings open to the public.

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.

Parent teacher conferences will be held on November 9, 2016 and April 19, 2017, the dates posted on the 2016-2017 CPS Calendar. Parents will have an opportunity to meet with their child's teacher to review grades and other data that shows a child's progress or lack of progress.

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

Progress reports are distributed during the 6th week of each quarter on the following dates: Q1- October 7, 2016; Q2- January 9, 2017; Q3- March 10, 2017, and Q4- May 19, 2017. Report cards for Q1 and Q3 are distributed during parent teacher conferences and sent home with students for Q2 February 10, 2017 and Q4 on June 20, 2017.

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

Many teachers make themselves available to parents before and after school, although teacher and students officially have the same start and end times. Sometimes teachers schedule meetings with parents or make phone calls during their preparatory period to meet with parents. Parent teacher conferences offer additional times for consultation. Teachers also share their CPS email with parents to communicate electronically.

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.

Volunteers are strongly encouraged here at the school. A notice is contained in the student agenda book. Parents are directed to get a volunteer packet from the Main Office. Parents also help to chaperone on field trips, to assist with special events, and to support classroom activities as arranged by the teacher.

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

Students record homework assignments in an agenda book provided by the school. Parents are asked to review the agenda book on a nightly basis to monitor completion of assignments. Many teachers use this book as a place to write notes and notices to parents and in turn, parents write back to teachers to keep communication lines open. Parents have access to Parent Portal to review grades and evidence of assignment completion. Parents are encouraged to support learning by sending students to school every day and on time, to be actively involved in their child's education, and to support learning at home. Teachers share grade specific expectations, including tips and resources that support student learning, at monthly parent meetings. Parents need to monitor attendance by sending in notes and a reason for why their child was absent.

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

Parents are given opportunities to meet and express concerns during structured meetings held at the school on a monthly basis. Teachers communicate with parents in the form of progress reports, notes home, phone calls, and emails whenever there is concern from the teacher or if a concern is initiated by the parent. Parents can schedule appointments with administrators if an issue is not able to be resolved directly with a teacher first.

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).

Sandoval students sign the NCLB School Parent Compact in an effort to pledge their commitment to their education. Students recite a PBIS pledge each morning which reminds them to respect themselves, others, the school environment, and learning. Students are aware of school wide expectations and earn bear bucks when positive expectations are evident. These bear bucks are redeemed in a PBIS store on a quarterly basis to promote and encourage positive behavior. Many teachers have students log their own reading levels throughout the year so they can assume ownership of their growth and achievement. Students are becoming more involved in monitoring progress towards meeting/exceeding their growth targets.

#### 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.

Parent monthly meetings to support school-wide goals and expectations for parent programs.

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

Account(s)	Description	Allocation
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51130,	<b>Teacher Presenter/ESP Extended Day</b>	
52130	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.	\$ 2500 .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.	\$ 1650 .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)	\$ 1150 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 2000 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 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. School must keep all receipts.	\$ 332 .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$ Amount .00
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 be used only by parents.	\$ Amount .00