



New Field Elementary School (/school-plans/317) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/10/2016	CIWP Team	Intro to CIWP process, roles
03/02/2016	CIWP Team	Share evidence for SEF, rate

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

Score

a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 **3** 4

Leadership & Collective Responsibility Rating: 3.0

School wide messaging of New Field's mission (respect, responsibility, collaboration)

Family and community presentations including: inclusion programming, school vision, supporting reading workshop/ early literacy skills, PK parent workshops focused on K readiness skills, international day/ night

School wide parent survey to solicit interests and more prioritized parent engagement workshops

PAC, LSC, BAC elected members engage in school leadership opportunities

PPLC as a pipeline for communicating with staff and problem-solving instructional/curricular issues

ILT with general focus and cross section of staff represented

Areas of Growth:

Five Essentials results for collaborative teachers and effective leaders

Including diverse staff and community voices in decision-making

Building a true environment of accountability among and between all staff members

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 **2** 3 4

ILT: Rating: 2

Team Members:

One representative per grade level PK - 3

Special Education representative

English Learner representative

One gifted program representative

Added a Bilingual representative for 2015-2016 SY

2014-2015 School Year: Tier 1 Literacy Instruction

ILT created a hypothesis for why an average of 37% of students meet or exceeded standards on multiple forms of reading assessments including TRC and NWEA Reading tests.

ILT engaged in observations at various schools to gather research on successful balanced literacy models

Using evidence gathered, ILT created a common vision for a Balanced Literacy block at New Field

ILT engaged in instructional rounds to assess the state of Balanced Literacy Instruction

ILT created a common lesson plan template that aligned with vision for Balanced Literacy Instruction

ILT engaged grade level team members in a decision to select a school wide reading curriculum - chose Lucy Calkins new Reading Workshop Units of Study

2015 - 2106 School Year: School wide Assessment System for Reading

Engaged in a diagnostic for assessment system, found that common formative assessments and a DDI structure were missing
Diagnostic also revealed little to no formal, school wide Tier 2 assessment and/or instruction to support reading growth and attainment.

Analyze MOY data for TRC and NWEA

Begin developing a school wide RtI system with intervention blocks and students grouped across grade level and targeted skills

Share concerns of Lucy Calkins RWUOS ability to meet diverse needs of students, notably in Tier 2 needs.

Direct cycles of study with Chicago Literacy Group

III. Areas of Concentration:

ILT needs a clear, guiding focus for the school year. The work seems sporadic.

ILT noted that data is used on a sporadic basis and is often analyzed from a whole school lens, and very infrequently looked at from an individual student level.

No auxiliary team member represented on ILT

No ESP representation on ILT

ILT does not have a cycle of reflection on work

ILT does not allocate time for probing questions

ILT rarely stops to celebrate "small wins"

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 3 4

Professional Learning Rating: 2.5

Grade Level Teams:

Weekly grade level meetings include general ed, special education, bilingual team members and ESL team members

Auxiliary, PreK, Special Education and Bilingual Team meetings occur once per month

Each grade level has a representative on the ILT (Auxiliary is missing a team member)

Weekly grade level meetings focused on a mix of tasks that may change from week to next.

Administration developed a scope and sequence for all grade level meetings to ensure time aligned to school priorities. Over 65% of grade level time dedicated to professional development for Reading Workshop

B. Instructional Coaching:

Teachers occasionally receive feedback to support individual growth. This includes feedback from administration, Gust coaches and CLG coaching.

Peer observation and cross-classroom visitation happens occasionally but is not an integral part of the coaching model.

Bilingual and ILT teams have visited other schools to observe and gather ideas for implementing RWUOS or balanced literacy models.

All teacher evaluated using REACH framework according to district guidelines

All co-teaching teams have been allocated bi-weekly coaching meetings with Gust Foundation facilitator

C. Whole Staff PD:

Whole staff PD mostly focused on mandated training by CPS.

Monthly inclusion workshops have been implemented as an informal PD opportunity for all New Field teachers

All teachers of EL students attend 2 trainings per year

All teachers offered the opportunity to attend outside trainings from myriad of sources including, but not limited to: Loyola Language Matters, ACSO, Gust Foundation, Responsive Classroom, Handwriting without Tears, Bilingual Conference, CLG, Arts trainings, Wilson Reading, Orthon Gillingham, Crisis Intervention and more.

D. Areas of Growth:

Little to no training for ESP staff

Need to create a system for follow up from various trainings teachers attend. This includes sharing takeaways, evidence of implementation, time to plan for implementation and more.

Continued refinement of cohesion of all the various PDs teachers attend.

Time for vertical collaboration

Building true accountability to a collaborative process

Guide for Professional Learning

- ◊ **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- ◊ **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- ◊ **Structure time for teachers to collaborate and learn together.**

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

Aligned Resources: Rating: 3

Staffing:

Push in supports for certified and endorsed ESL/Special Education teacher(s)

Over 80% of staff endorsed in ESL instruction

High teacher retention

Template used for new hire interviews, when possible includes a demo lesson. At least one team member present to interview and ask pertinent questions (whenever possible)

8 National Board Certified Teachers on Staff

B. Instructional Time/ Scheduling:

Instructional Time guidelines adhered to in creation of K-3 homeroom schedules

Master schedule created with priorities areas first: co-teaching time for ESL and special education

All students receive at least one enrichment class per day (music, technology, art, Physical Education, Library)

Bi-weekly co-teaching team meetings implemented

Creating weekly RtI school wide intervention block

All students scheduled into classrooms to receive necessary support (TBE, TPI, Special ed services)

All grade levels have a daily common prep period

C. Funds/ Grants:

Literacy Coach to support teachers' implementation of Reading Workshop

Sub money allocated for teachers to attend many PDs

Developed residencies with Old Town School of Folk Music, Ravinia, Lifeline Theater, Design Dance, Emerald City Theater, Ravens Theater and more

Work with Gust Foundation to support inclusive practices throughout the Pk-3 spectrum

Gust Foundation Coach for bi-monthly support for inclusive practices

Over \$36,000 in books purchased to support RWUOS

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Curriculum: Rating: 2.5

A. Curriculum and Implementation:

Eureka Math consumables, TEs and manipulatives kits purchased.

Lucy Calkins Reading and Writing Workshop Units of Study

FOSS Science

Bilingual planning time provided on average once per month to vertically align translation of RWUOS

Planning time allocated for co-teaching teams to plan collaboratively (goal of once per month plus bi-monthly team meetings)

PBIS for school wide expectations

Gifted Classrooms (first through third grades)

Hand Writing without Tears for cluster classrooms

Orton-Gillingham Phonics instruction for self-contained classrooms

Wilson Reading for TBE and TPI push in classrooms.

Inclusion classrooms to ensure adherence to LRE

Co-teaching teams in three classrooms to implement ESL strategies

Lesson planning includes grade level standards, objectives and assessment for Reading Workshop, Writing Workshop, Math, Phonics/Phonemic Awareness/Word Study.

Varied curricular resources for phonics/phonemic awareness/word study: Haggerty, Words Their Way, Orton-Gillingham, Wilson, old Harcourt program, teacher created materials

B. Areas of Growth:

Lacking a common, schoolwide phonics/phonemic awareness program

Equity of bilingual resources across content areas

No common social studies curriculum

Unclear if FOSS is followed with fidelity

Need to regularly check alignment of curricula with CCSS- are we meeting all of the necessary standards?

No common vertical or horizontal scope and sequence for reading or writing workshop.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

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Instructional Materials: Rating: 3.0

Leveled libraries purchased for all homerooms, mix of 50% non-fiction and 50% fiction
 Technology resources include an average of 5 laptops and 3-5 iPads per classroom, laptop for teacher, printer for teacher, doc camera/Elmo and projector for each room, SmartBoards for technology, art and library, and two copiers for teacher use.
 1 Boardmaker Program per grade level
 Wilson Language Program for all bilingual classrooms as well as the three TPI push in classrooms
 Orton-Gillingham Phonics program for self-contained classroom
 Heggerty/Words their Way for phonics instruction
 Mentor texts purchased for RWUOS and WWUOS in both Spanish and English
 Emergency story sets purchased for RWUOS
 Chapter books purchased for second grade book clubs for RWUOS
 Raz Kids for all K-3 Students
 Cheri J. Meiners books for K and 1 classrooms to teach SEL standards
 FOSS kits for grades K-3
 Compass Learning contract for three years for all students in K-3
 2-3 field trips per year per grade level

Guide for Instructional Materials

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

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

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Rigorous Student Tasks Rating: 1.5

A. School Wide Student Tasks

International Day

Country Study across K-3

Eureka Math exit slips, mid-module and end of module assessments

Third Grade has common Reading Workshop assessments

Black History and Hispanic Heritage performances to showcase student learning

Teacher created materials for formative assessments in Social studies and RWUOS/ WWUOS

B. Areas of Growth

No real systematic analysis of student work - has begun in some grade levels using TRC and running records, however isn't a formal system or expectation at this point.

No horizontally aligned formative or summative assessments for K-2 RWUOS at this point.

No monitoring of WWUOS formative and summative tasks

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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)

This category is rather difficult to rate as we are solely a primary school, Pk-3.

School mission used language of adults and students, especially as related to PBIS: respect, responsibility and collaboration
 International Day and Country study provided for all K-3 students
 Creation of inclusive mission to ensure equity of access to curricula for all students
 Moving towards an inclusive setting for all students that allows access to curricula for all students
 Gifted program for students identified as benefiting academic enrichment opportunities
 After School All Stars offered equitably to all students
 Hosting parent meetings focused on post-New Field options and the Options for Knowledge Application Process
 PBIS to reinforce SEL
 Restorative practices that result in a disciplinary rate of .31 incidents per 100 students with over 85% restorative/instructive responses utilized.
 Observations scheduled between Field and New Field to better align instructional strategies, supports and expectations between both schools
 End of year meetings with Field staff to promote smooth transition between New Field and Field

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to

- reach personal, academic and career goals.
- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

Instruction: Rating: 2.0

Lucy Calkins Reading and Writing Workshop implementation across all K-3 classrooms

Creative Curriculum and teacher-created thematic units for PK classrooms resulting in a Gold Star rating from Head Start

All teachers of EL students attend two EL focused PDs per year

Co-teaching teams set goals and meet bi-monthly with Gust Inclusion Facilitator

Teachers receive PD through Chicago Literacy Group to implement new reading curriculum

90% of teachers rated as overall proficient or distinguished on the REACH framework when combined with student growth metrics

Areas of Growth:

Teachers are just learning a new reading curricula, will embark on a new math curricula next year, and are in year one of inclusive settings for students.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

MTSS: Rating: 2.0

School wide training provided by psychologist on MTSS systems and best practices

PBIS for school wide expectations

In class interventions and supports such as personalized behavior plans, SEL stories during morning meeting, positive framing/redirection, Boardmaker for expectations and more

One/One support for specific students: students needing Tier 3 behavior interventions have resources such as Check In/Check

Out systems, behavior plans and more. Academic one/one support occurs as teacher refine conferring practices

Small group instruction for guided reading

Some teachers have built in intervention blocks to meet with Tier 2 and 3 students.

Progress monitoring based on TRC performance K-2

Co-teaching supports for students in 9 classrooms

Administration trained in restorative practices

Quarterly PLP for students that received a D or F in reading, writing or math

Creation of a school wide intervention block to support most struggling readers

Attendance letters sent home for 5/10 day absences

One/one meetings with students that having high absentee rate

School wide celebrations for students on honor roll, have perfect attendance. Classroom celebrations for students that earn most PBIS awards

Areas of Growth:

Intervention block in its nascent phase - begun in February, 2016

No school wide SEL curricula

Administration monitors on track data but teachers are not involved (or aware) of such practices

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Balanced Assessment/Grading Rating: 3.0
 REACH Performance Tasks
 NWEA Math BOY, MOY, EOY for K-3
 NWEA Reading for 2 (MOY, EOY) & 3 (BOY, MOY, EOY)
 PARCC
 TRC Grades K-2 BOY, MOY, EOY
 Progress Monitoring for below proficient students, 1x month and far below proficient 2x per month
 Use of checklists and rubrics for formative assessments
 ACCESS for EL students
 W-APT and Pre-IPT for K and PK EL students
 Common formative and summative math assessments

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 **3** 4

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

Level 1+ rating for CPS for two years in a row
 91st percentile for growth in Reading on NWEA MAP
 99th percentil for growth in Math on NWEA MAP
 New Field is in the 79th percentile nationally for growth on NWEA MAP
 65th percentile for attainment for second grade attainment on NWEA Reading
 79th percentile for second grade attainment on NWEA Math
 44th percentile on third grade attainment for NWEA Reading
 80th percentile for third grade attainment for NWEA Math
 96.1% attendance rate for SY 15
 All teachers rated as proficient or distinguished in Domain 2 on the REACH framework

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

Relational Trust Rating: 2.0

School mission frames language with staff, students and parents (respect, responsibility, collaboration)

PBIS to promote positive behaviors and recognize students that abide by school wide expectations

Domain 2 REACH all teachers rated as proficient or distinguished overall

Over 85% restorative and instructive actions for discipline issues

Students engage in country study to learn more about the culture of students and families at school

Developing relationships with refugee agencies and refugee support programs to include these students and families

Classrooms moving to inclusive practices for all students

Development of inclusive mission engages all staff members' voices

Improved 5 Essentials data when staff dipsticked in December

Areas of Growth:

Formal 5 Essentials data shows weak principal to teacher trust as well as very weak teacher/teacher trust and very weak rating for collaborative teachers

Need to further include staff in decision making

Need full representation on ILT

Engage more parents/community members in decision making

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse**

community.

- Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Student Voice, Engagement, & Civic Life Rating: 4.0
 ASAS programming offered to all students grades K-3
 Student choice in elective for ASAS programming
 Chicago Children's Choir for third grade students
 Girls on the Run offered for third grade students
 Student choice in reading during reading workshop block

Guide for Student Voice, Engagement, & Civic Life

Students...

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

- Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
- Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

Score

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.

1 2 **3** 4

Safety and Order Rating: 4.0
 .33 per 100 discipline incidents for 2016 school year and .39 for 2015 school year
 Average of three suspensions per year for SY 15 & 16
 Over 85% restorative/instructive responses to discipline in VERIFY
 Use of student logger as a proactive support
 PBIS for school wide expectations
 Tier 3 interventions such as CiCo, personal behavior plan for identified students
 Small group SEL instruction provided by case manager/counselor and social worker
 All compliance drills completed in timely manner
 Safety Plan loaded in FIMS by 10/1/16
 Emergency trainings for all staff in asthma, EPI pen, diabetes, seizures
 All ESP trained in CPR and first aid by red cross
 504 plans in compliance
 Creation of emergency kits for all classrooms by March 2016

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

.33 per 100 discipline incidents for 2016 school year and .39 for 2015 school year
 Average of three suspensions per year for SY 15 & 16
 Over 85% restorative/instructive responses to discipline in VERIFY
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 Tier 3 interventions such as CiCo, personal behavior plan for identified students
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 All compliance drills completed in timely manner
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 Emergency trainings for all staff in asthma, EPI pen, diabetes, seizures
 All ESP trained in CPR and first aid by red cross
 504 plans in compliance
 Creation of emergency kits for all classrooms by March 2016
 Anti-bullying programming provided for targeted classrooms
 Administration trained in restorative approaches to discipline

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

Parent Partnership:

Score

1 2 **3** 4

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

Parent Partnership Rating 3.0

School wide messaging of New Field's mission (respect, responsibility, collaboration)

Family and community presentations including: inclusion programming, school vision, supporting reading workshop/ early literacy skills, PK parent workshops focused on K readiness skills, international day/ night

School wide parent survey to solicit interests and more prioritized parent engagement workshops

PAC, LSC, BAC elected members engage in school leadership opportunities

Continually updates website and facebook page

Monthly calendars sent home

Families invited to school wide celebrations including honor roll, perfect attendance, arts programming, Hispanic Heritage and African American history, publishing parties for writing workshop and more.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

0 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	97.00	94.00	97.00	99.00
National School Growth Percentile - Math				
(Blank)	99.00	99.00	99.00	99.00
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	78.60	(Blank)	80.00	83.00
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	80.00	83.00
Diverse Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	80.00	83.00
National School Attainment Percentile - Reading (Grades 3-8)				

(Blank)	72.00	44.00	75.00	78.00
National School Attainment Percentile - Math (Grades 3-8)				
(Blank)	91.00	80.00	93.00	95.00
National School Attainment Percentile - Reading (Grade 2)				
(Blank)	50.00	65.00	53.00	56.00
National School Attainment Percentile - Math (Grade 2)				
(Blank)	50.00	73.00	53.00	56.00
% of Students Making Sufficient Annual Progress on ACCESS				
(Blank)	51.40	44.70	54.00	57.00
Average Daily Attendance Rate				
(Blank)	96.00	96.10	96.00	96.00
My Voice, My School 5 Essentials Survey				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Growth Projections				
Students meeting/exceeding growth projections on BAS/TRC	(Blank)	(Blank)	80.00	83.00
REACH Domain 3A & 3C				
Teachers scoring proficient (3) or distinguished (4) in REACH Domains 3A and 3c	(Blank)	2.40	2.90	3.20

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
a standards based, effective curricula followed with fidelity across all grade levels, (RUoS, WUoS, Eureka Math, phonics, FOSS, **LLI)	collaborative planning and instruction with horizontal and vertical consistency	83% of students moving proficiency levels on TRC/BAS and meeting/exceeding growth metrics on NWEA.

Tags:
Curriculum, Collaborative teachers

Area(s) of focus:
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
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Admin will meet with teachers to discuss, evaluate and select phonics curriculum	Administration	Jan 4, 2017 to Jun 22, 2017	Staff Survey Sample curricula ordered Grade level/PPLC/ILT meeting agendas Staff vote	Not started
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Curriculum, Phonic, Collaborative teachers

Admin will purchase Eureka Math materials for all K-3 classrooms	Administration	May 9, 2016 to Jun 23, 2016	Purchase orders	On-Track
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Curriculum, Aligned resources, Math curriculum, Common core state standards

Schedule PD for Eureka Math	Administration	May 9, 2016 to Jul 30, 2016	Great Minds Summer Institute enrollments	Not started
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Professional development, Aligned resources, Math curriculum

Continued PD during grade level time for RWUoS	Administration	May 9, 2016 to Dec 23, 2016	Contract SY 2017 with Chicago Literacy Group Grade level scope/sequence Grade level meeting agendas RW Observations	On-Track
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Literacy/Reading, Instructional Coaching, Instructional practices, Curriculum, Professional development, Aligned resources, Grade level meetings

Launch PD via Chicago Literacy Group for WWUoS	Administration	Jan 4, 2017 to Jun 23, 2017	Contract SY 2017 with Chicago Literacy Group Grade level scope/sequence Grade level meeting agendas WW Observations	Not started
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Instructional Coaching, Curriculum, Professional development, Aligned resources, Literacy, Writing, Grade level meetings

Evaluate the effectiveness of Benchmark Assessment System (BAS) and Leveled Literacy Intervention (LLI) for MTSS needs	ILT	May 9, 2016 to Jul 1, 2016	ILT meeting agendas School site visits ILT survey/ vote Pilot with select students	Not started
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MTSS, Literacy/Reading, Aligned resources, Survey, Instructional leadership team

Peer classroom observations for core curricula	Administration	Oct 3, 2016 to Jul 14, 2017	Observation schedules Reflection notes	Not started
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Instructional Coaching, Instructional practices, Professional development, Aligned resources, Peer observation, Collaborative teachers

Monitoring lesson plans and grade level scope/sequence	Administration	Sep 19, 2016 to Jun 15, 2018	Core curricula scope/sequence Submitted lesson plans	Not started
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Curriculum, Lesson planning, Scope and sequence, Collaborative teachers

Analysis of student tasks at grade level meetings	Grade level teams	Nov 7, 2016 to Jun 15, 2018	Grade level meeting agendas Student tasks Common assessments Reflection sheets	Not started
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Assessment, Rigorous tasks, Grade level meetings, Collaborative teachers

Grade level teams will create monthly newsletter for parents. Newsletter will describe learning objectives, upcoming assessments, curricular goals	Grade level teams	Sep 1, 2016 to Jun 15, 2018	Monthly newsletters	Not started
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Curriculum, Communication, Parent engagement, Grade level teams

Strategy 2

If we do...

finely honed instructional skills through the implementation of a workshop model, around a specific, achievable learning objective

...then we see...

a concise mini lesson with teachers explicitly modeling, conferring with students in both small groups and individually as well as differentiating for student needs

...which leads to...





all teachers rated as proficient or distinguished in REACH Domain component(s) 3A and 3C.

Tags:

Instruction, Instructional practices, Reach, Workshop model

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Continued professional development for Chicago Literacy Group in RUoS.	Administration	Aug 22, 2016 to Jan 6, 2017	PD Contract Purchase Order	On-Track

Professional development, Aligned resources, Balanced literacy

Launch professional development through Chicago Literacy Group for WUoS	Administration	Jan 9, 2017 to May 11, 2018	Grade level meeting scope/sequence Meeting agendas	Not started
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Professional development, Aligned resources, Balanced literacy

Professional development for PK on building workshop systems/ structures in a developmentally appropriate way	Administration	Aug 22, 2016 to Jun 23, 2017	Grade level scope/sequence	Not started
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Professional development, Aligned resources, Balanced literacy, Preschool

Professional development for Auxiliary team on establishing workshop systems/ structures within enrichment classes	Administration	Aug 22, 2016 to Jun 23, 2017	(Blank)	Not started
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Professional development, Aligned resources, Enrichment, Instructional planning

Vertical peer observations using REACH 3A/3C rubric in non-evaluative setting	Teachers	Oct 10, 2016 to May 25, 2018	(Blank)	Not started
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Instructional Coaching, Reach, Observations

Administrative coaching feedback focused on REACH domain components 3A/3C	Administration	Oct 10, 2016 to May 25, 2018	(Blank)	Not started
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Instructional practices, Reach, Evaluation

Horizontal peer observations to gather ideas for mini-lesson presentations and/or conferring	Teachers	Oct 10, 2016 to May 25, 2018	(Blank)	Behind
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Instructional Coaching, Teacher Teams/Collaboration, Reach, Balanced literacy, Peer observation

Teacher observations at other schools that implement workshop model	Administration	May 9, 2016 to May 25, 2018	(Blank)	On-Track
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Aligned resources, Peer observation

Schedule explicit reflection/debrief time for peer observations	Administration	Oct 10, 2016 to May 25, 2018	(Blank)	Not started
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Scheduling, Aligned resources, Reflection, Peer observation

Quarterly discussions of research-based pedagogy aligned with workshop models (ex: Supporting ELs in the Reading Workshop/ F&P Continuum of Literacy, Reading Strategies)	ILT	Sep 12, 2016 to May 25, 2018	(Blank)	Not started
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ILT, Professional development, Professional text

Family engagement events that promote key ideas of workshop model	PAC BAC	Aug 15, 2016 to May 25, 2018	(Blank)	On-Track
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Family and Community Engagement

Monthly SECA trainings on building student independence and/or best instructional practices to support diverse learner.	Administration	Sep 5, 2016 to Jun 22, 2018	(Blank)	Not started
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Diverse Learners, Professional development, Aligned resources, Seca

Continued instructional coaching from Gust Foundation facilitator	Administration	May 9, 2016 to May 25, 2018	(Blank)	On-Track
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Diverse Learners, English Learners, Instructional Coaching, Instructional practices, Professional development, Aligned resources

Co-teachers will continue to plan instructional accommodations and modifications	Teachers	May 9, 2016 to May 25, 2018	(Blank)	Not started
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Strategy 3

If we do...

believe that all students can learn and if we follow key shifts in literacy and math curricula (RUoS, WUoS, Eureka Math, ___ phonics, FOSS, LLI) and plan challenging tasks that require students to provide evidence of their reasoning

...then we see...

our students assume responsibility for quality work through self/peer/teacher evaluation and feedback

...which leads to...

83% of students moving proficiency levels on TRC/BAS and meeting/exceeding growth metrics on NWEA

Tags:

Curriculum, Rigorous tasks, Data driven instruction

Area(s) of focus:

3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Heterogenous grouping in all classrooms PK-2	Teachers, admin	Jun 13, 2016 to Sep 1, 2016	Data sheets completed at EOY Teachers complete spreadsheet for classrooms Administration approval of class lists	Not started

Scheduling, Aligned resources

Schoolwide decision on continuation of gifted program	Teachers, ESP, Admin, Parents	May 9, 2016 to Jun 30, 2016	Staff survey Town Hall with parents	On-Track
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Scheduling, Aligned resources, Inclusion

Professional development around formative and summative tasks for RUoS, WUoS, Eureka Math	Administration	Aug 29, 2016 to Jun 1, 2017	(Blank)	Not started
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Curriculum, Rigorous tasks, Paraprofessionals, Seca

Analysis of student tasks at grade level meetings	Administration, teachers	Sep 26, 2016 to Jun 1, 2017	Assess student work	Not started
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MTSS, Rigorous tasks, Grade level meetings, Data driven instruction, Collaborative teachers

Develop a more uniform level of rigor both horizontally and vertically.	Teachers	Oct 1, 2016 to Sep 1, 2017	Rubric for rigor	Not started
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Rigorous tasks, Horizontally aligned, Vertical alignment, Collaborative teachers

Accelerated teachers share more rigorous tasks to be implemented across grade level to challenge all students.	Teachers	Oct 1, 2016 to Jun 1, 2017	Teacher led grade level meetings, PD	Not started
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Differentiated instruction, Rigorous tasks, Collaborative teachers

Strategy 4

If we do...

develop, implement and consistently follow schoolwide systems to support ALL students

...then we see...

respectful, responsible and collaborative students achieving maximum academic and emotional growth

...which leads to...


a 40% decrease in repeated discipline referrals and 83% of students moving proficiency levels in TRC/BAS and meeting/exceeding growth metrics on NWEA


Tags:

MTSS


Area(s) of focus:

4

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

Reflection on pilot MTSS block

Grade Level Teams

May 23, 2016 to
Jun 3, 2016

Reflection survey
Data from reflection discussion

On-Track

MTSS, Aligned resources, Grade level meetings, Teacher reflection

Evaluate the effectiveness of
Leveled Literacy Intervention (LLI)
for MTSS needs

ILT

May 9, 2016 to
Jul 1, 2016

ILT meeting agendas
School site visits
ILT survey/ vote
Pilot with select students

Not started

MTSS, Aligned resources, Assessments, Instructional leadership team

Create schoolwide intervention
schedule K-3

Administration

Jul 1, 2016 to
Sep 5, 2016

Master Schedule
Time distribution guidelines

On-Track

MTSS, Scheduling, Aligned resources

Create MTSS referral protocol

Administration
PPLC

May 16, 2016 to
Jul 1, 2016

Protocol flowchart
Referral documentation templates

Behind

MTSS, Diverse Learners, Pplc, Special education

Professional development for
SECAs in supporting varying needs
of students while building
independence

Administration

Jul 1, 2016 to
May 31, 2018

PD registration
PD agendas

Not started

MTSS, Professional development, Paraprofessionals

Send teacher teams to Gust
professional development

Administration

Aug 22, 2016 to
Jun 8, 2018

Gust PD registration

On-Track

Diverse Learners, English Learners, Instructional practices, Professional development

Utilize Compass Learning in all
classrooms

Tech Coordinator

May 16, 2016 to
Jun 29, 2018

Compass Learning Administrative
Dashboard

On-Track

Aligned resources, 21st century skills

Provide more opportunities for parents and kids to share their artistic and musical talents at the school such as art shows, open mic nights or talent shows.	Administration PAC BAC	Oct 10, 2016 to Jun 15, 2018	School Calendar Parent Notices School website	Behind
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Family and Community Engagement

Provide orientation for families that are new to the country to connect with academic supports, enrichment opportunities and community resources	PAC BAC Administration	Nov 2, 2016 to Jun 1, 2018	Meeting Agendas	Not started
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MTSS, English Learners, Family and Community Engagement

Professional development for staff focused on cultural sensitivity to better understand and serve our international families	Administration	Aug 22, 2017 to Jun 28, 2018	Professional development plans teacher reflections sheets	Not started
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English Learners, Professional development, Parent engagement

Pilot Classroom Dojo in targeted classrooms	Case Manager	Jan 9, 2017 to May 26, 2017	(Blank)	Not started
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MTSS, Intervention, Aligned resources

Gust facilitator provides professional development on Tier 2 and 3 interventions	Administration	Nov 21, 2016 to Jun 8, 2018	(Blank)	On-Track
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MTSS, Instructional Coaching, Intervention, Professional development

Gust facilitator builds Pinterest for strategies/supports for students	Administration	May 9, 2016 to Nov 30, 2016	(Blank)	On-Track
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MTSS, Intervention, Instructional practices, Aligned resources

Prioritize Tier 2 and 3 students for ASAS programming	Administration	Oct 3, 2016 to Jun 23, 2017	(Blank)	Behind
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MTSS, Intervention, Aligned resources, Enrichment

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Admin will meet with teachers to discuss, evaluate and select phonics curriculum Tags: Curriculum, Collaborative teachers, Curriculum, Phonic, Collaborative teachers	Administration	Jan 4, 2017	Jun 22, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Admin will purchase Eureka Math materials for all K-3 classrooms Tags: Curriculum, Collaborative teachers, Curriculum, Aligned resources, Math curriculum, Common core state standards	Administration	May 9, 2016	Jun 23, 2016	On-Track
+ Schedule PD for Eureka Math Tags: Curriculum, Collaborative teachers, Professional development, Aligned resources, Math curriculum	Administration	May 9, 2016	Jul 30, 2016	Not started
+ Continued PD during grade level time for RWUoS Tags: Curriculum, Collaborative teachers, Literacy/Reading, Instructional Coaching, Instructional practices, Curriculum, Professional development, Aligned resources, Grade level meetings	Administration	May 9, 2016	Dec 23, 2016	On-Track
+ Launch PD via Chicago Literacy Group for WWUoS Tags: Curriculum, Collaborative teachers, Instructional Coaching, Curriculum, Professional development, Aligned resources, Literacy, Writing, Grade level meetings	Administration	Jan 4, 2017	Jun 23, 2017	Not started
+ Evaluate the effectiveness of Benchmark Assessment System (BAS) and Leveled Literacy Intervention (LLI) for MTSS needs Tags: Curriculum, Collaborative teachers, MTSS, Literacy/Reading, Aligned resources, Survey, Instructional leadership team	ILT	May 9, 2016	Jul 1, 2016	Not started
+ Peer classroom observations for core curricula Tags: Curriculum, Collaborative teachers, Instructional Coaching, Instructional practices, Professional development, Aligned resources, Peer observation, Collaborative teachers	Administration	Oct 3, 2016	Jul 14, 2017	Not started
+ Monitoring lesson plans and grade level scope/sequence Tags: Curriculum, Collaborative teachers, Curriculum, Lesson planning, Scope and sequence, Collaborative teachers	Administration	Sep 19, 2016	Jun 15, 2018	Not started
+ Analysis of student tasks at grade level meetings Tags: Curriculum, Collaborative teachers, Assessment, Rigorous tasks, Grade level meetings, Collaborative teachers	Grade level teams	Nov 7, 2016	Jun 15, 2018	Not started
+ Grade level teams will create monthly newsletter for parents. Newsletter will describe learning objectives, upcoming assessments, curricular goals Tags: Curriculum, Collaborative teachers, Curriculum, Communication, Parent engagement, Grade level teams	Grade level teams	Sep 1, 2016	Jun 15, 2018	Not started
+ Continued professional development for Chicago Literacy Group in RUoS. Tags: Instruction, Instructional practices, Reach, Workshop model, Professional development, Aligned resources, Balanced literacy	Administration	Aug 22, 2016	Jan 6, 2017	On-Track
+ Launch professional development through Chicago Literacy Group for WUoS Tags: Instruction, Instructional practices, Reach, Workshop model, Professional development, Aligned resources, Balanced literacy	Administration	Jan 9, 2017	May 11, 2018	Not started
+ Professional development for PK on building workshop systems/ structures in a developmentally appropriate way Tags: Instruction, Instructional practices, Reach, Workshop model, Professional development, Aligned resources, Balanced literacy, Preschool	Administration	Aug 22, 2016	Jun 23, 2017	Not started
+ Professional development for Auxiliary team on establishing workshop systems/ structures within enrichment classes Tags: Instruction, Instructional practices, Reach, Workshop model, Professional development, Aligned resources, Enrichment, Instructional planning	Administration	Aug 22, 2016	Jun 23, 2017	Not started
+ Vertical peer observations using REACH 3A/3C rubric in non-evaluative setting Tags: Instruction, Instructional practices, Reach, Workshop model, Instructional Coaching, Reach, Observations	Teachers	Oct 10, 2016	May 25, 2018	Not started
+ Administrative coaching feedback focused on REACH domain components 3A/3C Tags: Instruction, Instructional practices, Reach, Workshop model, Instructional practices, Reach, Evaluation	Administration	Oct 10, 2016	May 25, 2018	Not started

District priority and action step	Responsible	Start	End	Status
+ Horizontal peer observations to gather ideas for mini-lesson presentations and/or conferring Tags: Instruction, Instructional practices, Reach, Workshop model, Instructional Coaching, Teacher Teams/Collaboration, Reach, Balanced literacy, Peer observation	Teachers	Oct 10, 2016	May 25, 2018	Behind
+ Teacher observations at other schools that implement workshop model Tags: Instruction, Instructional practices, Reach, Workshop model, Aligned resources, Peer observation	Administration	May 9, 2016	May 25, 2018	On-Track
+ Shedule explicit reflection/debrief time for peer observations Tags: Instruction, Instructional practices, Reach, Workshop model, Scheduling, Aligned resources, Reflection, Peer observation	Administration	Oct 10, 2016	May 25, 2018	Not started
+ Quarterly discussions of research-based pedagogy aligned with workshop models (ex: Supporting ELs in the Reading Workshop/ F&P Continuum of Literacy, Reading Strategies) Tags: Instruction, Instructional practices, Reach, Workshop model, ILT, Professional development, Professional text	ILT	Sep 12, 2016	May 25, 2018	Not started
+ Family engagement events that promote key ideas of workshop model Tags: Instruction, Instructional practices, Reach, Workshop model, Family and Community Engagement	PAC BAC	Aug 15, 2016	May 25, 2018	On-Track
+ Monthly SECA trainings on building student independence and/or best instructional practices to support diverse learner. Tags: Instruction, Instructional practices, Reach, Workshop model, Diverse Learners, Professional development, Aligned resources, Seca	Administration	Sep 5, 2016	Jun 22, 2018	Not started
+ Continued instructional coaching from Gust Foundation facilitator Tags: Instruction, Instructional practices, Reach, Workshop model, Diverse Learners, English Learners, Instructional Coaching, Instructional practices, Professional development, Aligned resources	Administration	May 9, 2016	May 25, 2018	On-Track
+ Co-teachers will continue to plan instructional accommodations and modifications Tags: Instruction, Instructional practices, Reach, Workshop model	Teachers	May 9, 2016	May 25, 2018	Not started
+ Heterogenous grouping in all classrooms PK-2 Tags: Curriculum, Rigorous tasks, Data driven instruction, Scheduling, Aligned resources	Teachers, admin	Jun 13, 2016	Sep 1, 2016	Not started
+ Schoolwide decision on continuation of gifted program Tags: Curriculum, Rigorous tasks, Data driven instruction, Scheduling, Aligned resources, Inclusion	Teachers, ESP, Admin, Parents	May 9, 2016	Jun 30, 2016	On-Track
+ Professional development around formative and summative tasks for RUoS, WUoS, Eureka Math Tags: Curriculum, Rigorous tasks, Data driven instruction, Curriculum, Rigorous tasks, Paraprofessionals, Seca	Administration	Aug 29, 2016	Jun 1, 2017	Not started
+ Analysis of student tasks at grade level meetings Tags: Curriculum, Rigorous tasks, Data driven instruction, MTSS, Rigorous tasks, Grade level meetings, Data driven instruction, Collaborative teachers	Administration, teachers	Sep 26, 2016	Jun 1, 2017	Not started
+ Develop a more uniform level of rigor both horizontally and vertically. Tags: Curriculum, Rigorous tasks, Data driven instruction, Rigorous tasks, Horizontally aligned, Vertical alignment, Collaborative teachers	Teachers	Oct 1, 2016	Sep 1, 2017	Not started
+ Accelerated teachers share more rigorous tasks to be implemented across grade level to challenge all students. Tags: Curriculum, Rigorous tasks, Data driven instruction, Differentiated instruction, Rigorous tasks, Collaborative teachers	Teachers	Oct 1, 2016	Jun 1, 2017	Not started
+ Reflection on pilot MTSS block Tags: MTSS, MTSS, Aligned resources, Grade level meetings, Teacher reflection	Grade Level Teams	May 23, 2016	Jun 3, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
+ Evaluate the effectiveness of Leveled Literacy Intervention (LLI) for MTSS needs Tags: MTSS, MTSS, Aligned resources, Assessments, Instructional leadership team	ILT	May 9, 2016	Jul 1, 2016	Not started
+ Create schoolwide intervention schedule K-3 Tags: MTSS, MTSS, Scheduling, Aligned resources	Administration	Jul 1, 2016	Sep 5, 2016	On-Track
+ Create MTSS referral protocol Tags: MTSS, MTSS, Diverse Learners, Pplc, Special education	Administration PPLC	May 16, 2016	Jul 1, 2016	Behind
+ Professional development for SECAs in supporting varying needs of students while building independence Tags: MTSS, MTSS, Professional development, Paraprofessionals	Administration	Jul 1, 2016	May 31, 2018	Not started
+ Send teacher teams to Gust professional development Tags: MTSS, Diverse Learners, English Learners, Instructional practices, Professional development	Administration	Aug 22, 2016	Jun 8, 2018	On-Track
+ Utilize Compass Learning in all classrooms Tags: MTSS, Aligned resources, 21st century skills	Tech Coordinator	May 16, 2016	Jun 29, 2018	On-Track
+ Provide more opportunities for parents and kids to share their artistic and musical talents at the school such as art shows, open mic nights or talent shows. Tags: MTSS, Family and Community Engagement	Administration PAC BAC	Oct 10, 2016	Jun 15, 2018	Behind
+ Provide orientation for families that are new to the country to connect with academic supports, enrichment opportunities and community resources Tags: MTSS, MTSS, English Learners, Family and Community Engagement	PAC BAC Administration	Nov 2, 2016	Jun 1, 2018	Not started
+ Professional development for staff focused on cultural sensitivity to better understand and serve our international families Tags: MTSS, English Learners, Professional development, Parent engagement	Administration	Aug 22, 2017	Jun 28, 2018	Not started
+ Pilot Classroom Dojo in targeted classrooms Tags: MTSS, MTSS, Intervention, Aligned resources	Case Manager	Jan 9, 2017	May 26, 2017	Not started
+ Gust facilitator provides professional development on Tier 2 and 3 interventions Tags: MTSS, MTSS, Instructional Coaching, Intervention, Professional development	Administration	Nov 21, 2016	Jun 8, 2018	On-Track
+ Gust facilitator builds Pinterest for strategies/supports for students Tags: MTSS, MTSS, Intervention, Instructional practices, Aligned resources	Administration	May 9, 2016	Nov 30, 2016	On-Track
+ Prioritize Tier 2 and 3 students for ASAS programming Tags: MTSS, MTSS, Intervention, Aligned resources, Enrichment	Administration	Oct 3, 2016	Jun 23, 2017	Behind

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 I/SW].

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

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

 Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Our joint development of the plan occurs at the beginning of the school year during our first two PAC meetings. We then conduct a community workshop in the first quarter of the school year, where we explain Title I policies, school-wide data results, and curriculum. We included parent feedback from stakeholders to add to our parent involvement plan and compact.

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 Title 1 Annual Meeting is scheduled for September 27, 2016. The Title 1 PAC Organizational Meeting is scheduled for October 5, 2016. The Annual Meeting will focus on necessary Title I documents and explanation of key policies. The Organizational Meeting will focus on explanation of Title I parent funds, PAC elections, explanation of Title I program/curriculum/school data.

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.

This will be accomplished during our yearly Title I PAC Organizational and feedback session in the first quarter of the school year. Included in this meeting will be grade level expectations and standardized assessment expectations. We will also have a meeting for all third grade parents so they understand CPS' promotion policy.

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.

Suggestions from parents can be brought to the principal, assistant principal, the office suggestion box, teachers, staff, LSC meetings, PAC meetings, BAC meetings, and "Coffee with the Principal" meetings. Alignment with school mission and feasibility will be determined after all have given input.

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

Parents will receive results on NWEA (beginning of year, middle of year, end of year), TRC/BAS (beginning of year, middle of year, end of year), ACCESS, and PARCC (whenever possible). Parents will also receive school-wide results, too. School will provide information to parents that explains each assessment.

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

All teachers are highly qualified at New Field. Letters are sent home to parents if, for whatever reason, a teacher is not highly qualified.

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.

During Open House in September, parent-teacher conferences, and specific needs based conferences, teachers will explain both the expectations and assessment results to parents. This will include how parents can support their child at home. There will be PAC and/or BAC meetings that focus on grade level expectations and assessments.

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

Parents will be able to participate in ESL and computer classes (at nearby library). Parents will also have access to computers and printer in the Parent Room. There will be PAC and/or BAC meetings that focus on support for literacy and math. Another PAC and/or BAC meeting will focus on options after New Field. Possibilities for other parent involvement opportunities include

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.

Monthly PAC and BAC meetings are promoted by staff and announced to the community. New Field staff will create a list of volunteer opportunities throughout the building. List will be sent out to parents and promoted by staff. Parents will be able to sign up for a variety of volunteer opportunities.

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.

Pre K parent meetings and Pre K parent workshops will encourage parent participation and increase parent capacity.

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.

Administration may meet with parent liaison(s) to discuss upcoming events and how to promote to all. All communication to parents is sent in English and Spanish with as much notice as possible. All meetings conducted in English and Spanish. Refugee parents will have translators during report card pick up. Parents may also come to the school and ask for assistance with language needs.

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.)

We challenge our students to achieve their highest potential.
We teach our students to communicate their learning in a variety of ways.
We commit to being respectful, responsible, and collaborative.
We develop independent, lifelong learners and socially responsible citizens.

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.

We will hold our Parent-Teacher Conferences in November and April. Parents will be informed of the event through our monthly calendar, website, Facebook, Twitter. Teachers will discuss grade level expectations, assessments, and students' social/emotional well-being.

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

Pre Kindergarten students will receive reports of how their child is doing with Teaching Strategies Gold report. Kindergarten parents will receive math and literacy snapshot. 1st-4th grade parents will receive mid-quarter progress reports. The school will also send out NWEA (beginning of year, middle of year, end of year) reports, TRC/BAS (beginning of year, middle of year, end of year) reports, ACCESS reports (when possible), PARCC (when possible). Parents will also be instructed how to access the Parent Portal.

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

Staff are usually available between 8:15am-8:45am and 3:45-4:00pm Monday through Friday to meet with parents. Other times may be during teacher preparation periods.

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

Parents will be provided opportunities to volunteer within the classroom and outside the classroom. All parents are invited to volunteer during the school day. Staff will create a list of volunteer opportunities and send out to parents to sign up. The school will attempt to bring an agency to the school that can provide fingerprint test.

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

Parents will be made aware of homework by the teacher. Parents will monitor homework and attendance. Parents can check student progress on the Parent Portal. Workshops will be provided for parents on ways to support their child's academic needs.

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

The principal and assistant principal are available daily with parents. Parents are invited to the LSC, PAC, BAC, and Coffee with Principal meetings to participate in decision-making regarding the education of their children. Parents can run for office of the LSC, PAC, and BAC.

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).

Parents and students are responsible for arriving to school on time every day with appropriate materials. They are expected to commit to being respectful, responsible, and collaborative in the classroom, in the hallways, in restrooms, and on the playground. Teachers and students will work together on developing academic and behavior goals. The school sends out the Parent Handbook to communicate expectations for students and parents. Students will receive recognition for perfect attendance and honor roll quarterly.

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.

PAC Title 1 Annual meeting: Basic information on Title I program, rules, regulations.
PAC Title I Organizational meeting: Curriculum, funding, expectations, data, elections.
BAC meeting: Basic information on BAC, data, elections.
Grade level expectations and explaining school-wide assessments meeting.
Options after New Field meeting
Social-Emotional Learning meeting.
Inclusion: Creating an environment to support all students
Helping your child with reading meeting.
Helping your child with math meeting.
State of the School meeting.
International Night: Celebrate diversity of New Field
International Day: Celebrate diversity of New Field
English as a Second Language Classes.
Computer classes for parents.
Pre K parent meetings

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

Account(s)	Description	Allocation			
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	<table border="1"> <tr> <td>\$</td> <td>300</td> <td>.00</td> </tr> </table>	\$	300	.00
\$	300	.00			
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	<table border="1"> <tr> <td>\$</td> <td>700</td> <td>.00</td> </tr> </table>	\$	700	.00
\$	700	.00			
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	<table border="1"> <tr> <td>\$</td> <td>1500</td> <td>.00</td> </tr> </table>	\$	1500	.00
\$	1500	.00			
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
53510	Postage Must be used for parent involvement programs only.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
53306	Software Must be educational and for parent use only.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	<table border="1"> <tr> <td>\$</td> <td>500</td> <td>.00</td> </tr> </table>	\$	500	.00
\$	500	.00			