Wilma Rudolph Elementary Learning Center (/school-plans/377) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
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Ann Reider	Teacher (G 1,2,3)	amreider@cps.edu	No Access
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Carla Daniel	ESP/SECA	cmdaniel@cps.edu	No Access
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Anna Waldron	Enrichment Teacher (Art)	afwaldron@cps.edu	No Access

Team meetings

Date	Participants	Topic

04/27/2016	Kathryn Freely, Holly Dacres, Anna Waldron, Bridget Price, Stephanie Hill, Annie Reider, Elizabeth Reed, Kimberly Baratta, Michelle Hernandez, Carla Daniel, Karina Shimkos, Bridget Kraft	Reviewed evidence of SEF and assigned ratings
05/03/2016	Adrian DeLeon	Meeting to Discuss CIWP progress and data points
05/02/2016	Kathryn Freely, Holly Dacres, Anna Waldron, Bridget Price, Stephanie Hill, Annie Reider, Elizabeth Reed, Kimberly Baratta, Michelle Hernandez, Carla Daniel, Karina Shimkos, Bridget Kraft	Reviewed Areas of focus and priorities
05/04/2016	Lesby Ortega, Jon Medina, Gricel Esquivel, Rosa Limon, Roberto Anzono, Maricela Carbajal, Erika Mendoza, Diana Aguilar	Reviewed Parent Components of CIWP
05/04/2016	Holly Dacres, Katie Freely, Elizabeth Reed, Annie Reider, Michelle Hernandez, Carla Daniels, Bridget Price, Karina Shimkos	Reviewed CIWP Numerical Data Talking Points
05/03/2016	Holly Dacres, Elizabeth Reed	Planned Agenda for Parent CIWP Meeting
05/05/2016	Holly Dacres, Elizabeth Reed	Updated Parent Components of CIWP
05/06/2016	Holly Dacres, Karina Shimkos	Meeting to Review Strategies and Actin Plan
05/05/2016	Stephanie Hill, Karina Shimkos, Katie Freely, Chelsey Gallegos, Annie Reider, Kim Barata, Michell Hernandez	Meeting to compose on Strategies and Actions
05/09/2016	Holly Dacres, Rosario Calderon	Meeting to complete parent fund compliance and budget

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

> Rudolph has a mission and vision statement.
> Based on 5 Essentials Survey, staff reported knowing of the shared mission and vision of the school with 100% agreement.
> Most staff and classroom work towards a shared vision of promoting maximum independence in students.
> School has brochure, website, twitter, and Facebook page to promote school mission and vision.
> Classrooms pretty evenly offer to work on special events, with most classrooms participating in these special events.
>
> Currently the teachers are 40% Proficient and 60% Distinguished for Domain 4a in the CPS Framework for Teaching
> Domain 4d & 4e will be finalized June 17th and available for review.
>
> Next steps updated and clear information (mission/vision and re-branding).

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.

- Capitalize on the leadership skills of others.
- Constantly listen and synthesize what is heard, and learn from all sources.
  - **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
  - **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
  - **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   3   4

> ILT does not have regular meetings/agendas/rhythms.
> There have been total of 4 ILT meetings YTD (meeting were to work on CIWP) with no effective ILT leadership rubric.
> PPLC discusses same topics as the ILT, however this year there has not been any scheduled meetings.
> There has been on-going leadership transition throughout the year.
>
> Currently the teachers are 40% Proficient and 60% Distinguished for Domain 4a in the CPS Framework for Teaching
> Domain 4d & 4e will be finalized June 17th and available for review.
>
> Next Steps- Establish SY 16-17 meeting and rhythm plans and ILT Rubric

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:

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

Score

1 **2** 3 4

> Professional Development Days frequently do not offer professional learning opportunities.
> PD committee in place, surveys were taken in SY14-15 to get preference list of potential PD opportunities to implement in SY15-16.
> There is a budget for professional learning and PD days, a schedule was attempted, but no follow through.
> Teachers are encouraged to pursue outside professional development opportunities.
> New ideas for professional development need to be shared throughout the school.
> Many professional development, ie conferences, in the area of special education do not apply to our population or need to be significantly modified.
> Ideas and information is shared casually during team meetings or during preps.
> There has been 1 all staff training by Tuesday's Child on social emotional learning.
> 2 staff members are fully trained on the PECs system.
> All staff completed STLS program and Mandated Reporter trainings.
> Teachers and related services participate in monthly team meetings where ideas and goals are shared and improved upon.
> Staff have had 7 (per classroom) of team meetings during lunch periods for a total of 63.
> Teachers have 7-45 minute preps. No Common Planning Time.
>
> Currently the teachers are 40% Proficient and 60 % Distinguished for Domain A in the CPS Framework for Teaching
> Domain 4d & 4e will be finalized June 17th and available for review.
>
> Next steps- ensure SECA's are including in all trainings

Guide for Professional Learning

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

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 **2** 3 4

-There is no push-back when assigning one on one paraprofessionals (when necessary)
-Teachers are allowed and trusted to perform a needs assessment of their own programs to spend funds that will enhance or supplement learning environments or lessons.
-Yearly bell schedule is voted on by the teachers as well as flex days and paperwork/plan is submitted in May to the office for implementation in the next school year.
- New teacher retention impacted by budget cuts and lack of continuing education and mentoring for new teachers.
-Teachers create their lesson schedule within the framework of the bell schedule and implement lessons/activities at a time that is most effective and meaningful for their groups of students or individual students.
-Our school teacher and paraprofessional retention rate is high.
-Classroom schedules are created in collaboration with related service personnel (OT, PT, Speech, Vision, Social Work, Bilingual) and with specials (Art, PE, and Music therapy).
Each classroom was allocated budget of $1200-$1700. PE was given an additional $5000.00 to spend on equipment. Monthly special events are held and music is provided twice weekly to classes. Funds were allocated to maintain and update wiggle and sensory room that 100% of students in attendance use.

Currently the teachers are 40% Proficient and 60% Distinguished for Domain 4a in the CPS Framework for Teaching
Domain 4e will be finalized June 17th and available for review.

Next steps- Ensure follow-though and staff buy in

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:

Score

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.

1   **2**   3   4

-Unique Curriculum
-Curriculum, topics, and approaches vary from classroom to classroom
-Could benefit from a greater focus on Life Skills
-Should have more visuals throughout the building for communication
-Curriculum modified to address each students' individual needs within the classroom.
-One Book One Rudolph supplements the curriculum
- Special Events supplement the curriculum
-pre-k language/literacy based thematic curriculum.
- Bilingual Teacher provides push in support to K-5 classrooms.
-Need for standardized task analysis for skills, and developmental scope and sequence
-Functional life skills (dressing, toileting, hand washing, mobility/transitioning, community skills, feeding, and communicating wants/needs) need to be a maintained when transitioned or promoted from program to program.
-School based social skills program needed.
All 97 (number of students) have IEP's written with 4-7 goals around SEL,ELA, Math, Science and Social Studies, Independent Functioning, and related services. Funding allocated for yearly subscription for Unique Curriculum and News2U for grades K-5 (7 classrooms). $4500 was allocated to enhance bilingual program for _____students. A Minimum of $1200 was provided for 8 classrooms to participate in 3 community based instruction and/or curricular enrichment activities providing experiences with age appropriate to peers.

Currently the teachers are 50% Proficient and 50% Distinguished for Domain 1a in the CPS Framework for Teaching
Currently the teachers are 70% Proficient and 30% Distinguished for Domain 1d in the CPS Framework for Teaching
Currently the teachers are 5% Unsatisfactory, 5% Basic, 50% Proficient and 40% Distinguished for Domain 3a in the CPS Framework for Teaching
Currently the teachers are 5% Basic, 57% Proficient and 38% Distinguished for Domain 3c in the CPS Framework for Teaching

Next Steps- Write our own school curriculum- vertically and horizontally aligned uniform to school

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Instructional Materials:

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

Score

1   2   3   **4**

-teacher generated materials (pictures, books, and sensory based learning manipulatives) created to meet individual student needs..
- Differentiation within lesson activities is embedded within lesson plan as well as description of varied materials.
-IEP at a glance within student portfolio highlights individual student needs and differentiation within classrooms.
- Sub folders are available within classroom that provide real time information on student needs, differentiation, and classroom structure/routine.
Teacher resource room accessible for all staff, provides staff access to curriculum based materials at a variety of skill levels and a space to generate differentiated materials.
Teachers have access to technology that helps supplement/differentiate lessons and enhance previously taught material (iPads, Mimio stick, Wii, Playstation, Computers, DVD, Augmentative Assistive Technology, iPod and wireless speakers, Boardmaker, Symbol Stix, variety of education related websites and apps).
Teacher resource room accessible for all staff, provides staff access to curriculum based materials at a variety of skill levels and a space to generate differentiated materials
Each classroom was allocated budget of $1200-$1700 to purchase age and grade appropriate materials to supplement activities within the Unique Curriculum and materials associated with cultural special events that enhance units and lessons. Funds were also used to enhance learning environments by purchasing and creating sensory materials, task bins and individualized sensory bins for students.

Currently the teachers are 50% Proficient and 50% Distinguished for Domain 1a in the CPS Framework for Teaching
Currently the teachers are 40% Proficient and 60% Distinguished for Domain 1b in the CPS Framework for Teaching
Currently the teachers are 50% Proficient and 50% Distinguished for Domain 1c in the CPS Framework for Teaching
Currently the teachers are 70% Proficient and 30% Distinguished for Domain 1d in the CPS Framework for Teaching

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
    - **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
        - Students make choices about instructional materials as part of learning.
        - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
        - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

-Difficult to keep all students engaged at once
-Through group lessons, each student is expected to perform at their level after material is presented to the highest level student and modified throughout the lesson.
-IEP benchmarks are monitored regularly
- IEP Goals are meaningful and appropriate for each student
-Students are often grouped according to academic/developmental/behavioral level
-Students have portfolios with evidence of student growth. Portfolio contains artifacts, photos and assessments that provide data snapshots throughout the year and is used to help drive instruction. Teachers review portfolios at the beginning of the year, quarterly and then finalize/archive portfolios at the end of the year.
-Teachers assess all students pre-post- break to determine if there was any regression of IEP benchmarks or other social and life skills.
-Progress monitoring is conducted on a scheduled basis reflective of timeline established in individual student's IEP (weekly, monthly, quarterly).
-Authentic student work displayed on classroom bulletin boards and on the walls outside classrooms.

Currently the teachers are 70% Proficient and 30% Distinguished for Domain 1d in the CPS Framework for Teaching
Currently the teachers are 4.76% Basic, 47.62% Proficient and 47.62% Distinguished for Domain 2b in the CPS Framework for Teaching
Currently the teachers are 19% Basic, 38% Proficient and 43% Distinguished for Domain 3b in the CPS Framework for Teaching
Currently the teachers are 5% Basic, 57% Proficient and 38% Distinguished for Domain 3c in the CPS Framework for Teaching

Next Steps- include more peer observations and class walkthroughs
Annual IEPs/3 year re-evaluations are held for 97 students to evaluate student progress and create individualized goals and plans. IEPs specify the evaluation timeline for collecting/measuring student performance towards IEP benchmarks for 97 students with Individualized Education Plans. IEP Quarterly report cards are generated for 100% of students with IEPs. Gradebook report cards are generated quarterly for 100% of K-5th students. Individual student performance is recorded in 100% of quarterly report cards for students.

Guide for Rigorous Student Tasks

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

- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
- Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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)

-Parents taken on school visits because of concerns of placement after Rudolph
-Parents are concerned with how their child will be treated (by staff and peers) in a less restricted environment
-Majority of staff is unfamiliar with transition process & parents rights within the process
-Community based resource fair provided to inform parents and families of community based resources.
-Need for increased communication with parents and feeder schools related to long term planning for students with disabilities (residential, sheltered workshop, types of school based programs).
-Parent and student community based education needed to inform families of current and future community based opportunities.
-9 parent meetings were held with Tuesday's Child to discuss issues around student behavior, parent advocacy and student attendance. -100% of students with IEPs transition to next classroom/teacher with teacher generated student portfolio.
-100% of students with IEPs transfer to new setting with teacher generated student portfolio.

Currently the teachers are 4.76% Basic, 47.62% Proficient and 47.62% Distinguished for Domain 2b in the CPS Framework for Teaching

Next step- creating a transition process with input of parent

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching   3 of 3 complete

Instruction:
                                                                                                                          Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by

carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

-Approaches to learning and behavior vary from classroom to classroom
-Sensory needs well addressed
-SECA's not formally trained in academics or behavior.
-Could use a better focus on life skills. Professional developments and training in the area of life skills would be of value
-Curriculum is a combination of Unique, IEP Goals (designed from essential elements of CCSS), Special Topics (cultural or seasonal) developmental and social skills, but there is not a defined formula or weight to each area or how much time in a day is spent on each area.
-Pre-K curriculum is language/literacy based thematic units.
-Creation of a developmental skills/task analysis based curriculum needed.

-Grade level or neighbor classrooms collaborate on lesson/topic ideas and either generate a weekly, monthly or yearly plan for unit plans.
-teachers possess various skills and many are experts in various areas of special education (communication, autism, severe and profound intellectual disability)
100% of teachers grades K-5 utilize the UNIQUE curriculum 11 of 13 teachers are tenured and on the bi-annual evaluation RLS plan. 5 staff members are Nationally Board Certified.

Currently the teachers are 5% Unsatisfactory, 5% Basic, 50% Proficient and 40% Distinguished for Domain 3a in the CPS Framework for Teaching
Currently the teachers are 19% Basic, 38% Proficient and 43% Distinguished for Domain 3b in the CPS Framework for Teaching
Currently the teachers are 5% Basic, 57% Proficient and 38% Distinguished for Domain 3c in the CPS Framework for Teaching
Currently the teachers are 5% Unsatisfactory, 90% Proficient and 5% Distinguished for Domain 3d in the CPS Framework for Teaching
Currently the teachers are 5% Basic, 9% Proficient and 86% Distinguished for Domain 3e in the CPS Framework for Teaching

Next steps- Work needs to be done to create consistency between groups of students and programs relating to instructional techniques. Additionally, work needs to be done to re-establish a peer mentoring system and grade/group level team meetings.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

-We are the Most Restrictive Environment
-All students are enrolled at our school in tier 3 level of support and goals or objectives are designed on an individual basis, encouraging mastery of skills as independently as possible.
-Each student has an individualized educational plan and individualized data collection methods that are based on the skill or objective that is being focused on that best shows strengths or areas of concentration.
-
-Many unexcused absences. (need clearer absence policy for parents - dr notes, therapy schedules, parent notes).
-Repetitive attendance practices (book, gradebook, paper) with no clear policy about calling parents.
-Parents unaware or don't value attendance policy.
-Repetitive attendance practices do not result in home follow-ups for short term or extended absences.

-Students on prolonged absences without being enrolled in HHIP are not dropped resulting in impact on school attendance rates. Nothing universal at this time,

IEPs specify the evaluation timeline for collecting/measuring student performance towards IEP benchmarks for 97 students with Individualized Education Plans. 100% of teachers take daily anecdotal records.

Currently the teachers are 50% Proficient and 50% Distinguished for Domain 1a in the CPS Framework for Teaching
Currently the teachers are 40% Proficient and 60% Distinguished for Domain 1b in the CPS Framework for Teaching
Currently the teachers are 70% Proficient and 30% Distinguished for Domain 1d in the CPS Framework for Teaching
Currently the teachers are 4.76%Basic, 47.62% Proficient and 47.62% Distinguished for Domain 2b in the CPS Framework for Teaching
Currently the teachers are 5% Unsatisfactory, 90% Proficient and 5% Distinguished for Domain 3d in the CPS Framework for Teaching
Currently the teachers are 5% Basic, 9% Proficient and 86% Distinguished for Domain 3e in the CPS Framework for Teaching
Domain 4b will be finalized June 17th and available for review.

Next Steps- we would like to create a variety of evidence based systems as a glossary of interventions and provide professional development for each strategy.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic**

absenteeism. (On Track)
- Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
  - **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
    - Monitor students requiring and receiving targeted and intensive instruction/interventions.
    - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
    - Determine appropriate interventions for students or groups of students not making adequate progress.
    - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

-Grades are based on IEP data
-IEP Binders
--Student progress reports on IEP benchmarks and growth are generated quarterly and annual reports/developmental
assessments are generated yearly and/or every 3 years. Data is archived in IMPACT
- Students participate in DASH, SANDI, REACH and DLM in addition to IEP benchmarking. Teachers cannot use data collected
from most of these assessments to drive instruction.
- Anecdotal notes, progress monitoring and task analysis used to assess and monitor student progress.
Student progress monitoring is completed based on evaluation criteria identified within student's individualized education plan.
According to 5 Essentials Survey, 60% of teachers said that they have only used data once to drive decision making. 100%
teachers in grade K- 2 administer the SANDI assessment. 100% teachers in grade 3-5 administer the DLM assessment. 12 out of
13 teachers create and administer significantly modified REACH Performance Tasks. 100% of PreK teachers instructing children
with IEP administer the DASH III. 100% of students with IEPs participate in a teacher created and significantly modified grading
system.

Currently the teachers are 50% Proficient and 50% Distinguished for Domain 1c in the CPS Framework for Teaching
Currently the teachers are % Proficient and % Distinguished for Domain 1e in the CPS Framework for Teaching
Currently the teachers are 5% Unsatisfactory, 90% Proficient and 5% Distinguished for Domain 3d in the CPS Framework for
Teaching
Currently the teachers are 40% Proficient and 60% Distinguished for Domain 4a in the CPS Framework for Teaching
Domain 4b will be finalized June 17th and available for review.

Next steps- Create our own assessment based on our own curriculum

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

Culture for Learning:

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

Score

1 2 **3** 4

> Student work hung in hallways
> High energy work environment
> Staff celebrates small steps taken by students in a big way
> Staff is very knowledgeable of developmental milestones
> No unified approaches to behavior or academics from classroom to classroom
> Work done for students can be enabling learned helplessness at times
> Some staff teach social emotional skills and model positive social interactions
> School culture should have greater emphasis on peer interaction and social
> Independence is stressed for each student
> IEP goals set high expectations and are meaningful to each student
> IEP benchmarks are monitored weekly
> Child centered classroom learning environments, materials accessible by students.
> Team meetings provide an opportunity to for all members to invest in student learning
> Student work reflects ability levels (i.e. displayed using high contrasting colors for students with visual impairments, and materials that are easily utilized)
> Work is often differentiated for each student.
> Standards for academic achievement varies from student to student
> "Staff attendance rate _____
> Student attendance rate _____
> Teachers daily collect 3 forms of students attendance (daily attendance sheet,SIM and teacher attendance log/book)
> All specified services/therapy on students' IEPs are provided utilizing an integrative model (OT, PT, SLP, Vision, Nursing, Deaf/HH, O&M, Social Work, Psychologist, Audiology)
> 100% students that require behavioral intervention plans on the IEP are provided to support, monitor and decrease inappropriate behavior(s)."
>
> Currently the teachers are 4.76%Basic, 47.62% Proficient and 47.62% Distinguished for Domain 2b in the CPS Framework for Teaching

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

-majority of staff is very friendly and know each other well
-SECA's (majority) are very supportive of one another
-Staff is in love with students
-extra-nurturing
-Parents feel supported
-Difference of opinions often cause friction between teachers and support staff
-parents are allowed more power than appropriate (access to building, roaming the halls)
-This year has been difficult with changes in clinical staff and administration. Trust is not as strong as in the past.
- Consultation between related service and teachers occurs on a regular basis
- Classroom teams discuss information that is gathered between related service
- Classroom teams collaborate in regards to student behaviors and progress through student observations
-Monthly classroom team meetings to collaborate (teacher, speech, ot, pt, social worker, vision).
-Strong school to home communication (journals, emails, phone calls, and letters)
-Staff Development social events to build positive school based community (souper bowl, trivia, and all staff scavenger hunt.)
-new principal
100% of school staff are invited to participate in school-wide team building activities throughout the school year. There were 3 changes in building administration during the 2015-2016 school year due to new principal selection process. School LSC engaged in 2 rounds of the principal selection process. Due to first round budget cuts, school lost 4 SECA positions and 3 teacher positions.

Currently the teachers are 40% Proficient and 60% Distinguished for Domain 1b in the CPS Framework for Teaching
Currently the teachers are 29% Proficient and 71% Distinguished for Domain 2a in the CPS Framework for Teaching

Next Steps- decrease staff turn over in all areas- and ensure "capturing" transfer or knowledge and

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   3   **4**

-students are happy
-special events
-Parent meetings
-Teachers generally respect students' feelings and offer choices
-students take a variety of field trips
- lessons are hands-on and appropriate for students' cognitive and physical abilities
- IEP goals are student driven (take strengths, interests into consideration when developing)
-school is very child friendly (Materials are accessible, bright/colorful decorations, accessible playground, wiggle room, sensory room)
- teachers and classroom staff narrate and discuss student behavior and actions throughout the school day which validates students engagement and success
-many classrooms use visuals to help students communicate feelings/wants/needs etc
-cubs care program offers students opportunities to engage with other students from a variety of schools while participating in recreational activities.
- classroom curricular focus on student communication through the use of low technology devices, pictures, PODDS, switches, facial expressions, bodily movements, and augmentative communication devices.
-collaboration with Hope Learning Center to expose student to their peers
Monthly special events are held for 100% of students in attendance. Music therapy/ music enrichment is provided for 100% of students in attendance. 8 classrooms participate in 3 community based instruction and/or curricular enrichment activities providing experiences with age appropriate to peers.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ 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:

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

Score

1   2   **3**   4

> Backdoor Key Fob
> FIMS Entries/updated and completion of safety drills
> -Students respected
> -all staff familiar with positioning and lifting
> -students are loved
> -lack of staff involvement at recess
> -All staff assist during drills
> -security guard
> - all doors lock from the inside?
> - staff are nurturing and caring during times of emotional stress
> - teachers consult with nurses to ensure each students well being
> -some staff do not always sit or stand in a way that they can see students clearly (for example, sitting at a table facing away from students)
> -Students used to arrive at 7:45, often times children will walk into an unattended room. Staff/Bus aides who walk them into the room do not always check to see if there is anyone in the room. With children who have such high medical needs this is dangerous. Often nurses are not yet in the building around 7:35 as they are on the busses.
> - Safety drills are conducted throughout the year. Classrooms have all appropriate documentation posted (fire drill exits, fire drill procedures, emergency codes, emergency procedures).
> -All classrooms are equipped with operating emergency call buttons that are direct lines to the office for emergency responses (nursing).
> -School wide operating PA system to announce emergency codes.
> 0 of the 6 required safety drills were completed. As of May 1st, there is a 50% completion rate for required safety drills. One security guard is assigned to the school. 100% of students in attendance that require nursing services have specified emergency medical action plans documented in students' IEPs.
>
> Currently the teachers are 29% Proficient and 71% Distinguished for Domain 2a in the CPS Framework for Teaching
> Currently the teachers are 5% Basic, 57% Proficient and 38% Distinguished for Domain 2c in the CPS Framework for Teaching
> Currently the teachers are 66.67% Proficient and 33.33% Distinguished for Domain 2d in the CPS Framework for Teaching
>
> Next steps- having an understanding of drills and guest passes and scheduled meetings or visits

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

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.

-Tuesday's Child was a great opportunity for behavior refresher
-No unified method of behavior management across the school
-Teachers and SECA's should be offered professional developments in regards to best practice in regards to behavior management
-Many classrooms have home-school journals or communication books.
- behaviors are observed and data is collected to determine patterns and the best approach to minimizing dangerous behaviors
- A variety of behavior modification is utilized throughout the school to meet the individual student needs. (Positive reinforcement, extinguishing, redirection, TEACH, and First/then)
- Behavior Intervention Plans (BIP) are generated and included in student's Individual Education Plans to identify specific behavior interventions as needed.
- Classroom staff consult with social worker to strategize appropriate behavioral interventions
- Classroom teams meet monthly and discuss behavior strategies so that all individuals working with a child are on the same page.

Currently the teachers are 29% Proficient and 71% Distinguished for Domain 2a in the CPS Framework for Teaching
Currently the teachers are 66.67% Proficient and 33.33% Distinguished for Domain 2d in the CPS Framework for Teaching
Domain 4c will be finalized June 17th and available for review.

Next- Steps uniform discipline protocols for all to use (including SECAs) that are evidenced based
The school has had 0 student suspensions or expulsions during the 2015-2016 school year. 100% students that require behavioral intervention plans on the IEP are provided to support, monitor and decrease inappropriate behavior(s). 100% of students and staff adhere to the CPS SCC.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.

- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
    - Ensure classroom instruction continues when problem behavior occurs.
    - Prefer responses that do not remove students from regular instructional setting or after school activities.
    - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
    - Support teachers to engage in restorative conversations or respond to behavior incidents.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
    - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
        - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
        - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
        - Designate space and consistent staff to support implementation of ISS.
    - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1   2   **3**   4

-Parents are allowed to enter the building and wander the hallways whenever they feel
-Parents are not required to make appointments to speak with staff
-The same few parents are the only ones involved
-Enrollment meetings provide new parents a chance to get to know staff and discuss concerns and answer questions regarding their children.
- home/school communication books are used for some students
- augmentative and alternative communication (AAC) devices are utilized as a method of communication between students, staff and family
-parents are not held accountable to turn in doctors notes/documentation as to why students are absent for long periods of time. Sometimes we tell parents "Your child cannot return to school/ride the bus until they have a doctor's note (because of ab&c) student will return the next day and Admin/Nursing staff have not followed up about the doctor's visit.
-Monthly parent meeting offer professional development based on parent interest.
-Parent volunteers for special events and school based field trips.
-Community based Resource fair
- Parent/Family Appreciation Breakfast
-Parent Facebook page
-School website, twitter, and newsletter.
Tuesday's Child held 9 meetings to support parents with their child with special needs. All parents of students in attendance are provided with flyers, monthly calendars and newsletters.
When robo calls are scheduled, 40 parents are emailed as well

Currently the teachers are 5% Basic, 57% Proficient and 38% Distinguished for Domain 2c in the CPS Framework for Teaching Domain 4c will be finalized June 17th and available for review.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in**

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
1	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 **2** 3 4 5 ⊘
1	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**

		Rating
2	Expectations for depth & breadth of Quality Teaching: Instruction	[**1**] 2 3 4 5 Ø
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 [**Ø**]
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 [**3**] 4 5 Ø
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 [**5**] Ø
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 [**Ø**]
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 [**Ø**]
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 [**Ø**]
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 [**4**] 5 Ø
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 [**Ø**]
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 [**Ø**]
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 [**Ø**]
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 [**Ø**]

Goals

Required metrics (Elementary)	2 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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)*	*(Blank)*	*(Blank)*

Diverse Learner Growth Percentile - Math

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

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

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

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

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

National School Attainment Percentile - Reading (Grade 2)

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

National School Attainment Percentile - Math (Grade 2)

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Average Daily Attendance Rate

Not applicable at this time	82.90	85.70	0.00	0.00

My Voice, My School 5 Essentials Survey

See custom metrics	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   4 of 4 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Parent Response of MSMV Survey				
Minimum 50% Participation by parents to complete the survey used for necessary data feedback for continuous improvement.	*(Blank)*	50.00	53.00	56.00
Staff Response of MSMV Survey				
All staff will complete the survey used for necessary data feedback for the CIWP process.	62.50	100.00	100.00	100.00

Staff Attendance				
Increase attendance will result from Relation Trust and ILT leadership and will lead to an increase of student achievement (academic and SEL)	*(Blank)*	89.83	90.00	92.00
Student Growth				
All Students will have a designated individualized functional communication system which will help increase academic and social emotional participation and independence	*(Blank)*	*(Blank)*	75.00	100.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Complete tasks to achieve an agreement in role relationships of all stakeholders in terms of the understanding of personal or professional obligations and expectations of others.	enhanced knowledge of the schools expectations, rules and regulations	100% of the staff and parents having access to school information and protocols, resulting in increased knowledge of school functions, increased trust in all school decisions and social respect that comes from social discourse that take place across the school community. This will be evidenced by a minimum 50% participation by parents to complete the MSMV and 100% staff completion of MSMV survey. An increase of staff attendance up to 92% will improve effectiveness of ILT and the relational trust. Trending in at least proficient in Domain 4 (a true growth number can be added after Domain 4c has been finalized June 17th.

Tags:
Climate and Culture, Vision, Accountability, Collective responsibility, Mission

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Design a universal staff and parent handbook (before the school year begins) of rules, roles and responsibilities designed around new mission and vision for the school	ILT	Aug 1, 2016 to Sep 30, 2016	Two handbooks	Completed

Communication, Vision, Accountability, Protocols, Mission

Increase use of media by updating websites at monthly, weekly staff newsletters and monthly parent newsletters starting in August.	teachers, related services, administration	Aug 1, 2016 to Jul 31, 2017	website, dated newsletters	On-Track

Communication, Parent engagement, Social media

Create a calendar of monthly staff and parent meetings to discuss school related issues or school initiatives before school begins.	ILT, parent committee	Jul 1, 2016 to Sep 6, 2016	shared calendar	On-Track

Professional development, Parental involvement, Accountability, Calendar

Strategy 2

If we do...	...then we see...	...which leads to...
Create a developmental scope and sequence curriculum which includes social emotional, functional life skills, functional academics, bilingual/EL, sensory and behavioral strategies	cohesive content being taught, clearer instructional focus, increased staff knowledge of development and developmentally appropriate student groupings	increased opportunities for students to develop and maintain skills and an improved instructional delivery of curriculum with 100% of teachers implementing a uniform curriculum driven by Common Core and Bilingual Standards and offering community based learning to all students along with all RSPs. Evidence of this will be 75-100% of students will have a designated individualized functional communication system which will help increase academic and social emotional participation and independence.

Teachers will move from Basic to at least Proficient in Domain 3c resulting in a 5% increase in Proficient or Distinguished. |

Tags:
MTSS, Curriculum Design, Bilingual, Instruction, Differentatied instruction, Common core, Scope and sequence, El learners

Area(s) of focus:
2, 4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create a developmentally appropriate task analysis for social emotional, functional life skills, functional academics, bilingual/EL, sensory and behavioral strategies focused curriculum by the end of the 2016-2017 school year.	ILT	Jul 1, 2016 to Jun 30, 2017	Students are in correct classrooms and changes are made accordingly at semester if needed based on IEP's and student data collection assessing goals/skills formally/informally once a week (as written in IEP's)	On-Track

Curriculum Design, Differentiated instruction, Benchmark progress monitoring, Curriculum map

All staff participate in 5 professional developments on life skills (feeding, communication, toileting, dressing/undressing, mobility, social skills and community based learning) one at the beginning of the school year and one per quarter.	ILT, Professional development committee	Jul 1, 2016 to Jun 1, 2017	PD Calendar, Learning Hub attendance, Reach Professional Practices, Sign-in sheets, ESP evaluations	On-Track

Professional development, Best practice, High quality instruction/professional development

Designing electronic portfolio (before the school year begins) to track individual student progress towards milestones of the curriculum and revise grading/data collection protocols. Review portfolio collection process quarterly.	All stakeholders (Teachers, ESPs, RSPs, Nurses)	Jul 1, 2016 to Aug 31, 2016	Googlepalooza Attendance, Framework Fest Attendance, Timestamp progress monitoring	Not started

MTSS, Progress monitoring, Iep, Iep goals, Portfolio, Lre 3

Research, trial and reflect upon assessment tools that best address the individual needs of the students and then implement a school-wide assessment system that monitors individual student growth	ILT	Jun 30, 2016 to Jun 30, 2018	Professional Development, team meetings, timestamps of progress, assessment database to compare.	On-Track

Assessment, Formative assessment, Aligned assessments, Skills assessment, Schoolwide assessment, Designing assessments, Summative assessment, Assessment data, Common asssessments

Strategy 3

If we do...	...then we see...	...which leads to...
Create a uniform transition template highlighting key details about students that would be in place from enrollment, between classes/grades and upon transitioning from our building to another educational environment	Increased demonstration of knowledge of students and shared responsibility in selecting instructional outcomes	A decrease in time (by the end of September) for getting to know the student at the beginning of the year, smoother transitions from year to year, improved student learning (based on student population, it is difficult to quantify with numerical data because learning is individualized for each student based on his/her IEP goals), and increased parent involvement to 50% of students enrolled (attendance at parent meeting, chaperoning field trips, volunteering for special events and report card pick-up attendance, as compared to attendance from previous years).
		Moving towards a 5% increase to Distinguished in Domain 1b.

Tags:
Parent involvement, Transitions, Home to prek, Home to school

Area(s) of focus:
3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create universal templates before the school year begins (IEP at a glance, student preference, assessment, all about me) to assist with students' transitions to new classes and/or schools. Revise yearly based on staff and parent feedback.	parents teachers related services	Jul 1, 2016 to Sep 9, 2016	templates on drive, use of evidence in portfolio	On-Track

Communication, Planning, Iep, Data analysis

Have a new parents orientation meeting on an on-going enrollment basis, as well as an exiting parent orientation meeting at the end of the school year or as needed to ensure parent comprehension of transitions into and out Rudolph.	case manager teachers related services	Jul 1, 2016 to Sep 9, 2016	Welcome to Rudolph Packet, Transition Packet and Check-list	On-Track

Parental involvement, Transition, Community partnerships

		Jul 30, 2016 to Jun 30, 2018			
Create a monthly social story to build a library for parents and students that highlight significant changes in students educational environments (going to school for the first time, going to a new school, welcome to Rudolph) to start the process of creating an adaptive and significantly modified library grade level/developmentally appropriate. Revise yearly based on staff and parent feedback.	ILT, teachers, parents		books, physical library space, digital copies on website	Not started	

Technology, Curriculum, Differentatied instruction, Parental involvement, Common core, Library, Behavior, Best practice, Community partnerships

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Design a universal staff and parent handbook (before the school year begins) of rules, roles and responsibilities designed around new mission and vision for the school Tags: Climate and Culture, Vision, Accountability, Collective responsibility, Mission, Communication, Vision, Accountability, Protocols, Mission	ILT	Aug 1, 2016	Sep 30, 2016	Completed
✚ Increase use of media by updating websites at monthly, weekly staff newsletters and monthly parent newsletters starting in August. Tags: Climate and Culture, Vision, Accountability, Collective responsibility, Mission, Communication, Parent engagement, Social media	teachers, related services, administration	Aug 1, 2016	Jul 31, 2017	On-Track
✚ Create a calendar of monthly staff and parent meetings to discuss school related issues or school initiatives before school begins. Tags: Climate and Culture, Vision, Accountability, Collective responsibility, Mission, Professional development, Parental involvement, Accountability, Calendar	ILT, parent committee	Jul 1, 2016	Sep 6, 2016	On-Track
✚ Create a developmentally appropriate task analysis for social emotional, functional life skills, functional academics, bilingual/EL, sensory and behavioral strategies focused curriculum by the end of the 2016-2017 school year. Tags: MTSS, Curriculum Design, Bilingual, Instruction, Differentatied instruction, Common core, Scope and sequence, El learners, Curriculum Design, Differentiated instruction, Benchmark progress monitoring, Curriculum map	ILT	Jul 1, 2016	Jun 30, 2017	On-Track
✚ All staff participate in 5 professional developments on life skills (feeding, communication, toileting, dressing/undressing, mobility, social skills and community based learning) one at the beginning of the school year and one per quarter. Tags: MTSS, Curriculum Design, Bilingual, Instruction, Differentatied instruction, Common core, Scope and sequence, El learners, Professional development, Best practice, High quality instruction/professional development	ILT, Professional development committee	Jul 1, 2016	Jun 1, 2017	On-Track
✚ Designing electronic portfolio (before the school year begins) to track individual student progress towards milestones of the curriculum and revise grading/data collection protocols. Review portfolio collection process quarterly. Tags: MTSS, Curriculum Design, Bilingual, Instruction, Differentatied instruction, Common core, Scope and sequence, El learners, MTSS, Progress monitoring, Iep, Iep goals, Portfolio, Lre 3	All stakeholders (Teachers, ESPs, RSPs, Nurses)	Jul 1, 2016	Aug 31, 2016	Not started
✚ Research, trial and reflect upon assessment tools that best address the individual needs of the students and then implement a school-wide assessment system that monitors individual student growth Tags: MTSS, Curriculum Design, Bilingual, Instruction, Differentatied instruction, Common core, Scope and sequence, El learners, Assessment, Formative assessment, Aligned assessments, Skills assessment, Schoolwide assessment, Designing assessments, Summative assessment, Assessment data, Common asssessments	ILT	Jun 30, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Create universal templates before the school year begins (IEP at a glance, student preference, assessment, all about me) to assist with students' transitions to new classes and/or schools. Revise yearly based on staff and parent feedback. Tags: Parent involvement, Transitions, Home to prek, Home to school, Communication, Planning, Iep, Data analysis	parents teachers related services	Jul 1, 2016	Sep 9, 2016	On-Track
✚ Have a new parents orientation meeting on an on-going enrollment basis, as well as an exiting parent orientation meeting at the end of the school year or as needed to ensure parent comprehension of transitions into and out Rudolph. Tags: Parent involvement, Transitions, Home to prek, Home to school, Parental involvement, Transition, Community partnerships	case manager teachers related services	Jul 1, 2016	Sep 9, 2016	On-Track
✚ Create a monthly social story to build a library for parents and students that highlight significant changes in students educational environments (going to school for the first time, going to a new school, welcome to Rudolph) to start the process of creating an adaptive and significantly modified library grade level/developmentally appropriate. Revise yearly based on staff and parent feedback. Tags: Parent involvement, Transitions, Home to prek, Home to school, Technology, Curriculum, Differentiatied instruction, Parental involvement, Common core, Library, Behavior, Best practice, Community partnerships	ILT, teachers, parents	Jul 30, 2016	Jun 30, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

◯ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

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.

> A Parent Advisory Committee will be established to review NCLB, Title I school parental involvement plan and policy, and assist in the process of school review and improvement. PAC was established 9/21.

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 PAC will be held monthly before the LSC council meetings to encourage attendance to both PAC and LSC meetings. An Open House before school starts will be offered along with evening Report Card Pick-up hours. Special events for parents and students will be planned through the school year, with monthly informational parent meetings. An annual calendar with all dates will be distributed to parents at the beginning of the school year. The projected meeting date for Title I Annual Meeting and Title I PAC Organizational Meeting is September 21, 2016 at 9:30am.

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.

> All information regarding the 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 will be disseminated to the parents during Open House, Report Card Pick-Up and parent meetings.

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.

> School will respond to any suggestions by the parents by working collaboratively with the principal, LSC and school staff.

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.

> Schools will provide parents a report of their child's performance on the State assessment in math and language arts and reading as reports become available during report card pick-up conference and IEP conferences.

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.

> N/A

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.

> 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 by offering monthly parent meetings to cover these topics and any other topics chosen by the parents.

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.

> 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 by offering monthly parent meetings to cover these topics and any other topics chosen by the parents. School will also offer a menu of resources, a Community Resource Fair and outside community agencies to present to the parents.

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.

> Communication protocols will be established to ensure at least weekly communication with parents about the progress of their child. An annual calendar with all dates will be distributed to parents at the beginning of the school year, along with robo calls, emails, flyers sent home and principal month newsletter. Annual IEPs and Report Card Pick-Up Conferences will be utilized to communicate student progress as well.

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.

> Schools will encourage and support parents in more fully participating in their children's education by partnering with community agencies. Community agencies will be invited to present information for parents.

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

> All flyers sent home, emails sent and phone communication are done in both English and Spanish to accommodate our Hispanic population.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

> n/a

Parent Compact   Complete

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

> The school will provide high quality, age and developmentally appropriate learning experiences that, with an emphasis on literacy and the support of parental participation, ongoing professional development and technology, will enable each child to develop maximum independence, optimal social competence, and the highest intellectual growth.

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.

> Two parent teacher conferences will be held at the end of 1st and 3rd quarter that will have evening hours. These conference days will be November 9, 2016 and April 19, 2017. PAC Meetings will take place on 11/30, 12/21, 1/25, 2/22, 3/29, 4/26, 5/31, Tentative 6/28

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

> The school will provide parents with frequent reports on their children's progress, including at least weekly communication from the teacher to the parents, quarterly report cards generated by Gradebook, IEP report cards documenting student progress on IEP goals and classroom progress and annual IEP meetings to discuss completion of IEP goals.

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

> School staff will be available for consultations with parents during open house, report card pick-up conference days, by appointments and through emails and phone calls.

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 may volunteer, participate, and observe classroom activities by volunteering and participating in special school events and making appointments to observe classrooms with the teachers.

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

> Parents will be involved in their children's learning by receiving weekly communication of student progress. During IEP conferences, student progress is discussed along with how parents can help students at home.

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

> Parents will participate in decisions relating to the education of their children through participation in monthly PAC and LSC meetings and annual IEP meetings.

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 will assist students with the responsibility for improved student academic achievement by communicating with the teachers weekly, at parent teacher conferences and annual IEP meetings.

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 increast student academic achievement through parental involvement; specify your goals.

The school goal is to increase student academic achievement through parental involvement by providing month parent meeting to provide additional resources for parents to assist their children. Topics for training will be determined by local PAC and BAC committees. Meeting took place on 9/21/16.

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.	$	0	.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.	$	210	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	100	.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)	$	0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	0	.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.	$	100	.00
53510	**Postage** Must be used for parent involvement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	0	.00