



2016-2018 plan summary

Team

Name	Role	Email	Access
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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

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There is a commitment to creating a coherent instructional program through unit planning and common assessment planning that take place on a weekly basis during grade level meetings as well as full, work-day sessions for all grade levels in mathematics. There is a school wide expectation for all teams to participate in a research lesson cycle which further improves how teacher teams plan for their scholars. Our vision is coupled with core values which we keep at the root of our conversations and decisions This also helps in keeping all team members accountable to our school-wide expectations. This is accomplished by making sure all teachers are aware of the core values, have a list and reference it as teams. We have a "well-organized" rating on our "My School, My Voice" survey which reflects the growth in our program coherence and community over time. We have grown by more than 20% in most categories.

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:

Score

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.

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The ILT is at the core of the instructional progress at Prieto. There are on-going meetings during which we evaluate teaching and learning based on assessments, classroom visits and units of study. The ILT meetings are followed up by grade level meetings during which we focus on improving an implemented practice and/or sharing the success of a practice observed. The work of the ILT and the grade level teams is launched in the summer with teachers tasked with reading an anchor text that facilitates our professional development for the year. There are tools established, such as our shared google doc, Unit Mapping 2.0, on which all teacher teams share their current units, resources used and assessments. This allows for vertical planning even when vertical teams can't meet.

Guide for Instructional Leadership Team

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

- Meet regularly (2-4 times per month).
- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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All teacher teams engage in a research lesson cycle. This research cycle allows teachers to investigate a teaching approach and concept and research developmental appropriateness for their current cohort/grade level. Within the cycle they present a lesson publicly for feedback from their peers both in-house and outside guests. This allows us the opportunity to collect additional data on what is working and what needs to be adjusted. It also allows for a closer analysis of materials we are using to align to CCSS. During these cycles we invite outside "knowledgeable others" to provide an overall summary of the learning and areas of improvement. Most recently Alan Schoenfeld, TRU Math Framework author, provided the final comments for our 4th grade public math lesson.

This practice is an expectation for all teams and it is part of constant grade level meeting conversations and planning.

To support this work I have instructional coaches that meet with teachers on a regular basis for planning and modeling. Their schedule is coordinated based on teacher using the skill and motivation quadrant tool.

There are also regular meetings held in the Fall for teachers new to Prieto to provide a condensed version of our previous PD and learning. This time provides them the opportunity to connect with and ask questions of their peers, familiarize themselves with Prieto language as well as really understand our vision/mission.

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

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We have aligned resources to best fit the needs of our scholars and our learning community. We have a high SEL need and so we have partnered with Lutheran Family Services to provide early interventions for our scholars in grades K - 3. These services are delivered Tuesday - Friday, in-house and provide a parent component to provide those additional supports. We have a full-time counselor, paid through school budget as well as our bilingual, full-time social worker assigned by the district. Other partnerships that support our vision are: Urban Initiatives which support our healthy living initiatives through their recess and soccer programming. Chicago Run is also a Prieto Partner that supports our healthy living.

We have active parent groups that host family events such as workshops, classes and clubs. We have partnered with Lesson Study Alliance to support our Research Lesson work. There are also smaller partnerships with companies in our community that support the work at Prieto through donations of resources as basic as paper.

All teacher teams have 5 days of common planning time as well as a shared recess/lunch time. This allows for planning well beyond the 1 principal directed grade level meeting.

Teacher retention rate at Prieto is close to 90% with new teachers on board due to increase in enrollment. In our 7 years as a school I have only had 2 teachers leave Prieto for another Chicago Public School and 1 leave for a Charter School. Any other turnover has been due to family situations.

We have a solid interview process which includes up to three rounds, depending on the candidate. The process includes a first round consisting of questions aligned to belief and our vision and mission. The rubric used to evaluate the responses allows for us to determine the task for the second round. These tasks vary from data analysis to sitting in on a grade level meeting. The final round is a sample lesson presented to the grade level they are applying for. This lesson is observed by administration, an instructional coach as well as teachers from the grade level team when possible.

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
Measures	✓ Budget analysis and CIWP
	✓ 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.

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Through our research cycles we are constantly analyzing our programming to determine how it aligns to the CCSS. Teachers unit plan as grade level teams and consider the CCSS scope and sequence beyond their specific grade level. As part of our planning we also focus on the Anchor Standards in Literacy and the Mathematical Practices in Math to ensure that they are embedded in lessons as part of the K-8th continuum. Based on scholar results on formative and summative assessments as well as district wide assessments we make adjustments to the school-wide theme from the Anchor Standards and Mathematical Practices. ACCESS data is analyzed at the end and beginning of the year to determine the best placement for scholars. Given our higher number of New Comers I have adjusted the schedule of our interventionists to be able to provide language supports from 8:00a.m. - 9:00a.m. on a daily basis. During this time the New Comer Scholars are also exposed to the content and concepts that will be covered for the week in the general education classroom. The attendance rate for this morning programming is more than 96%. All teacher teams share and have access to a Unit Mapping 2.0 document which provides a link to all units of study created for the year. The Unit Mapping 2.0 document is aligned to the year-long scope and sequence which creates coherence among teams. Our 5 essentials results in the category of ambitious instruction has grown 25 points in the last three years. The highest sub-category being student discussion which has grown 44 points ranking us in the "very strong" category.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science->

content-framework), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) to ensure alignment of scope and text and task complexity.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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

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80% of our instruction takes place through a workshop model of some type in literacy and the sciences. Scholars are grouped based on skill level within a specific content area which allows for fluidity within units and content. Results from the Fountas and Pinnell Benchmark Assessment System are used to determine scholar placement in groups and are formally assessed three times a year and informally on a weekly basis through running records in guided reading groups. All teacher teams have access to books at varying levels to provide additional supports in all units of study. Our collection of books available in Spanish has grown by more than 50% in the last two years.

In mathematics there is a school wide expectation of math through problem solving which allows for a whole group discussion with an entry point for all learners. There is also an implementation of practice days within the math classroom allowing time for the teacher and interventionists to pull small groups of scholars to focus in on an area of growth.

To further support instruction all teams have an iPad cart which is used for an array of purposes among the team members ranging from research to small group instruction. All classrooms are also equipped with at least 4 desktops which are often times used for differentiation during centers in content areas.

Specific interventions are provided through the use of IXL for mathematics and NEWSela in literacy. Other programs which provide support include Reading A-Z and BrainPop.

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

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Teacher grade books are analyzed on an ongoing basis for the purpose of looking for trends, mastery and re-teach opportunities. An area of growth is for us to create a stronger structure and system to analyze scholar work. We currently have growth targets and goal sheets for scholars based on NWEA but not specifically to report card grades or mastery of standards. Scholars and families are aware of reading targets as per their grade level and teachers plan their guided reading lessons using the Fountas and Pinnell continuum. Our mathematics research cycles include the TRU Math framework within each lesson and a portion of the post lesson discussion includes how/if components of the framework were evident. Post-lesson we are able to adjust scope and sequence, resources and provide additional supports as needed.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career

Score

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success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

This is our biggest area of growth. Our work on college and career access has been focused on our middle school scholars by providing opportunities for courses such as journalism, robotics and drama during which they are able to explore areas of interest for secondary and post-secondary school.

Our middle school, 6th grade, also visits university campuses, such as DePaul University, to begin the conversation on the options within our city.

Scholars are aware of what skills are needed to complete their middle school years as well as to be successful in high school. A high school fair is organized with a variety of schools represented so that once again scholars can explore their options.

In our younger grades there are units of study that focus on community and community workers during which time parents and community members from different professions come out to visit our classrooms. The scholars have prepared a questionnaire for the visitors of interest for them but have the opportunity to participate in all of the visits.

Although all scholars are presented with a curriculum aligned to CCSS there is still a need to push the importance of homework and to improve on the intrinsic value of work ethic.

Our attendance rate is currently at 95.67% and we have implemented several interventions for chronically absent families as well as incentives for scholars with perfect attendance. These incentives range from a quick announcement of classrooms with highest attendance for the week to raffles for individual scholars with perfect attendance.

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.

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The school year is launched with learning walks using a rubric and conducted by administration, instructional coaches and peers. The objective of these initial learning walks is to ensure that 100% of teachers have complied in setting up their classroom to provide instruction for varied learners. The learning walk rubric scores a classroom environment based on best practices such as evidence of small group instruction, classroom libraries, text rich environment, content and academic word walls and on-going list of cognates differentiated by green and yellow colors. Evidence from REACH suggests that there are 80-85% of teachers that ask open-ended questions to facilitate scholar - scholar discourse and engagement. There is implementation of a guiding question in all lessons and an essential question for all units. Scholars are aware of the anticipated learning so that they are able to self-monitor throughout a lesson.

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 currently have 4 interventionists working to support our tier 3 scholars in math and reading. Interventionists meet as a team with administration and instructional coaches in 5 week cycles to analyze data trends of scholars enrolled in programming and determine next steps of support. Data collected for scholars in tier 3 academic interventions include attendance for each session. Data is shared with teacher teams on a daily, on-going basis, through the use of google docs where interventionists capture the scholars' progress.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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.

1 2 **3** 4

There is an established scope and sequence which all teams adhere to. This scope and sequence includes unit plans, resources and assessments and is shared via google docs so that all teams have access to all units.

There is also a school-wide grading policy with checklist for monitoring. The policy includes categories and percentages for each: performance - 40%, progress - 40% and participation - 20%. The artifacts within each of these categories are aligned to CCSS skills, driven by the units and decided upon by teacher teams in consultation with the instructional coaches.

Formative and summative assessments are part of each team's units and analyzed during grade level meetings once a unit of study is completed.

Guide for Balanced Assessment & Grading

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

- determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Although in classrooms there is a high level of engagement our My School, My Voice suggests that this is an area of growth with a neutral rating in this category. In the elementary grades, K - 5, we see a higher percentage of scholars encouraging each other and complimenting each other for their perseverance. As a result, it will be classroom structure that will be further expected and analyzed from middle school teachers as part of their back to school culture and climate exercises. I will also include this as part of the back to school professional development sessions in the summer.

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

We are at 73% in the collaborative teachers category on the My School, My Voice survey. Teachers work collaborative on units of study and developing assessments. 100% of teacher teams collaborate during grade level meetings with our instructional coaches and administration. They also have the opportunity to collaborate vertically given the current resource schedule. Teachers of diverse learners are also included in the scheduling and have the time to meet with the teachers they closely work with.

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:

Score

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

1 2 **3** 4

We have over 96% attendance rate for our after school activities. Activities include Drama Club, Soccer World Cup, sports and academic enrichment activities. Our overall score on the My School, My Voice Survey for School Commitment is rated as very strong with an 83% ranking. We have grown in all categories under supportive environment except scholars feeling safe traveling from and to school. This is an area that will become a focus with community organizations, parents and teachers.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

Score

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

1 2 3 4

This is our biggest area of growth in the category of scholars feeling safe traveling to and from school. We have implemented a "Walking Wednesday" for the purpose of safety and promoting a healthy lifestyle, walking to school. It is evident that we need to implement further supports/strategies to engage the community and families to ensure that scholars are feeling safe on their route to school. We have a low percentage of discipline issues and have a restorative justice approach to ensure a scholar returns to being a productive contributor to our community after any discipline concerns.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

We are a PBIS certified school and through this work we have implemented incentives to highlight and celebrate positive scholar behavior. As a restorative practice, scholars who are not able to participate in an incentive are signed up to participate in a workshop during which they have the opportunity to reflect on their behavior and create an action plan, with an adult facilitating, to ensure the behavior is not repeated. As a result, we have over 95% of scholars participating in our monthly incentives. 100% of staff adhere to our PBIS expectations and use the common STAR (Success. Teamwork. Acting Responsibly. Respect) behavior language.

We have partnered with Urban Initiatives an organization that shares in our philosophy and belief of restorative justice and celebrating the good in our scholars and they have supported our work during less structured times such as lunch and recess. 100% of classroom teachers engage in a morning meeting routine with their scholars allowing them to build a strong sense of community and providing a space for scholars to talk through any frustrations they may be facing.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging

Score

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.

1 2 3 4

We have strong parent committees such as PAC, LSC and PTA. These committees work to plan and implement a variety of activities for the greater community. They also raise funds and provide scholarship opportunities for our scholars. We also have a large number of parent volunteers that serve the school in different capacities such as recess monitors, lunch helpers, etc...

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus Ø= Not of focus

2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
There has been growth in our coherence in literacy instruction with 100% of teams developing units of study aligned to a school-wide scope and sequence. There has also been further implementation of academic vocabulary and test-taking skills prep.	95.00	43.00	58.00	65.00
National School Growth Percentile - Math				
All teams have completed a research cycle which allows for deeper dives into CSS, curriculum and how scholars learn. This practice has also been transformational for our own reflection of how we teach. 100% of our scholars have a math journal in which we have seen growth in how they articulate their understanding/explanations of mathematical concept.	67.00	47.00	60.00	75.00

% of Students Meeting/Exceeding National Ave Growth Norms

Teachers meet with scholars to review their current levels as well as to set their targets. This is coupled with specific strategies and programs for the scholars to work on and build on improving their skills and specific areas of growth.

64.00

(Blank)

74.00

80.00

African-American Growth Percentile - Reading

N/A

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Reading

Historically our latino population has slightly out-performed our overall scholars.

95.00

45.00

60.00

67.00

English Learner Growth Percentile - Reading

We have implemented additional supports for our EL scholars including scheduling of "inclusion/push-in" time from our interventionists and instructional coaches. We have also increased our non-fiction texts in spanish as well as expanded bilingual teams to allow for smaller class sizes in the bilingual setting.
There is a school-wide focus on academic language which further supports our EL scholars.

(Blank)

20.00

40.00

60.00

Diverse Learner Growth Percentile - Reading

There is an anticipated greater growth from 2017 - 2018 given the structural and scheduling goals for next school year, 2016-2017. The last two years we have not had 100% of our positions staffed resulting in choppy instruction for some of our DL Scholars. There are planning sessions planned for the summer and a special education committee created to analyze scheduling and assignment of minutes to create a plan of action to better service our DL scholars.

14.00

8.00

16.00

30.00

African-American Growth Percentile - Math

N/A

(Blank)

(Blank)

0.00

0.00

Hispanic Growth Percentile - Math

All teams have completed a research cycle which allows for deeper dives into CSS, curriculum and how scholars learn. This practice has also been transformational for our own reflection of how we teach. 100% of our scholars have a math journal in which we have seen growth in how they articulate their understanding/explanations of mathematical concepts.

67.00

48.00

60.00

75.00

English Learner Growth Percentile - Math

Our bilingual lead will support teams in implementation of research lessons and provide strategies for our new comers. Since all teams have completed a research cycle which allows for deeper dives into CSS, curriculum and how scholars learn this would be an additional component to facilitate the growth. This practice has also been transformational for our own reflection of how we teach. 100% of our scholars have a math journal in which we have seen growth in how they articulate their understanding/explanations of mathematical concepts.

(Blank)

44.00

60.00

75.00

Diverse Learner Growth Percentile - Math

We have developed a committee to conduct a deeper analysis of individual scholar data as well as to conduct an analysis of schedules. In analyzing schedules we will consider minutes especially minutes of scholars who are receiving both resource and inclusion minutes within the same content area.

30.00

6.00

30.00

50.00

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

Scheduling has been coordinated to allow for interventionists to provide before school supports. We have also implemented and expect 100% of teams to provide 5 weeks of test prep. We analyzed NWEA data to determine the skills that specific classrooms/grade levels should focus on. All teachers will have 1 NWEA specific assessment entered into grade book for analysis at grade level meetings.

40.00

40.00

55.00

70.00

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

Scheduling has been coordinated to allow for interventionists to provide before school supports. We have also implemented and expect 100% of teams to provide 5 weeks of test prep. We analyzed NWEA data to determine the skills that specific classrooms/grade levels should focus on. All teachers will have 1 NWEA specific assessment entered into grade book for analysis at grade level meetings. All teams are expected to teach math through problem solving allowing for varied entry points for scholars to access the mathe.	46.00	54.00	62.00	78.00
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National School Attainment Percentile - Reading (Grade 2)

Continue interventions at the primary level to prepare scholars to read at grade level. In-house assessments completed 3 times a year to determine groupings and further supports.	37.00	80.00	82.00	90.00
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National School Attainment Percentile - Math (Grade 2)

Teacher analysis of lessons and scope and sequence aligned to CCSS. Continue work on research lessons and units to adjust teaching practices and concepts.	71.00	89.00	93.00	95.00
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% of Students Making Sufficient Annual Progress on ACCESS

We have implemented before school supports for our new comer scholars as well as for our EL scholars that are struggling with their academic language acquisition. Bilingual lead teacher's schedule allows for her to push into classrooms that have a higher language need and provide that intervention. She also meets with teacher teams to analyze EL data and implement appropriate strategies in lessons and overall unit plans.	41.70	48.60	53.00	75.00
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Average Daily Attendance Rate

We have implemented a variety of incentives for scholars with high attendance. We are currently targeting scholars who are in the yellow, high 80%, to provide an action plan for moving them into the green for attendance.	95.40	95.60	95.80	96.00
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My Voice, My School 5 Essentials Survey

Well-Organized	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

1 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Teacher Attendance				
Create ways for teachers to be present at the same expected rate of scholars.	(Blank)	(Blank)	96.00	96.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

~ If we host college and career fairs	~ we see parents coming out to share their areas of expertise with the community	~ higher scholar engagement and interest, higher parental participation in event and stronger community partnerships.
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Tags:
College and career

Area(s) of focus:
1

Action step

Responsible

Timeframe

Evidence for status

Status

Schedule a college fair coupled with field trips to area campuses for scholars.	School Counselor and Middle School Team leads	Aug 3, 2016 to Oct 19, 2016	Field trip completed with scholar presentation of an artifact or learning from the trip; and sign in sheets from college fair	Not started
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College

Community and Career Fair	PAC/PTA	Aug 10, 2016 to Jan 3, 2017	Attendance of community organizations; sign in sheets for the fair	Not started
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Career

Teachers to display university banners outside of their classrooms along with that grade levels anticipated graduation year from university.	Classroom Teachers	Aug 24, 2016 to Sep 6, 2016	Artifacts displayed	Not started
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College

Strategy 2

If we do...

~ Create a shared rubric and protocol for analyzing scholar work on a regular basis across grade levels
~ Use the school wide, data tracking excel sheet for regular updates on data

...then we see...

~ a higher level of consistency across grade levels
~ deeper teacher engagement in data analysis

...which leads to...

~ deeper understanding of how to analyze scholar work and ensure rigorous tasks are aligned to CCSS and student levels.
~ Enhanced vertical planning since all teams are using the same tool.
~ data driven decision for type of scholar artifacts

Tags:
Academic rigor

Area(s) of focus:
2, 4

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
~ Improve current protocols for scholar task analysis ~ Set specific dates on calendar for analysis of work ~ Map out focus/content of grade level meetings	Administration and Instructional Coaches	select	~ Grade level meeting minutes sheet ~ Gradebook ~ Assessments within units of study	Not started

Academic

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Schedule a college fair coupled with field trips to area campuses for scholars. Tags: College and career, College	School Counselor and Middle School Team leads	Aug 3, 2016	Oct 19, 2016	Not started
+ Community and Career Fair Tags: College and career, Career	PAC/PTA	Aug 10, 2016	Jan 3, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Teachers to display university banners outside of their classrooms along with that grade levels anticipated graduation year from university. Tags: College and career, College	Classroom Teachers	Aug 24, 2016	Sep 6, 2016	Not started
+ ~ Improve current protocols for scholar task analysis ~ Set specific dates on calendar for analysis of work ~ Map out focus/content of grade level meetings Tags: Academic rigor, Academic	Administration and Instructional Coaches			Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

NCLB Program

☒ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Plans will be presented to LSC and monitored on a quarterly basis. Principal will highlight components of the NCLB areas of the CIWP on a monthly basis as part of her principal's report to the LSC.

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

NCLB meeting will be held the last week of September. Parents will be notified of the meeting via email, robocall and by receiving a copy of the agenda sent home. The Annual Title I meeting was held on November 1, 2016 at 9:00a.m. followed by the re-cap of the PAC organization meeting at 9:45a.m. The original PAC organizational meeting was held on September 20, 2016 at 9:00a.m.

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

This information will be shared during the annual NCLB meeting but also shared in sub-sequent, grade level specific informational meetings held for families.

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.

If principal or representative cannot be present at PAC meetings for immediate response there is a form to be filled out by the PAC Chair listing what the committee needs a response to and the principal will include in a report for the following meeting.

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

Technology coordinator is responsible for printing and distributing the State Assessment results at the conclusion of each testing cycle. There are also grade band(2-4, 5-6 and 7-8) meetings held to share NWEA information and reports with parents.

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

The protocol for this aligns to the requirement by the state and letters are sent out to parents as requested and outlined by the state.

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

Parents will be provided an opportunity to attend workshops during which we outline how to access their child's grades and programs to support their progress such as IXL and NEWSela.

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.

There are a variety of opportunities for parents to participate in courses such as GED, computer, ESL, etc... provided for parents throughout the year at different times within a cycle.

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.

As part of our back to school professional development sessions with teachers we review our systems, structures and expectations for communicating with parents and managing difficult situations within families.

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.

This will be accomplished by coordinating with the pre-school team at Prieto as well as coordinating with personnel and supports provided by the district.

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.

This will be accomplished by posting announcements at entrances/exits, emailing families and sending home hard copies when/if necessary. The robocall system will also be utilized when necessary.

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.)

Prieto is focused on graduating healthy scholars that actively inquire about and participate in their community and events in the world around them. The learning experiences for all of our scholars will be enhanced by inquiry based learning, hands-on tasks, community service work and field trips. Our parent committees such as PAC will support this work and focus by providing resources as needed for events and extra-curricular activities.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent-teacher conferences will be held two times a year per the CPS calendar. We will also hold parent meetings for celebrations and concerns in between the two dedicated dates. These meetings will also include attendance meetings and goal setting with families. This work will be supported by our PAC by providing paper to run copies of calendar and flyers reminding parents of important dates.

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

Parent portal access will be shared with all families so that they may access their child's progress at any time. Teachers will also communicate with families on a regular basis using classroom websites, email and agendas. The agendas serve as an opportunity for constant and daily communications. School will also send out a progress report in 5 week cycles in addition to weekly reports to parents accompanied by scholar work. The PAC will provide support by providing the school with funds to contribute to the purchase of student agendas. These agendas will help to increase communication between home and school.

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

The principal has assigned every Wednesday as an "open office hours" day where parents can pop in as needed throughout the day to meet with her. The staff is available to parents both before and after school and during prep time with appointment. Parents are also able to reach out to staff via email at any time. A high percentage of teachers have shared their cell numbers with families so that they are able to text or call as needed.

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 have a variety of options for volunteering at the school. We always recruit parents to support during lunch and recess periods. Parents are invited to chaperon field trips and take part in classroom activities such as reader's theater and poetry slams. Parents are always encouraged to shadow their child to get a sense of what their day consists of. There are also active parent committees such as PAC and PTA that host and sponsor a variety of activities such as multi-cultural night and mother's day workshops. PAC will support these efforts by providing at least 2 field trip busses within the year to classrooms with higher attendance rates.

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

Parents will be given information for using Parent Portal as well as provided an opportunity during the first report card pick-up to set up their accounts. Teachers will communicate homework completion with parents via our school agendas and email when possible. Teachers will also develop tiered supports needed for individual scholars which may need additional tracking systems/structures to communicate with the family, ie. weekly goal sheets to be signed by the parent. PAC can support these efforts by providing paper, toner and help to cover the cost of our copy machine contract.

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 have the opportunity to consult with the school via surveys, parent meetings and LSC meetings. There is also time set aside on Wednesdays for parents to meet with the principal regarding the progress of the scholars and/or school. There is also a general "suggestions" box at our main entrance for parents to make recommendations. There is a form created on which parents also have the opportunity to share ideas for events/fundraising that will benefit the education of the child. On the form the parent has to list the activity, anticipated cost and profit, timeline, resources needed and the lead for the activity.

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

We are a PBIS certified school and scholars have ownership of their actions based on our STAR behavior matrix. There is a matrix for all areas of the school and a specific one for their classroom. Scholars achievements are celebrated through school-wide incentives. If a scholar is not able to attend an incentive they instead take part in a workshop during which they have the opportunity to develop an action plan to ensure behavior is not repeated. Attendance is made public so that scholars, classrooms and grade levels can monitor for themselves. There are separate incentives for attendance. The PAC will support PBIS incentives throughout the year and work collaboratively with the PTA.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Scholar achievement will be improved through the implementation of parent workshops that highlight current strategies implemented in the classroom, an explanation of our curriculum and setting NWEA goals with supports. Goal setting will also include how to understand F&P reading levels and workshops will focus on home based strategies to improve reading level and interest.
Parents will participate in the different committees provided at the school to better connect to the school's happenings.

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.	\$	3746	.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.	\$	1221	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1013	.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)	\$	1221	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	822	.00

