



Laura S Ward Elementary School (/school-plans/457) / Plan summary

2016-2018 plan summary

Team

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Timika Rancher	Community	tamika.rancher@yahoo.com	No Access

Team meetings

Date	Participants	Topic
01/21/2016	Principal Hobbs, Mr. Allen, AP, Ms. Woodall, AP,	SEF
01/28/2016	Teachers PK-8	SEF
02/05/2016	PK-8 TEACHERS/LSC/PARENTS	SEF
02/04/2016	ALL TEACHERS PK-8	SEF
02/08/2016	ILT	SEF
03/08/2016	ILT	SEF

03/15/2016	ALL TEACHERS PK-8/PARENTS?COMMUNITY	SEF
03/22/2016	ILT	SEF
04/07/2016	ALL TEACHERS PK-8	SEF
04/25/2016	ILT	GOALS
04/27/2016	ILT	GOALS
05/09/2016	STEM Coaches, Principal Hobbs	GOALS
05/05/2016	PAC	PARENT COMPONENT
06/07/2016	STEM Team/Parents/Community	Goals

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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The 2014-2015 Five Essentials indicated that Laura Ward STEM School is well organized under the current leadership. The previous two years also indicated highly effective leadership was in place at Laura Ward. Leadership transitioned and merged Ryerson and Ward per CPS maintaining 1.5 tier status year one - SQPR. Collaboration with teachers is done one-on-one through REACH to redirect instructional practices -100% completion rate. Teacher Team meetings provide opportunities to share data and effective strategies to redirect instruction - weekly agendas.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	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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Our ILT uses the calendar provided by Network 5 to support teachers based on BOY/ MOY DIBELS, TRC, MCLASS, and NWEA data. The Team also analyzes attendance, on-track, and discipline data. MOY NWEA data indicated 50% shift down from EOY for grades 5-8, therefore, a tracking form was created for the second semester. Funding was secured for Reading in Motion based on BOY DIBELS data being analyzed - grade one had 50% of students strategic. We are still developing into a team of excellence that provides immediate feedback to teacher teams with follow-up.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

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STEM provided specific PD development for teachers and Coach training 2013-2015. STEM Coaches provided intensive PD 2013 - present for all teachers as we transitioned to a STEM School of Excellence - calendar of PD. All teachers had to complete 100 hours of training for STEM - completion matrix. Kagan provided teachers with effective strategies for student engagement and assessment. Lead Teachers participated in Network 5 PD for literacy, writing, science, and math using the teach - the-teacher method. All ESP and Parent Volunteers participated in SEL training provided by Erie Health Center - sign in sheet.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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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STEM on-line collaborative assessment log to provide support to teachers, using immediate feedback to reduce time lapse for redirection of instruction. The school website provides the community at-large with timely information of events, communication with staff, Parent Portal, and effective strategies to support their child(ren). The Parent Portal has gone unused because most teachers have opted to communicate this information via And parents have made the adjustment. The Five Essentials indicate that resources are well aligned to service students. All teachers that transitioned or were hired have remained on staff. The Freedom Center has partnered with Ward to provide band and cooking lessons. Parent Volunteers support the instructional programs, recess, entry, dismissal, lunch, and coaching. The development of external partnerships is essential due to the budget reality presented by CPS and extend opportunities to students in the Arts. Erie Health Center provides health and wellness for students.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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The Five Essentials and TT agendas indicate that teachers collaborate on a regular basis, however, instruction is not redirected with rigor to close the achievement gap. SQRP indicated that less than 50% made their ELA/ Math targets; 16% of DSL students made their math growth targets. The curriculum must be readjusted to account for the losses from 13-14 EOY to 14-15 EOY.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum->

resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Technology is integrated in all lessons and skills (1-1), using Chromebooks, Dells, IPADS, Smartboards, and ELMO. Teachers use technology to promote HOTS, creative thinking, and problem solving (Research and discuss). Achieve 3000, Compass Learning, Accelerated Reading, MyOwn, and IXL are used to support ELA for all learners. IXL, Rally, XtraMath, Go Math and CMP are some of the resources used to differentiate mathematics instruction in small groups. Physical Activity Leader (PAL) provided guidelines to increase physical activity based on state mandates. Chicago Runs provided tracking for increased P.E. Minutes. We have countless number of curriculum books in all subject areas to help differentiate instruction.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Reach provided formal observations and reflections for all staff. During 2015-2016 student work has been submitted to Principal for feedback. PBL ,Problem Based Learning, has provided students with STEM challenges that require problem solving to open ended solutions - see Gradebook. Kagan Strategies promote student-centered approach to high quality engagement - observed during Reach. Achieve 3000 non-fiction text - see student profiles. Close reading and complex text that require students to provide evidence from the text as support - walk throughs.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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All staff will participate in planning and implementation of developing meaningful pathways to post-secondary destinations.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

Evidence included the core instructional program and elements of STEM that are woven throughout the instructional program here at the school. In primary grades, we observe small group instruction that provides a differentiated approach to address the needs of individual learners - groups are flexible as progress monitoring data is gathered. Reading in Motion provides direct instruction to students based on BOY and MOY data from DIBELS to support their literacy foundation. The Reading in Motion Coach provides feedback to the classroom teacher, they collaborate to determine if progress monitoring data reflects accurate growth. Teachers support each other within and across grade bands. STEM Coaches have conducted observations, co-taught and provide on-going support to all staff - STEM calendar. According to SQRP Laura Ward has a rigorous instructional program that challenges all learners. Several teachers have conduct peer observations with feed back for teachers within their grade band to impact instructional practices - peer feedback sheets. Learning walks were conducted during Teacher Team meetings to share how vocabulary can be rigorous but integrated on a daily basis - Teacher Team agenda. During REACH observations teachers used questioning and thinking techniques to deepen student understanding then reflected on the same in their post conferences - see REACH. Teachers were observed using low- and high-level, open-ended, and developmentally appropriate questions to challenge students - observed during daily walks, REACH, and transitional periods. Students have been observed supporting their peers in STEM Labs, Problem Based Learning, ELA, challenges, math, and social sciences - redirecting and clarifying. Teachers proactively address misconceptions in their lesson plans across all subject areas- lesson plans. Lesson plans, units of study, STEM Scopes, and Challenges are differentiated to scaffold learning to engage all learners. Students are provided with equity of voice using KAGAN strategies - encourages respect and responsibility. The Innovation and Science Labs require that students develop and support their claims - this is carried across all subjects - posted projects. Students' work is displayed throughout the building and on-line, with evidence of their thinking. For example, in mathematics students must write out their solutions with an explanation. In reading, cite what evidence in the text supports their final response. Student notebooks contain copious notes provided by teachers as they are being prepared for college and careers. Teachers have been observed during REACH using internal assessments - written/oral - to monitor progress and check for understanding. ELA/Math tracking google doc provides teachers, ILT and administration an immediate at student progress to determine if additional student interventions or teacher support is required.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

- questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

While MTSS is recognized as the standard, there is a need to increase the knowledge base for all teachers to implement strategies for students in all tiers. Personal Learning Plans (PLP) are developed, implemented and monitored by classroom teachers - see PLP. These plans are developed to support learners identified by CPS based on criteria provided to the school. SGRP data for ELA and math attainment levels was used to provide instructional placement for students - growth is monitored using COMPASS, Achieve 3000, IXL, NWEA MOY and teacher made assessments. Math tracking system is being used based on NWEA MOY data. Grades 1-3 participate in walking reading, math, and writing to address student needs - NWEA BOY/MOY data. Students in grades K-2 participate in Reading in Motion with direct instruction from their Coach based on BOY/MOY DIBEL data. Student growth is monitored to create flexible groupings. DASH board helped to identify students that required additional SEL support - see schedules for Knock at Door, Peace Circles, Peer Remediation, and Erie Health Center sessions (student names are omitted for privacy). All students participate in Second Step with their classroom teachers weekly - RLS observations. DASH board provides tracking for all student attendance with follow-up from the administration team - calls/conferences. The administration team monitors grades using the on-line Gradebook system - bi-monthly meeting with teachers. All students participate in Physical Activity Leadership (PAL) to decompress and refocus their energies - observed Tuesday - Friday at 9:00 AM in the halls. Some students in grades 4 and 6 participate in additional activities to refocus their energy- observed throughout the day. DSL are fully integrated with their peers for Enrichment - see schedule. On Track data for attendance and grades from DASH board is analyzed monthly - see ILT agendas. Student worked displayed in classrooms, on-line, and in the corridors are based on rubrics to support all learners - rubrics are attached to all learning/plans. SGRP data provided teachers with a baseline for initial groupings to close the achievement gap for ELA and mathematics. Teachers collaborate with their DSL peers to design instruction for students in Tiers 2 & 3 - see Teacher Team agendas, IEP meeting agendas,

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Although teachers are currently using effective assessments, assessments can become more balanced through differentiation and can become more authentic through the use of rubrics. All teachers will maintain assessments to monitor student growth and mastery.

Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and **use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Five Essentials rated Laura Ward green in the area of ambitious instruction. That was partially due to our ability to use strategies to reinforce and cultivate student curiosity, encourage student resilience and hard work, provide positive feedback, and encourage students to self-assess to develop a reflective habit of mind. Additionally, 70% of teachers received a proficient rating on 2b of the CPS Framework for Teaching: Establishing a Culture for Learning. We are on the right track and need to continue to strengthen in the areas of displaying school-wide expectations for academic and personal success and making sure students feel safe to share misunderstandings and struggles.

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

REACH scores under the umbrella of domain two (2a- 2d) which focuses on student to student, student to teacher and teacher to teacher civility is characterized as being high at Laura Ward. The net result of this is that there is an exceeding high level of trust, teamwork, and accountability for student social and emotional growth in the classroom.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Although student extracurricular activities were offered in abundance in previous years they are not on the calendar due to the current budget issues with CPS. The Boys basketball teams participated in a limited season, and track is looking very short too. Students participate in the Kitchen and Community Garden. Some teachers conduct interest surveys in September -what they do what the information is unclear. Some teachers have open talk to gain insight from students about ways to improve the school - again it's informal with limited change. Most teachers received proficient for 2a. Creating an Environment of Respect and 3c. Engaging Students in Learning. The Five Essentials indicated a very Supportive Environment. However, how do we create a formal or informal forum where students can share their ideas to improve the school environment.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.

- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 **2** 3 4

My Voice My Choice completed by students that more than 80% felt safe during the school day. We analyzed data trends from Dash Board that indicated a 50% reduction in OSS for the current school year when compared to the previous year trends. More than half of all discipline referrals were handled through Restorative Practices as indicated by Dash Board data. Mondays are reserved for Second Step to provide students with positive practices for interactions with peers according to current school schedule. Teachers opening agenda included a review of protocols for Second Step implementation, more monitoring is required. Reviewed entry and dismissal protocols. Talked with parents present at the CIWP planning session about their observations related to entry, dismissal, and how conflicts were resolved during dismissal - confrontations. Security and Parent Volunteers shared their observations about entry, dismissal, transitions during the school day, and the school's overall climate. Teachers shared their strategies for maintaining an environment of calm. More than 70% of teachers received proficient on their 14/15 Reach Evaluation for Managing Transition. We went back to students to get feedback on how safety and order could be improved. However, taking responsibility for the full day is required - be present at entry, passing, and dismissal.

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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Measures	✓ My Voice, My School Survey “Safety” score
	Five Essentials
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:

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

Score

1 2 3 4

Misconduct Data from Dash indicates a tremendous downward trend over the past three years since Ward was relocated to the Ryerson Campus - from over 150 OSS to less than 50 currently. More than 50% of all referrals participated in Restorative Practices. Dr. Edinburg and AP Woodall received formal training for Restorative Practices. We are still working on full implementation of "Talk It Out" to determine root causes identified by students and their parents to resolve conflicts in a calm culture. Second Step needs to be fully implemented by all staff with positive feedback to students. Most teachers did receive proficient on the following: 2a creating an environment of respect and rapport, 2d managing student behavior. However, the lines of communication based on call logs focus on off task behaviors, a shift to positive feedback is needed.

Guide for Restorative Approaches to Discipline

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

- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Although CPS offers the Parent University free to all parents, only a limited number of parents actually participate -less than 1%. The same holds true for Parent Portal participation, LSC, and PAC meetings - sign in sheets. More than 70% of parents participated in the 2015 Fall Parent Conferences. Open House was conducted in August with more than 40% of our parents attending the meet/greet and expectations for 2015-2016 school term for student success. We currently have five committed parent volunteers and three more that support instruction based on their work schedules. All parents have the opportunity to volunteer after completing CPS background and medical requirements - information on school website. The relocation created issues that have yet to be resolved for many of the Ryerson parents and community members, therefore, the school remains divided. The relocated parents have either transferred their children or don't attend any meetings to avoid the public bashing of administration and teachers. The Ryerson parents had limited participation before the merger due to the bashing of administration, teachers, and the overall condition of the building - always a battle for control. STEM has provided a bridge for engaging more parents with the focus being on hands-on activities with their child, hopefully this will lead to bringing more parents into meetings about improving the school. Remove the organizational titles, officers, and guidelines that should focus on students but in reality support only personal agendas. The website will continue as a primary source of updated events.

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	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

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

3	Expectations for depth & breadth of Student Learning: Instructional Materials	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	⊕

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				
Based on historical performance our goal for FY17 is 99.0. Students previously had a 7% gain according to SQRP which appears confusing when 57% of students scored at or above national norms. However, the gains were measured from EOY to EOY, comparing students that were no longer enrolled due to the 43% mobility shift from one year to the next. Laura Ward was merged in 2013 with many parents exiting after the completion of the first year. Moving forward we are focused on using BOY/MOY data to redirect instruction using small flexible groupings in an effort to close the achievement gap. The ILT will meet with teachers at grade level meetings to support and redirect instructional practices. Peer Coaching will be employed to support teachers.	99.00	7.00	99.00	99.00
National School Growth Percentile - Math				
Based on historical performance and the use of Kagan to engage and monitor instruction our goal for FY17 is 99.0. Students are being tracked using weekly assessments to determine mastery and redirect instruction as needed. Teacher Team meetings will be the venue to share best practices, with Peer Observations for implementation. All grades except sixth trended downward in 14-15 from previous gains. Less than 1% according to CPS met their growth targets when compared to EOY of the previous year.	99.00	1.00	99.00	99.00
% of Students Meeting/Exceeding National Ave Growth Norms				
The actual FY16 data was not provided by the School District, however, the attainment level was 57% of our population meeting/exceeding national average growth norms, therefore, we increase the target to 62% for FY17. Scheduled meetings throughout the school year to address and monitor the progress of these students beyond BOY/ MOY data collection points.	72.80	(Blank)	62.00	65.00
African-American Growth Percentile - Reading				
Based on historical performance and the use of Kagan to monitor instruction our goal for FY17 is 99.0. The data provided by CPS indicates that only 7% of enrolled students met their growth targets when compared to the previous year at a 99% rate. It needs to be noted that a 41% shift in population from EOY to EOY, therefore, teaching must reflect immediate inclusion of new students. We must analyze data weekly to determine growth patterns and redirect our efforts, while holding students accountable for their learning. Parent partnerships are essential to support the learning process - attendance. During Teacher Team meetings the ILT will share best practices, followed by observations for implementation and feedback to the teacher.	99.00	7.00	99.00	99.00
Hispanic Growth Percentile - Reading				
Based on historical performance and the use of Kagan to monitor instruction our goal for FY17 is 99.0. The data provided by CPS indicates that only 7% of enrolled students met their growth targets when compared to the previous year at a 99% rate. It needs to be noted that a 41% shift in population from EOY to EOY, therefore, teaching must reflect immediate inclusion of new students. We must analyze data weekly to determine growth patterns and redirect our efforts, while holding students accountable for their learning. Parent partnerships are essential to support the learning process - attendance. During Teacher Team meetings the ILT will share best practices, followed by observations for implementation and feedback to the teacher.	(Blank)	(Blank)	50.00	55.00
English Learner Growth Percentile - Reading				

Based on historical performance and the use of Kagan to monitor instruction our goal for FY17 is 99.0. The data provided by CPS indicates that only 7% of enrolled students met their growth targets when compared to the previous year at a 99% rate. It needs to be noted that a 41% shift in population from EOY to EOY, therefore, teaching must reflect immediate inclusion of new students. We must analyze data weekly to determine growth patterns and redirect our efforts, while holding students accountable for their learning. Parent partnerships are essential to support the learning process - attendance. During Teacher Team meetings the ILT will share best practices, followed by observations for implementation and feedback to the teacher.

(Blank) (Blank) 50.00 55.00

Diverse Learner Growth Percentile - Reading

Based on historical performance and the effective use of Kagan to monitor instruction our goal for FY17 is 99.0
Collaboration is essential during Teacher Team meetings and one-on-one sessions to address the needs of DSL. Moving forward parents will become part of the conversation and take on a more active role in the education of their child - with support from the staff/

99.00 1.00 99.00 99.00

African-American Growth Percentile - Math

Based on historical performance and the use of Kagan to monitor instruction our goal for FY17 is 99.0. We trended downward from 99 to 1 in student growth. Students are now being tracked using weekly assessments to determine mastery and redirect instruction as needed. Parents will participate in web conferences to learn new strategies, in our effort to close the achievement gap.

99.00 1.00 99.00 99.00

Hispanic Growth Percentile - Math

NA

(Blank) (Blank) 1.00 1.00

English Learner Growth Percentile - Math

NA

(Blank) (Blank) 1.00 1.00

Diverse Learner Growth Percentile - Math

Based on historical performance and the effective use of Kagan to monitor instruction our goal for FY17 is 99.0
Collaboration is essential during Teacher Team meetings and one-on-one sessions to address the needs of DSL.

99.00 16.00 99.00 99.00

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

Based on historical performance and the effective use of Kagan to monitor instruction our goal for FY17 is 50.0
Due to the constant shifts in this population, we will continue to use best practices to close the achievement gap. Grade 6 NWEA EOY data indicated that students closed the achievement gap and 60% or more met National Norms. Grades 2, 3, 4, 5, 7, and 8 trended downward from their previous gains, therefore, the ILT will work with teachers to monitor student progress. BOY/MOY NWEA data will be analyzed to determine flexible groupings with instruction being differentiated. PLPs will be monitored every 5 weeks to support learners.

67.00 44.00 50.00 88.00

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

Based on historical performance and the use of Kagan to monitor instruction our goal for FY17 is 70.0. Students are being tracked using weekly assessments to determine mastery and redirect instruction as needed.

93.00 59.00 65.00 70.00

National School Attainment Percentile - Reading (Grade 2)

The goal of 35% was selected based on mClass, NWEA BOY/MOY data for all learners. Students will participate in small group instruction for differentiation using baseline data.

87.00 8.00 35.00 40.00

National School Attainment Percentile - Math (Grade 2)

The goal of 35% was selected based on mClass, NWEA BOY/MOY data for all learners. Students will participate in small group instruction for differentiation using baseline data.

98.00 13.00 35.00 40.00

% of Students Making Sufficient Annual Progress on ACCESS

NA	(Blank)	(Blank)	1.00	1.00
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Average Daily Attendance Rate

The average daily attendance is 96%. Students participate in setting their own personal goals for attendance, an effective strategy that has worked since the two buildings were merged in 2013.	95.60	96.40	96.00	96.50
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My Voice, My School 5 Essentials Survey

Based on the 2014-2015 data from the My Voice, My School 5 Essentials Survey the school appears well organized, with strong leadership, and we're providing a rigorous instructional program. We will continue to build a culture of success for learners through a shared vision, and strong instructional leadership.	(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
STEM				
GOAL: STEM INSTRUCTIONAL APPROACH 70 % of teachers effectively creating and implementing common core based authentic assessments. This goal will be supported with a plan of 100% of all teachers receiving ongoing coaching and or external support with the planning and implementation of common core aligned authentic assessments. 80% of all grade bands creating and implementing comprehensive transdisciplinary units. The units must encompass 21st century skills and reflect STEM habits of mind. This goal will be supported with a plan of 100% of all teachers receiving ongoing coaching and or external support with the planning and implementation of these units.	50.00	60.00	70.00	80.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
establish school-wide expectations for both academics and behavior	more orderly conduct in the school building	more time to focus on academics

Tags:
 MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches

Area(s) of focus:
 3

Action step	Responsible	Timeframe	Evidence for status	Status
Implement school-wide PBIS and monitor its implementation during teacher team meetings for feedback. Observe Second Step sessions in the classrooms (bi-monthly). Share progress during monthly LSC and PAC meetings	Principal ILT	Aug 22, 2016 to Aug 22, 2016	(Blank)	Not started

MTSS, SEL, Family and Community Engagement, Lsc

Provide student government to allow students an opportunity to voice their concerns- monthly meetings. Student leaders will report out monthly to the ILT, LSC and PAC (increase student voice).	Principal LSC/PAC Chair Student Leaders	Aug 22, 2016 to Jun 30, 2017	(Blank)	Not started
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MTSS, SEL, Family and Community Engagement, Student voice

Place expectations in student/parent/staff handbooks. Review standards with teachers in August before the school year starts. Read over the expectations in September with students then have the same set goals for themselves and share with their parents - signed agreement for improvement. Introduce expectations to parents during the fall Open House, review during the State of the School, LSC, and PAC meetings.	Principal LSC/PAC Chair Student Leaders	Jul 22, 2016 to Jun 30, 2017	(Blank)	Not started
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SEL, Family and Community Engagement

Students will participate in Physical Activity Leadership(PAL) to refocus their energies prior to transitions. At 9:00 AM the PE teacher will lead the entire building in physical training	PAL	Sep 5, 2016 to Jun 16, 2017	(Blank)	Not started
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MTSS

Parents and students will receive the attendance policy in September. The policy will outline the importance of attendance and how tardiness impacts learning. Students will be provided with their attendance rates for the previous year and suggest ways to improve it. Students will add this metric to their goal setting.	Principal Attendance Team Teachers	Jul 11, 2016 to Jun 16, 2017	Redrafts are due 7/11/2016	Not started
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Attendance

During the State of the School in October/February the Principal will share with parents the school's attendance rate. Selected students will share strategies on how to improve attendance from their personal goal setting session. Parents will share how they can support improved attendance.	Principal	Aug 29, 2016 to May 26, 2017	Power Point due 9/16	Not started
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Attendance, Family and Community Engagement

Provide staff with restorative training practices in August and support throughout the year.	Principal	Aug 22, 2016 to Sep 30, 2016	Secure PD 5/16	Not started
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Cycles of professional learning, Restorative approaches

Second Step - revisit guidelines every quarter. Share best practices quarterly. Video students role playing - present to parents/add to website.	Principal	Aug 29, 2016 to Jun 16, 2017	(Blank)	Not started
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MTSS, SEL, Family and Community Engagement

Students will reflect on their actions using the outlined forms - teachers or peers will confer about findings. This process provides students with a voice about changes that impact on a personal and community level (on-going throughout the year).	Staff School wide	Sep 12, 2016 to Jun 23, 2017	(Blank)	Not started
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MTSS, Restorative approaches, Student voice

Emergency forms completed and updated monthly using the classroom websites - parent contact information. Secure parent release for photos and video.	Principal	Sep 6, 2016 to Sep 30, 2016	(Blank)	Not started
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MTSS, Technology, Family and Community Engagement

Physical Activity Leader (PAL) is a daily 15-20 practice to refocus student energies. The PE teacher leads this activity for the entire school	PAL	Feb 29, 2016 to Jun 23, 2017	(Blank)	On-Track
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MTSS, Student Health & Wellness

Focus on transition protocols - entry, lunch, class passing, dismissal with students during the first two weeks of school. Outline in student handbook for review during the first two weeks of school. Monitor student progress with monthly feedback from the BIT	Principal BIT Classroom Teachers	Aug 22, 2016 to Jun 15, 2018	(Blank)	Not started
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MTSS, College Access and Persistence, Behavior and Safety

Prior to the school year opening walk teachers through the expectations for entry, lunch, class passing, and dismissal. Role play what the teachers and students should be doing -	Behavioral Intervention Team	Aug 29, 2016 to Sep 2, 2016	(Blank)	Not started
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Climate and Culture

BIT will monitor DASH Board bi-monthly to determine if incidents that required restorative justice have decreased

Behavioral Intervention Team

Sep 12, 2016 to Jun 1, 2018

(Blank)

Not started

MTSS

Teachers will pick up their students from outside, at the first bell (on-going throughout the year). Teachers will dismiss all students and help to clear the grounds (on-going throughout the year). Tardy students will sign-in and will be issued a pass at the front desk. Teachers will note arrival time using IMPACT and contact homes as outlined in the teacher handbook (on-going throughout the year).

Principal/Staff

Aug 29, 2016 to Jun 15, 2018

(Blank)

Not started

Climate and Culture

Teachers will provide peer observations and coaching with immediate feedback to support the instructional program. Support will be scheduled based on the needs expressed or observed through RLS. Teachers will share best practices and strategies with their peers to redirect instruction - weekly TT meetings

ILT

Sep 12, 2016 to Jun 15, 2018

(Blank)

Not started

Teacher Teams/Collaboration

Track behavior and academics in a binder for all students who are struggling in those areas.

MTSS Team

Sep 12, 2016 to Jun 15, 2018

(Blank)

Not started

Benchmark progress monitoring

Monthly meetings with Erie Health Care to assess impact of their program and discuss strategies to support their efforts in the classroom.

Principal

Sep 12, 2016 to Jun 15, 2018

(Blank)

Not started

SEL

PLP instruction will be monitored in the core areas of instruction and reported every 5 weeks for redirection of instruction.

Principal/MTSS Team

Sep 12, 2016 to Jun 15, 2018

(Blank)

Not started

Benchmark progress monitoring

Strategy 2

If we do...

...then we see...

...which leads to...

[Empty box for 'If we do...' strategy description]

[Empty box for '...then we see...' strategy outcome]

[Empty box for '...which leads to...' strategy result]

establish more consistent rules and regulations

students who understand consequences and rewards

consistent student behavior

Tags:

MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Implement restorative practices i.e. peer juries, peace circles that create a venue to encourage student voice. Outline the teacher's role and protocols for sessions in August. Establish a calendar for feedback to the teachers based on students involved. Review the teacher's role in MOY	Principal Counselor	Aug 22, 2016 to Jun 30, 2017	(Blank)	Not started

SEL, Restorative approaches

Partnership with Erie Health Center social services to support SEL program. ESP/Teachers will receive training in August to identify triggers/responses before entering restorative practices.	Principal	Aug 22, 2016 to Jun 30, 2017	(Blank)	Not started
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SEL, Restorative approaches

BIT will monitor DASH Board bi-monthly to determine if incidents that required suspension have decreased	BIT Principal	Aug 22, 2016 to Jun 30, 2017	(Blank)	Not started
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Behavior and Safety

Leadership will outline expectations for all staff in August 2016 and students at the opening assembly in September. Parents will receive handbooks that outline their role and their child's responsibility.	Principal	Aug 22, 2016 to Jun 30, 2017	(Blank)	Not started
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MTSS, Family and Community Engagement

Teachers will review expectations for behavior outlined in the student handbook and collaborate with students to create classroom expectations - reinforce throughout the year.	Teachers BIT Principal	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
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Behavior and Safety

Teachers will redirect students within the classroom to increase learning time. Behavior Books will be updated by the teachers and monitored by Administration (on-going throughout the year)..	Teachers Administration	Sep 5, 2016 to Jun 30, 2017	(Blank)	Not started
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College Access and Persistence

Students will develop a personal learning plan that focuses on college access and persistence in September. Part of that plan is improving behavior and how to be a STAR - Students Taking Active Responsibility. Providing students with a voice to state how they will change and why.

Students
Teachers
Principal

Sep 5, 2016 to
Jun 23, 2017

(Blank)

Not started

MTSS, College Access and Persistence

Create Attendance Contract for previous and current truants. Conference with parent and child prior to the agreement being signed. Teachers will sign agreement and monitor its implementation (on-going throughout the year).

Attendance Team
Teacher
Principal

Aug 8, 2016 to
Jun 9, 2017

(Blank)

Not started

Attendance, Family and Community Engagement

Continue partnership CPD District #11 for violence prevention, gang prevention, and opening up lines of communication between CPD and the community. Stress the importance of good citizenship as all learners prepare for college and career paths. Increase student voice with local issues that impact their community.

Principal

Oct 3, 2016 to
Apr 21, 2017

(Blank)

Not started

MTSS

Security Team will attend restorative practice session in August, to help maintain a calm learning environment for all students.

Principal

Aug 29, 2016 to
Sep 1, 2016

(Blank)

Not started

Diverse Learners, Climate and Culture

Following the teacher handbook only major infractions will be referred to administration, using the required forms.

Principal

Aug 29, 2016 to
Jun 23, 2017

(Blank)

Not started

MTSS, Behavior and Safety, Climate and Culture

Teachers will fully implement CPS corrective practices outlined in the student handbook for discipline - daily.

Principal

Sep 6, 2016 to
Jun 23, 2017

(Blank)

Not started

Behavior and Safety

Establish peer mediation and support students in addressing disagreements properly through restorative practices. Calendar will be developed based upon need.

Counselor

Sep 12, 2016 to Jun 15, 2018

(Blank)

Not started

Peer mediation

Strategy 3

If we do...

create trans-disciplinary units pulled from CCSS and NGSS

...then we see...

student learning will be supported by PBL and authentic assessment activities

...which leads to...

increased student engagement, participation, and learning.

Tags:

Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement

Area(s) of focus:

2

Action step

Provide bi-monthly meetings/ schedule peer coaching to support trans-disciplinary instruction provided by the STEM Coaches during their Teacher Team meetings

Responsible

Principal/ STEM Coaches

Timeframe

Aug 29, 2016 to Jun 23, 2017

Evidence for status

(Blank)

Status

Not started

Specialized Academic Programs - STEM, Instructional Coaching, Teacher Teams/Collaboration, Project-based learning, Cycles of professional learning

Quarterly we will meet with our parents for a local Parent University to provide parents with tools to support their child(ren), and provide them with classes provided by CPS Parent University.

Principal STEM Coaches

Sep 19, 2016 to May 30, 2017

(Blank)

Not started

Family and Community Engagement, ILT

STEM Parent monthly coffee sips - outline units of studies and how parents can support students.

STEM Coaches

Sep 19, 2016 to May 22, 2017

(Blank)

Not started

Specialized Academic Programs - STEM, Family and Community Engagement

STEM Coaches will provide on-going PD and bi-monthly meetings during grade level team meeting.

STEM Coaches

Jul 11, 2016 to Jun 9, 2017

(Blank)

Not started

Specialized Academic Programs - STEM, Cycles of professional learning

Teachers will receive coaching as needed, with immediate feedback on STEM lessons - STEM Scopes.

STEM Coaches

Sep 26, 2016 to Jun 2, 2017

(Blank)

Not started

Specialized Academic Programs - STEM, Instructional Coaching

Teachers will integrate STEM daily across all learning areas of instruction and receive additional coaching as needed (on-going throughout the year).	ILT	Sep 26, 2016 to Jun 2, 2017	(Blank)	Not started
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Instructional Coaching, Instruction

Teachers will incorporate the use of STEM to develop Problem Based Learning activities bi-monthly and students will share their learning with peers. Students will develop independent problems thus increasing their voice (on-going throughout the year).	Principal	Sep 12, 2016 to Jun 2, 2017	(Blank)	Not started
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Literacy/Reading, Math, Science, Specialized Academic Programs - STEM, Project-based learning

Family STEM Events - scheduled throughout the year	STEM Coaches	Sep 26, 2016 to May 26, 2017	(Blank)	Not started
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Specialized Academic Programs - STEM, Family and Community Engagement

STEM Habits - goal setting as it relates to career planning for all learners. Post findings on classroom blog or page (on-going throughout the year).	Principal	Sep 19, 2016 to Oct 21, 2016	(Blank)	Not started
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Technology, Diverse Learners, Specialized Academic Programs - STEM, College Access and Persistence

Incorporate technology to create classroom STEM Habits and to showcase PBLs and challenges (on-going throughout the year).	Principal	Sep 12, 2016 to Jun 2, 2017	(Blank)	Not started
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Technology, Specialized Academic Programs - STEM

Teachers will use internal assessments outlined in their units of study. Data will be analyzed to determine how instruction will be redirected (on-going throughout the year).	Principal	Sep 16, 2016 to Jun 2, 2017	(Blank)	Not started
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Specialized Academic Programs - STEM, Assessment, Data Use

Students will complete exit slips to share 3 things I learned, 2 things I found interesting, and 1 question that remains. Teacher will compile information for the next day's discussion and planning. This activity provides students with a voice within the instructional program (on-going throughout the year).

Principal

Sep 6, 2016 to Jun 16, 2017

(Blank)

Not started

MTSS, Assessment, Data Use

All units of study, PBL, and challenges will have a rubric shared with students prior to the start of activity - shared in weekly lesson plans.

Principal

Sep 2, 2016 to Jun 9, 2017

(Blank)

Not started

Specialized Academic Programs - STEM, Assessment

Teachers will engage students in learning through hands-on activities and more PBL projects (on-going throughout the year).

Principal

Sep 12, 2016 to Jun 15, 2018

(Blank)

Not started

Performance tasks

Math tracker in a Google Drive to provide transparency vertically on how students are progressing. Collaborate during team meetings to suggest strategies for closing the achievement gap - weekly.

Principal

Sep 12, 2016 to Jun 15, 2018

(Blank)

Not started

Technology, Cooperative learning, Accountable talk, Professional responsibility, Academic rigor

Strategy 4

If we do...

...then we see...

...which leads to...

differentiate instruction by RIT band and align it with the learning continuum and CCSS

growth in all students

higher attainment on all assessments.

Tags:
Literacy/Reading, Math, Diverse Learners, Social studies

Area(s) of focus:
2

Action step

Responsible

Timeframe

Evidence for status

Status

After BOY and MOY align NWEA RIT bands to CCSS to allow for differentiated instruction

Principal/Classroom Teachers

Aug 22, 2016 to Jun 30, 2017

(Blank)

Not started

Core Instruction, Data Use, Teacher Teams/Collaboration

NWEA BOY data will be used to create flexible groupings for reading and mathematics with support from our ILT and collaboration with grade level team.

Principal

Aug 22, 2016 to Jun 9, 2017

(Blank)

Not started

Core Instruction, Diverse Learners, Data Use, ILT

DIBELS BOY data will be used to create flexible groupings for reading and mathematics with support from our ILT - one week after the assessment.	Principal	Aug 22, 2016 to Jun 9, 2017	(Blank)	Not started
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Literacy/Reading, Data Use, ILT

Progress Monitoring will be used according to student placement with data shared at grade level meetings.	Principal	Sep 26, 2016 to May 26, 2017	(Blank)	Not started
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Intervention, Teacher Teams/Collaboration

Teachers will share effective best practices during their weekly team meetings	Principal	Sep 26, 2016 to Jun 2, 2017	(Blank)	Not started
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Core Instruction, Teacher Teams/Collaboration

Teacher will weave students college aspirations into lessons and identify why certain skill sets apply. Students will share how current learning will impact their future goals (on-going throughout the year).	Principal	Sep 19, 2016 to Jun 9, 2017	(Blank)	Not started
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College Access and Persistence

NWEA MOY data will be used to create flexible groupings for reading and mathematics with support from our ILT and colleagues	Principal	Jan 30, 2017 to Jan 29, 2018	(Blank)	Not started
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Core Instruction, Teacher Teams/Collaboration, ILT

DIBELS MOY data will be used to create flexible groupings for reading and mathematics with support from our ILT and colleagues	Principal	Jan 30, 2017 to May 19, 2017	(Blank)	Not started
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Core Instruction, Teacher Teams/Collaboration, ILT

Communicate BOY/MOY data with parents - either written or verbal. Provide suggestions on how parents can support learning goals a week after the assessments.	Principal	Oct 3, 2016 to May 26, 2017	(Blank)	Not started
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Technology, Assessment, Family and Community Engagement

Provide parents with Progress Monitoring/BOY/MOY/EOY calendar - classroom website	Network 5 Principal	Sep 12, 2016 to Jan 8, 2018	(Blank)	Not started
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Technology, Assessment, Family and Community Engagement

Provide parents in grades 3-8 with testing calendar - website/hard copy in September.	Principal	Sep 12, 2016 to Sep 11, 2017	(Blank)	Not started
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Family and Community Engagement

Use small group and differentiated instruction for the majority of the academic day (on-going throughout the year).	TEACHERS	Sep 12, 2016 to Jun 15, 2018	(Blank)	Behind
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Differentiated instruction, Cooperative learning

ILT will lead vertical alignment of math instruction - planning each quarter. Teachers will provide feedback on whether support is needed to build capacity	ILT	Aug 29, 2016 to May 25, 2018	(Blank)	Not started
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Collaborative review, Collaborative planning

Provide parents with Progress Monitoring/BOY/MOY/EOY calendar - classroom website	ILT	Sep 26, 2016 to Jun 15, 2018	(Blank)	Not started
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Progress monitoring, Parent engagement, Parent contact

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➤ Implement school-wide PBIS and monitor its implementation during teacher team meetings for feedback. Observe Second Step sessions in the classrooms (bi-monthly). Share progress during monthly LSC and PAC meetings</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, SEL, Family and Community Engagement, Lsc</p>	Principal ILT	Aug 22, 2016	Aug 22, 2016	Not started
<p>➤ Provide student government to allow students an opportunity to voice their concerns- monthly meetings. Student leaders will report out monthly to the ILT, LSC and PAC (increase student voice).</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, SEL, Family and Community Engagement, Student voice</p>	Principal LSC/PAC Chair Student Leaders	Aug 22, 2016	Jun 30, 2017	Not started
<p>➤ Place expectations in student/parent/staff handbooks. Review standards with teachers in August before the school year starts. Read over the expectations in September with students then have the same set goals for themselves and share with their parents - signed agreement for improvement. Introduce expectations to parents during the fall Open House, review during the State of the School, LSC, and PAC meetings.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, SEL, Family and Community Engagement</p>	Principal LSC/PAC Chair Student Leaders	Jul 22, 2016	Jun 30, 2017	Not started
<p>➤ Students will participate in Physical Activity Leadership(PAL) to refocus their energies prior to transitions. At 9:00 AM the PE teacher will lead the entire building in physical training</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS</p>	PAL	Sep 5, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Parents and students will receive the attendance policy in September. The policy will outline the importance of attendance and how tardiness impacts learning. Students will be provided with their attendance rates for the previous year and suggest ways to improve it. Students will add this metric to their goal setting.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Attendance</p>	Principal Attendance Team Teachers	Jul 11, 2016	Jun 16, 2017	Not started
<p>✦ During the State of the School in October/February the Principal will share with parents the school's attendance rate. Selected students will share strategies on how to improve attendance from their personal goal setting session. Parents will share how they can support improved attendance.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Attendance, Family and Community Engagement</p>	Principal	Aug 29, 2016	May 26, 2017	Not started
<p>✦ Provide staff with restorative training practices in August and support throughout the year.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Cycles of professional learning, Restorative approaches</p>	Principal	Aug 22, 2016	Sep 30, 2016	Not started
<p>✦ Second Step - revisit guidelines every quarter. Share best practices quarterly. Video students role playing - present to parents/add to website.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, SEL, Family and Community Engagement</p>	Principal	Aug 29, 2016	Jun 16, 2017	Not started
<p>✦ Students will reflect on their actions using the outlined forms -teachers or peers will confer about findings. This process provides students with a voice about changes that impact on a personal and community level (on-going throughout the year).</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, Restorative approaches, Student voice</p>	Staff School wide	Sep 12, 2016	Jun 23, 2017	Not started
<p>✦ Emergency forms completed and updated monthly using the classroom websites - parent contact information. Secure parent release for photos and video.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, Technology, Family and Community Engagement</p>	Principal	Sep 6, 2016	Sep 30, 2016	Not started
<p>✦ Physical Activity Leader (PAL) is a daily 15-20 practice to refocus student energies. The PE teacher leads this activity for the entire school</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, Student Health & Wellness</p>	PAL	Feb 29, 2016	Jun 23, 2017	On- Track
<p>✦ Focus on transition protocols - entry, lunch, class passing, dismissal with students during the first two weeks of school. Outline in student handbook for review during the first two weeks of school. Monitor student progress with monthly feedback from the BIT</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, College Access and Persistence, Behavior and Safety</p>	Principal BIT Classroom Teachers	Aug 22, 2016	Jun 15, 2018	Not started
<p>✦ Prior to the school year opening walk teachers through the expectations for entry, lunch, class passing, and dismissal. Role play what the teachers and students should be doing -</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Climate and Culture</p>	Behavioral Intervention Team	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ BIT will monitor DASH Board bi-monthly to determine if incidents that required restorative justice have decreased</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS</p>	Behavioral Intervention Team	Sep 12, 2016	Jun 1, 2018	Not started
<p>✦ Teachers will pick up their students from outside, at the first bell (on-going throughout the year). Teachers will dismiss all students and help to clear the grounds (on-going throughout the year). Tardy students will sign-in and will be issued a pass at the front desk. Teachers will note arrival time using IMPACT and contact homes as outlined in the teacher handbook (on-going throughout the year).</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Climate and Culture</p>	Principal/Staff	Aug 29, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will provide peer observations and coaching with immediate feedback to support the instructional program. Support will be scheduled based on the needs expressed or observed through RLS. Teachers will share best practices and strategies with their peers to redirect instruction - weekly TT meetings</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Teacher Teams/Collaboration</p>	ILT	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ Track behavior and academics in a binder for all students who are struggling in those areas.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Benchmark progress monitoring</p>	MTSS Team	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ Monthly meetings with Erie Health Care to assess impact of their program and discuss strategies to support their efforts in the classroom.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, SEL</p>	Principal	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ PLP instruction will be monitored in the core areas of instruction and reported every 5 weeks for redirection of instruction.</p> <p>Tags: MTSS, Diverse Learners, Attendance, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Benchmark progress monitoring</p>	Principal/MTSS Team	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ Implement restorative practices i.e. peer juries, peace circles that create a venue to encourage student voice. Outline the teacher's role and protocols for sessions in August. Establish a calendar for feedback to the teachers based on students involved. Review the teacher's role in MOY</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, SEL, Restorative approaches</p>	Principal Counselor	Aug 22, 2016	Jun 30, 2017	Not started
<p>✦ Partnership with Erie Health Center social services to support SEL program. ESP/Teachers will receive training in August to identify triggers/responses before entering restorative practices.</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, SEL, Restorative approaches</p>	Principal	Aug 22, 2016	Jun 30, 2017	Not started
<p>✦ BIT will monitor DASH Board bi-monthly to determine if incidents that required suspension have decreased</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Behavior and Safety</p>	BIT Principal	Aug 22, 2016	Jun 30, 2017	Not started
<p>✦ Leadership will outline expectations for all staff in August 2016 and students at the opening assembly in September. Parents will receive handbooks that outline their role and their child's responsibility.</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, Family and Community Engagement</p>	Principal	Aug 22, 2016	Jun 30, 2017	Not started
<p>✦ Teachers will review expectations for behavior outlined in the student handbook and collaborate with students to create classroom expectations - reinforce throughout the year.</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Behavior and Safety</p>	Teachers BIT Principal	Sep 5, 2016	Jun 30, 2017	Not started
<p>✦ Teachers will redirect students within the classroom to increase learning time. Behavior Books will be updated by the teachers and monitored by Administration (on-going throughout the year)..</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, College Access and Persistence</p>	Teachers Administration	Sep 5, 2016	Jun 30, 2017	Not started
<p>✦ Students will develop a personal learning plan that focuses on college access and persistence in September. Part of that plan is improving behavior and how to be a STAR - Students Taking Active Responsibility. Providing students with a voice to state how they will change and why.</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, College Access and Persistence</p>	Students Teachers Principal	Sep 5, 2016	Jun 23, 2017	Not started
<p>✦ Create Attendance Contract for previous and current truants. Conference with parent and child prior to the agreement being signed. Teachers will sign agreement and monitor its implementation (on-going throughout the year).</p> <p>Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Attendance, Family and Community Engagement</p>	Attendance Team Teacher Principal	Aug 8, 2016	Jun 9, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Continue partnership CPD District #11 for violence prevention, gang prevention, and opening up lines of communication between CPD and the community. Stress the importance of good citizenship as all learners prepare for college and career paths. Increase student voice with local issues that impact their community. Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS</p>	Principal	Oct 3, 2016	Apr 21, 2017	Not started
<p>✦ Security Team will attend restorative practice session in August, to help maintain a calm learning environment for all students. Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Diverse Learners, Climate and Culture</p>	Principal	Aug 29, 2016	Sep 1, 2016	Not started
<p>✦ Following the teacher handbook only major infractions will be referred to administration, using the required forms. Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, MTSS, Behavior and Safety, Climate and Culture</p>	Principal	Aug 29, 2016	Jun 23, 2017	Not started
<p>✦ Teachers will fully implement CPS corrective practices outlined in the student handbook for discipline - daily. Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Behavior and Safety</p>	Principal	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Establish peer mediation and support students in addressing disagreements properly through restorative practices. Calendar will be developed based upon need. Tags: MTSS, College Access and Persistence, Behavior and Safety, Climate and Culture, SEL, Family and Community Engagement, Restorative approaches, Peer mediation</p>	Counselor	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ Provide bi-monthly meetings/ schedule peer coaching to support trans-disciplinary instruction provided by the STEM Coaches during their Teacher Team meetings Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Specialized Academic Programs - STEM, Instructional Coaching, Teacher Teams/Collaboration, Project-based learning, Cycles of professional learning</p>	Principal/ STEM Coaches	Aug 29, 2016	Jun 23, 2017	Not started
<p>✦ Quarterly we will meet with our parents for a local Parent University to provide parents with tools to support their child(ren), and provide them with classes provided by CPS Parent University. Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Family and Community Engagement, ILT</p>	Principal STEM Coaches	Sep 19, 2016	May 30, 2017	Not started
<p>✦ STEM Parent monthly coffee sips - outline units of studies and how parents can support students. Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Specialized Academic Programs - STEM, Family and Community Engagement</p>	STEM Coaches	Sep 19, 2016	May 22, 2017	Not started
<p>✦ STEM Coaches will provide on-going PD and bi-monthly meetings during grade level team meeting. Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Specialized Academic Programs - STEM, Cycles of professional learning</p>	STEM Coaches	Jul 11, 2016	Jun 9, 2017	Not started
<p>✦ Teachers will receive coaching as needed, with immediate feedback on STEM lessons - STEM Scopes. Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Specialized Academic Programs - STEM, Instructional Coaching</p>	STEM Coaches	Sep 26, 2016	Jun 2, 2017	Not started
<p>✦ Teachers will integrate STEM daily across all learning areas of instruction and receive additional coaching as needed (on-going throughout the year). Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Instructional Coaching, Instruction</p>	ILT	Sep 26, 2016	Jun 2, 2017	Not started
<p>✦ Teachers will incorporate the use of STEM to develop Problem Based Learning activities bi-monthly and students will share their learning with peers. Students will develop independent problems thus increasing their voice (on-going throughout the year). Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Literacy/Reading, Math, Science, Specialized Academic Programs - STEM, Project-based learning</p>	Principal	Sep 12, 2016	Jun 2, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Family STEM Events - scheduled throughout the year</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Specialized Academic Programs - STEM, Family and Community Engagement</p>	STEM Coaches	Sep 26, 2016	May 26, 2017	Not started
<p>✦ STEM Habits - goal setting as it relates to career planning for all learners. Post findings on classroom blog or page (on-going throughout the year).</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Technology, Diverse Learners, Specialized Academic Programs - STEM, College Access and Persistence</p>	Principal	Sep 19, 2016	Oct 21, 2016	Not started
<p>✦ Incorporate technology to create classroom STEM Habits and to showcase PBLs and challenges (on-going throughout the year).</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Technology, Specialized Academic Programs - STEM</p>	Principal	Sep 12, 2016	Jun 2, 2017	Not started
<p>✦ Teachers will use internal assessments outlined in their units of study. Data will be analyzed to determine how instruction will be redirected (on-going throughout the year).</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Specialized Academic Programs - STEM, Assessment, Data Use</p>	Principal	Sep 16, 2016	Jun 2, 2017	Not started
<p>✦ Students will complete exit slips to share 3 things I learned, 2 things I found interesting, and 1 question that remains. Teacher will compile information for the next day's discussion and planning. This activity provides students with a voice within the instructional program (on-going throughout the year).</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, MTSS, Assessment, Data Use</p>	Principal	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ All units of study, PBL, and challenges will have a rubric shared with students prior to the start of activity - shared in weekly lesson plans.</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Specialized Academic Programs - STEM, Assessment</p>	Principal	Sep 2, 2016	Jun 9, 2017	Not started
<p>✦ Teachers will engage students in learning through hands-on activities and more PBL projects (on-going throughout the year).</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Performance tasks</p>	Principal	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ Math tracker in a Google Drive to provide transparency vertically on how students are progressing. Collaborate during team meetings to suggest strategies for closing the achievement gap - weekly.</p> <p>Tags: Literacy/Reading, Diverse Learners, Specialized Academic Programs - STEM, Assessment, Instructional Coaching, Family and Community Engagement, Technology, Cooperative learning, Accountable talk, Professional responsibility, Academic rigor</p>	Principal	Sep 12, 2016	Jun 15, 2018	Not started
<p>✦ After BOY and MOY align NWEA RIT bands to CCSS to allow for differentiated instruction</p> <p>Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Core Instruction, Data Use, Teacher Teams/Collaboration</p>	Principal/Classroom Teachers	Aug 22, 2016	Jun 30, 2017	Not started
<p>✦ NWEA BOY data will be used to create flexible groupings for reading and mathematics with support from our ILT and collaboration with grade level team.</p> <p>Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Core Instruction, Diverse Learners, Data Use, ILT</p>	Principal	Aug 22, 2016	Jun 9, 2017	Not started
<p>✦ DIBELS BOY data will be used to create flexible groupings for reading and mathematics with support from our ILT - one week after the assessment.</p> <p>Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Literacy/Reading, Data Use, ILT</p>	Principal	Aug 22, 2016	Jun 9, 2017	Not started
<p>✦ Progress Monitoring will be used according to student placement with data shared at grade level meetings.</p> <p>Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Intervention, Teacher Teams/Collaboration</p>	Principal	Sep 26, 2016	May 26, 2017	Not started
<p>✦ Teachers will share effective best practices during their weekly team meetings</p> <p>Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Core Instruction, Teacher Teams/Collaboration</p>	Principal	Sep 26, 2016	Jun 2, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Teacher will weave students college aspirations into lessons and identify why certain skill sets apply. Students will share how current learning will impact their future goals (on-going throughout the year). Tags: Literacy/Reading, Math, Diverse Learners, Social studies, College Access and Persistence</p>	Principal	Sep 19, 2016	Jun 9, 2017	Not started
<p>✚ NWEA MOY data will be used to create flexible groupings for reading and mathematics with support from our ILT and colleagues Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Core Instruction, Teacher Teams/Collaboration, ILT</p>	Principal	Jan 30, 2017	Jan 29, 2018	Not started
<p>✚ DIBELS MOY data will be used to create flexible groupings for reading and mathematics with support from our ILT and colleagues Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Core Instruction, Teacher Teams/Collaboration, ILT</p>	Principal	Jan 30, 2017	May 19, 2017	Not started
<p>✚ Communicate BOY/MOY data with parents - either written or verbal. Provide suggestions on how parents can support learning goals a week after the assessments. Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Technology, Assessment, Family and Community Engagement</p>	Principal	Oct 3, 2016	May 26, 2017	Not started
<p>✚ Provide parents with Progress Monitoring/BOY/MOY/EOY calendar - classroom website Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Technology, Assessment, Family and Community Engagement</p>	Network 5 Principal	Sep 12, 2016	Jan 8, 2018	Not started
<p>✚ Provide parents in grades 3-8 with testing calendar - website/hard copy in September. Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Family and Community Engagement</p>	Principal	Sep 12, 2016	Sep 11, 2017	Not started
<p>✚ Use small group and differentiated instruction for the majority of the academic day (on-going throughout the year). Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Differentiated instruction, Cooperative learning</p>	TEACHERS	Sep 12, 2016	Jun 15, 2018	Behind
<p>✚ ILT will lead vertical alignment of math instruction - planning each quarter. Teachers will provide feedback on whether support is needed to build capacity Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Collaborative review, Collaborative planning</p>	ILT	Aug 29, 2016	May 25, 2018	Not started
<p>✚ Provide parents with Progress Monitoring/BOY/MOY/EOY calendar - classroom website Tags: Literacy/Reading, Math, Diverse Learners, Social studies, Progress monitoring, Parent engagement, Parent contact</p>	ILT	Sep 26, 2016	Jun 15, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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 1/SW].

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Parents will meet quarterly to review and revise the PAC Plan and school improvement. The initial meeting will be conducted in September 2016 to develop a calendar for the review sessions.

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

Laura Ward STEM School will conduct the NCLB informational meeting September 26, 2016 at 9:00 AM in the auditorium. The organizational meeting was held September 26, 2016 at 10:00 a.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.

Laura Ward STEM School will conduct the NCLB informational meeting September 18, 2016 at 8:00 AM in the auditorium

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.

The PAC will determine a calendar for the 2016-2017 and 2017-2018 school terms, for parents to formulate suggestions and participate in decisions about the education of their children.

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

Once ISBE will provides the PARCC assessment data to the schools and it will be sent home via students. Parents will receive a Robo Call to inform them that the data is being sent home.

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

All parents will receive written notification four consecutive weeks if the teacher assigned to their child is not "highly qualified."

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

Once the PARCC results are received here at the school, administration will schedule an information session on how to read the data. Parents will register for the Parent Portal to monitor their child's progress, and communicate with the teacher via e-mail about ways to support learning at home.

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

Parents can enroll for literacy training and technology through CPS Parent University or attend PAC training sessions on parenting.

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.

In August during Professional Development administration will create an ice breaker around the value and utility of parents. Teachers will reflect on best practices to formulate effective partnerships with parents. Bi-monthly the TT agenda will include updates on parent partnerships.

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.

OECE provides monthly meetings with parents to encourage and support parents more fully participating in their child's education.

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.

The school's website will continue to reflect the school and parent programs, and other activities. All communications from CPS are sent home in English and Spanish.

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)

There are no empty boxes .

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.)

Laura Ward Elementary, a STEM school, will provide an inclusive environment where students are safe and nurtured academically, socially and emotionally. As we embark on new horizons, we will create a community of learners who will be engaged in high quality, student-centered instruction to prepare them to be successful through college and career in order to compete in our global economy.

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.

Laura Ward STEM School will conduct parent conferences in November 2016 and April 2017. Teachers will share with parents strategies that will extend and support learning at home.

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

Parents can view student progress daily through the use of Parent Portal and written reports will be sent home every 5 weeks.

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

Parents may consult with teachers prior to the start of school. If a parent cannot come before school then a scheduled conference after school. Parents can arrange a conference during the teacher's preparation period, if it does not conflict with scheduled meetings.

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

and observe classroom activities.

Parents may complete a Volunteer screening provided by CPS then attend training locally before being assigned to a classroom. All parents can participate in activities designed specifically for their engagement. Classrooms can be observed with notification.

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

Parents Handbooks outline attendance, homework, and discipline policies and is provided to each student. CPS Parent Portal provides all parents with immediate access to their child's academic progress.

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 can conference directly with teachers about decisions relating to the education of their children. Parents can meet with the Principal to share concerns. All parents can participate in the PAC monthly meetings.

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

Students will continue to develop their own personal learning plan that focuses on attendance, SEL, and use the Student Portal to monitor their academic success.

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.

September 2016 - May 2017 Parents will participate in training sessions to support student learning.
 October 2016 - June 2017 STEM Coaches will provide parents with hands-on training for college and readiness skills for their children.
 October 2016 - June 2017 Parents will participate in local training sponsored by CPS Parent University

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.	\$ 6000	.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.	\$ 1000	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 556	.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)	\$ Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1000	.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.	\$ 2000	.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.	\$ 0	.00

53510 **Postage**
Must be used for parent involvement programs only.

\$	0	.00
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53306 **Software**
Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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