



2014-2016 Continuous Improvement Work Plan

Elementary School Goals



Phillip Murray Elementary Language Academy

Resources

Instructions: Elementary schools should set goals for the School Quality Rating Policy by using the SQRP calculator below. 2012-2013 data will populate automatically based on the school's name (NDA = No Data Available). Schools can enter their 2013-2014 scores once they become available. Additional space is available to set goals on the State's Accountability System. To determine your School Quality Rating Goal for each year:

[CIWP Instruction Manual](#)

- 1) Enter your school's goals for each of the listed metrics (in the gray boxes) for the indicated year. **If a particular metric is not applicable, leave the cell empty.**
- 2) Enter your school's anticipated participation rate for each assessment metric for the indicated year (default is set to 100).
- 3) The School Quality Rating and Points will be calculated automatically.

[SQRP \(Knowledge Center\)](#)

SQRP Metric	2012-2013 Score	2013-2014 Goal Setting						2014-2015 Goal Setting					2015-2016 Goal Setting				
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Growth Percentile on the NWEA Reading Assessment Grades 3-8*	9	93	100	5	18.75%	0.938		71	100	4	18.75%	0.750	95	100	5	18.75%	0.938
National School Growth Percentile on the NWEA Math Assessment Grades 3-8*	30	48	100	3	18.75%	0.563		70	100	4	18.75%	0.750	70	100	4	18.75%	0.750
African American National School Growth Percentile - NWEA Reading	3	87	100	5	1.25%	0.063		71	100	5	1.25%	0.063	90	100	5	1.25%	0.063
Hispanic National School Growth Percentile - NWEA Reading	NDA		100														
ELL National School Growth Percentile - NWEA Reading	NDA		100														
Diverse Learners National School Growth Percentile - NWEA Reading	1		100														
African American National School Growth Percentile - NWEA Math	15	42	100	3	1.25%	0.038		63	100	4	1.25%	0.050	70	100	5	1.25%	0.063
Hispanic National School Growth Percentile - NWEA Math	NDA		100														
ELL National School Growth Percentile - NWEA Math	NDA		100														
Diverse Learners National School Growth Percentile - NWEA Math	38		100														
Percentage of Students Meeting or Exceeding National Average Growth Norms Grades 3-8*	51.8	56.1	100	3	10.00%	0.300		56.1	100	3	10.00%	0.300	64.5	100	4	10.00%	0.400
National School Attainment Percentile - NWEA Reading Grades 3-8*	66	90	100	5	5.00%	0.250		90	100	5	5.00%	0.250	95	100	5	5.00%	0.250
National School Attainment Percentile - NWEA Math Grades 3-8*	72	72	100	4	5.00%	0.200		79	100	4	5.00%	0.200	90	100	5	5.00%	0.250
National School Attainment Percentile - NWEA Reading Grade 2	94	93	100	5	2.50%	0.125		70	100	4	2.50%	0.100	92	100	5	2.50%	0.125

SQRP Metric	2012-2013 Score	2013-2014 Goal Setting						2014-2015 Goal Setting					2015-2016 Goal Setting				
		2013-2014 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2013-2014 Score**	2014-2015 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points	2015-2016 Goal	Participation Rate	Adjusted Points	Weight	Weighted Points
National School Attainment Percentile - NWEA Math Grade 2	89	81	100	4	2.50%	0.100		52	100	3	2.50%	0.075	90	100	5	2.50%	0.125
Percentage of Students Making Sufficient Annual Progress - ACCESS	NDA		100														
Average Daily Attendance	95.6	96.2	N/A	5	20.00%	1.000		96	N/A	5	20.00%	1.000	96.9	N/A	5	20.00%	1.000
My Voice, My School 5 Essentials Survey (If Not Enough Data, please leave blank)	Not Yet Organized	Partially Organized	N/A	2	10.00%	0.200		Moderately Organized	N/A	3	10.00%	0.300	Moderately Organized	N/A	3	10.00%	0.300
Data Quality Index Score	99.3	99	N/A	5	5.00%	0.250		99	N/A	5	5.00%	0.250	99	N/A	5	5.00%	0.250

*These metrics are all required. If your school is missing ANY of these metrics, it will NOT receive a School Quality Rating.

**Enter your school's 2013-2014 Scores once they become available

Elementary School Quality Rating Calculation		2013-2014 Goal	2014-2015 Goal	2015-2016 Goal
Total Weighted Points	The points received for each indicator are multiplied by their weight and then added together	4.0	4.1	4.5
ES School Quality Rating	Tier 1 (4 – 5 points), Tier 2 (3.5 – 3.9 points), Tier 3 (3 – 3.4 points), Tier 4 (2 – 2.9 points), or Tier 5 (1 – 1.9 points)	Tier 1	Tier 1	Tier 1

SY15 & SY16 Targets for State Accountability

Schools are required to set targets for the State's Accountability Systems, either for Annual Yearly Progress (AYP) or ISBE's Flexibility Waiver. For SY15, schools should use the higher of the two targets. **Please see the CIWP Instructional Manual for full details on setting goals for State Accountability.** The minimum amount of growth needed to make AYP is called the school's "Safe Harbor" target, and it is defined as a 10% decrease in the percent of students not meeting state standards. ISBE has submitted a waiver to the US Department of Education to receive flexibility in how it measures school performance. Under this waiver, the improvement targets will be defined as reducing the percent not meeting/exceeding by 50% in 6 years. A one-year target can be determined by dividing the 6-year target by 6. Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Phillip Murray Elementary Language Academy

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 1: Leadership (District Pillar 4)	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	At the beginning of each school year, the principal leads a data talk outlining all the school data sets. From here, the entire staff engages in a goal-setting discussion for the upcoming year.	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership. Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	All staff members are given a "Teacher Survival" kit that speaks to the culture and expectations of the school and students.	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): ILT membership, Grade/Course team lead, MTSS team, Committee chair or membership, Mentor teacher, Curriculum team, Coach, Family liaison, Data team, Bilingual lead, CIWP team, Union representative, Grant writer. • Each teacher has equity of voice in grade/course, ILT and whole staff meetings. • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools. 	Teachers play a major role in the in the success of the school by actively participating in committees.	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Instructional Leadership Team (ILT)			2
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly 	<p>This is our second year of using the ILT structure formally.</p>	
Monitoring and adjusting			2
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to improved instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>This is an area that we look forward to improving in SY14. We are working to get the ILT more involved in analyzing NWEA MAP data and then working with other teacher to make it a bigger part of our instructional plan in a sytematic way.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 2: Core Instruction (District Pillar 2)	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	We plan to develop a scope and sequence for instructional purposes. This framework would be shared with parents as a "friendly" version of CCSS.	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	We are engaged in the alignment and discussion on our material to CCSS.	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	At the beginning of each school year, teachers are presented with student individual ISAT data. The teacher receives the current class of data and the previous year’s data; throughout the year, teachers receive NWEA MAP data for discussion and analysis.	
Instruction ----->			3

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Most of our staff identifies objectives for what learning will be during the day. There is strong evidence to support this in K-4 and we are looking to improve that in our middle grade departmental setting. We have identified a new middle school structure, which will help improve this instruction for students. We will continue to collect evidence of teacher level questioning and encourage teachers to allow students to ask questions of them and each other. We will also continue to encourage teachers to use wait time to allow students to stop, assess and ask questions of students during learning.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
Intervention ----->			2
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>We are working on an improved RtI plan to better support students in tier 1, that is, to push them to exceeding the standards and to efficiently identify potential students with learning difficulties, leading to appropriate supports.</p>	

Whole staff professional development ----->			3
<p>g (District Pillar 4)</p> <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Our Flex PD days are primarily used for whole school professional development. All teachers are required to participate and engage in the PD. The administration works closely with the teachers on topics on interest.</p>	

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Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 3: Professional Learning	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Common grade-level and subject-planning periods have been built into the schedules. These meetings are mandatory. The meetings have been designed for professional collaboration, exchange of successful strategies and approaches to instruction and mentoring (to support student achievement). Additionally, these meetings give teachers an opportunity to share ideas, discuss curriculum and data, formulate grading procedures and identify concerns. Special education and regular teachers are required to collaborate on a regular basis.	
	Instructional coaching ----->			2

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

Typical School	Effective School	Evidence	Rating
<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>For starters, new teachers to our school, experienced or not, are assigned a teacher "mentor."</p> <p>We have whole group discussions on instruction. We take advantage of the REACH videos as a basis for our discussions.</p>	

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSION 4: Climate and Culture (District Pillar 2)	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice. 	<p>We have a partnership with Purdue University that allows Murray's middle school students to engage in a college-level experiences through campus visits each year. We also partner with the University of Chicago in a program called the Neighborhood Schools where university students to come to Murray and speak to students regarding thier college courses to get students interested in college courses. Univ. of Illinois extention program that engages 7th and 8th grade students in science curriculum and instruction. Also, the first Monday of every month, our staff wears college t-shirts, to reinforce the culture and expectations for all students to attend college and university.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals. Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior. Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>We all are passionate about our students; our slogan is "We are Murray, We are One!" Our daily actions exhibit this calling.</p>	
	Behavior & Safety ----->			2
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>We, as a staff, have committed to adopt the CHAMPS model school-wide though we are looking to enhance our culture and climate through the use of new iniativies in the coming year as well.</p>	

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Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
MEASUREMENT 5: Family and Community Engagement (District Pillar 3)	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	In addition to the principal letters, the parents are directed to the CPS website where they can find a plethora of information.	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, and also so that school staff can learn from the families about their child's strengths and needs. 	Our teachers have created blogs, websites, and/or school note (all web-based applications) for parents to have in addition to traditional e-mails, class notes etc.	
	Bonding ----->			4
<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Our parent participating is and has always been at a high rate; our report card pick-up for example about 92% on average; Our PTO has many family events at Murray.		
Specialized support ----->			2	

Phillip Murray Elementary Language Academy

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

Tips: When entering text, press Alt+Enter to start a new paragraph. To start a bulleted list, press Alt+7 (on the numeric keypad) or Fn+Alt+7 (on a laptop).

Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIV	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>Our Specialized Education team provides typical services as well as PD afterschool for parents and students; the team plans for speakers and workshops on a wide variety of health/education topics. Some topics may be specific to a mental health interest. All parent are invited to all meetings.</p>	

Phillip Murray Elementary Language Academy

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
College and Career Readiness Supports (District Pillar 2)	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	In addition to talking colleges and careers, we fully discuss high school options; this year our 5th-8th graders are traveling to Purdue for a college science learning-trip; Our 8th graduation is at the University of Chicago.	
	Academic Planning ----->			3
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Our academic planning for this category only is indirect connected to college planning. We directly plan for great high school choices that will ultimately lead to a college and career path. We have a parent night to discuss high school choices for our 8th graders; we discuss the critical grades of 5th and 7th that will lead to an academic center or selective enrollment or IB high school.	
	Enrichment & Extracurricular Engagement ----->			4
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	We have a full-service extra-curriculum program; we offer chess, boys' and girls' athletics, social clubs, academic enrichment, IMSA math and science, just to name many.	
College & Career Assessments ----->			N/A	
<ul style="list-style-type: none"> Students do not participate in college and career ready assessments. 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	Not Applicable		
College & Career Admissions and Affordability ----->			N/A	

Phillip Murray Elementary Language Academy

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
MEASUREMENT 6: COLLEGE AND CAREER READINESS	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Not Applicable	

Phillip Murray Elementary Language Academy

Instructions: Evaluate your school from 1-4 on each of the Effective Practices in the seven dimensions of the School Effectiveness Framework in the drop down box under "Rating". Cite evidence from observations, any available data, surveys, etc. **NOTE: 2= Typical School and 4 = Effective School .**

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
ON 7: Resource Alignment (District Pillar 5)	DII Transitions ----->			4
	<ul style="list-style-type: none"> • Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> • The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>We offer an comprehensive orientation in the summer for our Kindergarten parents and students; we have parent nights for our 8th parents and students. Our counselor speaks to the 8th graders on a regular basis on the topic of 8th-9th.</p>	
	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>This is critical to our instructional program; our teachers are active participants in the budgeting , allocation, and reallocation or resources.</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>In addition to traditional interviews, we have candidates teach a class of students, witnessed by the interviewing team.</p>	

Phillip Murray Elementary Language Academy

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Effective Practices with Evidence Needed:	0
Effective Practices with Rating Needed:	0

	Typical School	Effective School	Evidence	Rating
DIMENSIC	Use of Time ----->			2
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<p>Our new longer school day schedules attempt to improve our ability to better serve our students in this capacity.</p>	

Phillip Murray Elementary Language Academy Resources

Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

[CIWP Instruction Manual \(link to Knowledge Center\)](#)
[SQRP Resources](#)

Chicago Public Schools Vision

Every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life.

School Mission Statement *(Write your Mission Statement in the space provided below)*

Every student at Murray Language Academy will be engaged in a rigorous, well-rounded instructional program that is appropriate and supportive of sustained academic achievement and growth.

District Priority Areas and School Strategies

District Priority Area		Primary SQRP or Other Measure tied to Strategy	Strategy	Rationale
<p>Priorities 1 -3: CCSS Literacy, CCSS Math, and Science.</p> <p>Priorities 4-10: Choose from drop down list of additional District Priority Areas.</p>			<p>Write in your strategy to address the District Priorities 1-6. <i>Note: A strategy is a specific initiative that, once implemented, will achieve transformative change in the way a school operates and/or on student, teacher, or school administration behavior.</i></p>	<p>For District Priorities 1-6, describe the rationale for choosing your strategy using evidence from the SEF or Root Cause Analysis.</p> <p>For District Priorities 7-10, briefly describe the programs, services, or systems currently in place that address the District Priority or why the District Priority Area would not be applicable.</p>
1	CCSS Literacy	NWEA Reading Growth & Attainment	<p>Develop a common definition of balanced literacy, support the instructional components; increase our classroom sets of leveled novels for classroom instruction and classroom libraries.</p>	<p>The Balanced Literacy model allows for gradual release of control as responsibility is shifted from the teacher to the student. This is evident in the work that is done in the beginning of the year while setting up independent reading expectations and routines and as the year continues when the teacher transitions students from guided reading to book clubs.</p> <p>Longitudinal research studies, critical analysis of state level learning standards, Common Core State Standards and scrutiny of teaching practices govern that students must be proficient as readers, writers, listeners, and speakers to be college and career ready, successful and contributing adults in a global community. Balanced Literacy is a researched and standards based comprehensive program of language arts acquisition in which case begins with creating a genuine appreciation of quality literature. It contains all of the components vital for students to master, that is, become proficient in listening and oral communication, viewing, reading, and writing.</p>

Phillip Murray Elementary Language Academy	Resources
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Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)

[SQRP Resources](#)

2	CCSS Math	NWEA Math Growth & Attainment	Teachers in K-4 will continue to provide standards based instruction through the lens of CCSS. We will continue with our Pre-Algebra curriculum, but now include all 6th graders; develop a scope for 7th and 8th grade Pre-Algebra and Algebra for all students by ensuring algebra endorsed teachers are at each departmentalized grade, 6-8th.	Our ISAT and NWEA data over the last two years suggest that our students' growing and attainment are not keeping up with the K-4 pace at Murray. Even our top students are not keeping pace. We implemented a Pre-Algebra curriculum in 6th to add rigor to the curriculum this year.
3	Science	Other Metric (Identify in Rationale)	Align our science curriculum to the Next Generation Science Standards; develop a science team to be trained in inquiry-based science, and also to support all teachers in inquiry instruction	The extensively researched Next Generation Science Standards identify the science all K-12 students should know. These standards are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked global science education including the following essential points: First, the rigorous preparation of students to be college and career ready; second, the essential scientific and technological literacy of our students; and third, the positive impact of the next generation of students' competitive economic edge.
4	Climate, Culture, and Social and Emotional Learning	MVMS Survey Results	Develop a character education program to address students performance and moral character; train staff best support students in behavior and academics and develop a school-wide PLC to enhance knowledge base and skill set of teachers to improve practice and student outcomes.	At Murray Language Academy we value character development. In addition to moral character—honesty and trust—we expect students to develop performance character—self-control, curiosity, perseverance, optimism, and social intelligence. We have read the research as reported out by Paul Tough in his latest book <i>How Children Learn</i> and by Amanda Ripley in her latest book, <i>The Smartest Kids in the World</i> . We will review other bodies of work on this topic such as Carol Dweck's work out of Stanford University. We currently have a PBIS program; we want to develop our performance characteristics to complement our PBIS, with the aim of supporting the complete social and emotional growth and performance of our middle school students. Research and experience help us recognize that high-quality ongoing professional development that deepens teachers' content knowledge and pedagogical skills; provides opportunities for practice, research, and reflection; and includes efforts that are job embedded, sustained, and collaborative will assist in the goal to remain up-to-date Levels of teacher learning and strategy use are greatly increased when coaching, study teams, and peer support are provided.
5	Diverse Learners*	NWEA Reading Growth & Attainment	Working to improve their level of growth and attainment to be on par with their peers in the school as it relates NWEA in grades 2-8. We will set up progress monitoring systems set in place for our Diverse Learners.	We are noticing a trend in the achievement of our diverse learners who are statistically falling further behind other students and we would like to support their learning program to make sure they are achieving at their maximum potential.

Phillip Murray Elementary Language Academy	Resources
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Instructions: The District has identified 10 Priority Areas focused on instruction and aligned to Pillar 1 & 2 of the District Action Plan. The school will develop Strategies and Action plans for CCSS Literacy, CCSS Math, and Science and 3 additional District Priority Areas. Schools will provide a Rationale for the specific Strategies developed and a Rationale for why the 4 District Priority Areas are **not** being developed into an Action Plan.

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(link to Knowledge Center)

[SQRP Resources](#)

6	Specialized Academic Programs (i.e. Magnet, IB, STEM)	Other Metric (Identify in Rationale)		<p>Enhance our World Language program by increasing our global partner with school and Foreign General Consulates in our targeted languages (Spanish, French, Mandarin, and Japanese)</p>	<p>Murray World Language Academy is a CPS Magnet school with world languages as its magnet area of focus. As a magnet school, this theme should be infused through all areas of the school. The goal of the World Language Department is to help build bilingual and biliterate students who are prepared to effectively communicate in the greater global community. One step to effective communication is to learn how to read, write, speak, and understand another language, which allows students to better understand the products, practices, and perspectives of other cultures. Furthermore, students will enhance their knowledge of other content areas through integrated units of study in the world language.</p>
7	Attendance*	Not Applicable	Not Applicable		<p>Murray's attendance rate is at 96% and we we have solid programs in place to meet the district's attendance goal</p>
8	Arts	Not Applicable	Not Applicable		<p>Murray is a world language academy and we offer students 150 minutes of language each week. We also have a board certified Art Teacher, who has partnerships within our Hyde Park Community that provides arts education for students.</p>
9	College Access and Persistence	Not Applicable	Not Applicable		<p>Murray is an elementary school focused on scholastic achievement and development for students to attend the city's best high schools in preparation for college.</p>
10	English Learners*	Not Applicable	Not Applicable		<p>Murray has a less than 1% population of EIs and we have a bilingual teacher that supports these students currently.</p>

*Refer to CIWP Instruction Manual for requirements on Attendance, DL, and EL District Priority Areas.

Phillip Murray Elementary Language Academy

Resources

Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)

Strategy 1 Description

Rationale

Develop a common definition of balanced literacy, support the instructional components; increase our classroom sets of leveled novels for classroom instruction and classroom libraries.

The Balanced Literacy model allows for gradual release of control as responsibility is shifted from the teacher to the student. This is evident in the work that is done in the beginning of the year while setting up independent reading expectations and routines and as the year continues when the teacher transitions students from guided reading to book clubs.

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
To develop a Literacy Team of teachers to create conversation and definition of what balanced literacy is at Murray.	Not Applicable	School Culture	Administration	July '14	August '14	Completed	
The Literacy committee will plan for curriculum aligned K-8 and look for resources to move instruction and determine professional development for teachers and leadership. The Literacy committee will establish a schedule for peer walks throughout the school year and look into observations at other high performing schools	Not Applicable	Professional Development	Literacy Committee	July '14	August '14	Completed	
Order recommended materials to support Balanced literacy and material to help support Social Studies alignment.	Not Applicable	Instruction	Administration	July '14	August '14	Completed	
Monitoring the implementation of literacy in classrooms through REACH and Peer Walks	Not Applicable	Instruction	Administration	September '14	June '16	Postponed	The peer walks will be structured based on our Targeted Instructional Area (TIA) The TIA is under construction lead by the ILT.
Provide intervention and enrichment opportunities around literacy through before and after school programming.	Not Applicable	Instruction	Administration	September '14	June '16	On-Track	
Provided an accelerated curriculum for students in the area of literacy that are performing well above national averages.	Not Applicable	Instruction	Administration Gifted Committee	September '14	June '16	On-Track	
World Language teachers will support Literacy CCSS through world language instruction	Not Applicable	Instruction	Administration and Teachers	September '14	June '16	On-Track	

Phillip Murray Elementary Language Academy	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.</p>	<p>CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 2 Description	Rationale
<p>Teachers in K-4 will continue to provide standards based instruction through the lens of CCSS. We will continue with our Pre-Algebra curriculum, but now include all 6th graders; develop a scope for 7th and 8th grade Pre-Algebra and Algebra for all students by ensuring algebra endorsed teachers are at each departmentalized grade, 6-8th.</p>	<p>Our ISAT and NWEA data over the last two years suggest that our students' growing and attainment are not keeping up with the K-4 pace at Murray. Even our top students are not keeping pace. We implemented a Pre-Algebra curriculum in 6th to add rigor to the curriculum this year.</p>

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Algebra endorsed teachers in grade 5th-8th grade will follow the CMSI pacing for all students.	Not Applicable	Instruction	Teachers/ Administration	July '14	August '14	Completed	
K-8 Teachers will continue to provide robust instruction for students and will be monitored by peer walks and administration for fidelity in instruction.	Not Applicable	Instruction	Administration/ Teachers	September '14	June '16	Postponed	The peer walks will be structured based on our Targeted Instructional Area (TIA) The TIA is under construction lead by the ILT.
Order replacement instructional materials for grades 5-8	Not Applicable	Staffing/Resource Allocation	Administration	July '14	August '14	Completed	
Teachers will attend professional development around CCSS in an effort to increase their knowledge around standards-based instruction	Not Applicable	Professional Development	Teachers/ Administration	August '14	June '16	On-Track	
Teachers will focus on active problem solving, and math fluency during math instruction	Not Applicable	Instruction	Teachers/ Administration	August '14	June '16	On-Track	
Provide intervention and enrichment opportunities around math through before and after school programming.	Not Applicable	Instruction	Teachers/ Administration	August '14	June '16	On-Track	
Teachers will utilize Chomebooks and other technology resources to assist with differentiation and PARCC readiness.	Not Applicable	Equipment/Technology	Teachers/ Administration	August '14	June '16	On-Track	
The school will adopt everyday math material for grades K-5;	Not Applicable	Instruction	Teachers/ Administration	June '15	August '15	On-Track	The school was using EDM for K-2 and envision math for grades 3-5.

Phillip Murray Elementary Language Academy	Resources
<p>Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.</p>	<p>CIWP Instruction Manual (link to Knowledge Center)</p>

Strategy 3 Description	Rationale
Align our science curriculum to the Next Generation Science Standards; develop a science team to be trained in inquiry-based science, and also to support all teachers in inquiry instruction	The extensively researched Next Generation Science Standards identify the science all K-12 students should know. These standards are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked global science education including the following essential points: First, the rigorous preparation of students to be college and career ready; second, the essential scientific and

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Teachers will participate in summer PD with the Golden Apple Foundation based in NGSS and inquiry based investigations in grades K-5	Not Applicable	Professional Development	Teachers	July '14	August '14	Completed	
Teachers will participate in PD with the network and district around NGSS and inquiry-based investigations in grades K-8	Not Applicable	Professional Development	Teachers	September '14	June '15	Completed	
Order replacement materials for the FOSS program K-5 and supplementary materials for middle school science curriculum to support the NGSS aligned curriculum	Not Applicable	Professional Development	Teachers	July '14	August '14	Completed	
Building dedicated science lab for grades 5 and 6 on the 2nd floor and 7th and 8th on the first floor to support science instruction for NGSS	Not Applicable	Staffing/Resource Allocation	Administration	July '14	August '14	Completed	
K-8 Teachers will continue to provide robust instruction for students and will be monitored by peer walks and administration for fidelity in instruction.	Not Applicable	Instruction	Administration/Teachers	September '14	June '16	Postponed	The peer walks will be structured based on our Targeted Instructional Area (TIA) The TIA is under construction lead by the ILT.
Provide intervention and enrichment opportunities around math through before and after school programming.	Not Applicable	Instruction	Administration/Teachers	September '14	June '16	Cancelled	This action is being address in strategy #2.
Teachers will utilize Chomebooks and other technology resources to assist with differentiation and PARCC readiness.	Not Applicable	Equipment/Technology	Administration/Teachers	September '14	June '16	On-Track	

Phillip Murray Elementary Language Academy **Resources**

Instructions: Develop milestones for each strategy that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategy. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the priority group and category to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

[CIWP Instruction Manual](#)
[\(link to Knowledge Center\)](#)

Strategy 4 Description	Rationale
Develop a character education program to address students performance and moral character; train staff best support students in behavior and academics and develop a school-wide PLC to enhance knowledge base and skill set of teachers to improve practice and student outcomes.	At Murray Language Academy we value character development. In addition to moral character—honesty and trust—we expect students to develop performance character—self-control, curiosity, perseverance, optimism, and social intelligence. We have read the research as reported out by Paul Tough in his latest book How Children Learn and by Amanda Ripley in her latest book, The Smartest Kids in the World. We will review other bodies of work on this

Action Plan

Monitoring

Milestones	Priority Group	Category	Responsible Party	Start Date	Completion Date	Status	Comments on Status
Identify a Climate and Culture team to create Murray's vision for school wide expectations and character development	Not Applicable	School Culture	Administration	July '14	July '14	Completed	
Research character ed prgrmans and incentives to support students and staff in creating Murray's vision for high qualirt education	Not Applicable	School Culture	Administration/ Character Ed. Team	August '14	August '14	Completed	
Identify community program partners to work within our parent community to provide on going parent workshops	Not Applicable	School Culture	Character Ed. Team	August '14	June '16	Completed	We are partnering with the University of N9 and Chicago for our first parent workshop scheduled for June 13, 2015.
Create a schedule of events for Murray students, staff, and parents to participate in school activities and incentives	Not Applicable	School Culture	Character Ed. Team	August '14	August '14	Completed	
All teachers will participate in professional learning around character development and other instructional practices to improve social and emotional learning.	Not Applicable	Professional Development	Character Ed. Team/ Teachers	September '14	June '16	On-Track	
All teachers implement new strategies and evidenced by student learning around buinding character education into their curriculum	Not Applicable	Instruction	Teachers	September '14	June '16	On-Track	
All teachers will vertical team plan to build a sense of a professional learning community.	Not Applicable	School Culture	Teachers	September '14	June '16	On-Track	



Fund Compliance and Assurances

Phillip Murray Elementary Language Academy

School ID: 610090

Network: Network 9

Oracle ID: 29221

ISBE ID: 150162990252366

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP:** Press "Alt" + "Enter" to start a new paragraph in the cell.

Fund Compliance and Assurances

Directions: Check each box to verify participation in any of the funded programs below.

Supplemental General State Aid (SGSA)

NCLB Schoolwide Program (not available to schools receiving NCLB funds for the first time)

NCLB Targeted Assistance Program

If Targeted Assistance Program checked, enter number of students served by program

SGSA Compliance

Directions: Check the box to verify 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 a 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.

Phillip Murray Elementary Language Academy

School ID: 610090

Network: Network 9

Oracle ID: 29221

ISBE ID: 150162990252366

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP:** Press "Alt" + "Enter" to start a new paragraph in the cell.

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.

Phillip Murray Elementary Language Academy

School ID: 610090

Network: Network 9

Oracle ID: 29221

ISBE ID: 150162990252366

Instructions: Check each box to verify participation and compliance with statements regarding the use of SGSA and Title I funds. Where indicated, describe how each component will be accomplished at your school. **TIP:** Press "Alt" + "Enter" to start a new paragraph in the cell.

NCLB/Title I Schoolwide Programs (SW)

Directions: All schoolwide programs must include the 9 components below. Please describe how each will be accomplished at your school.

1. A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

2a. Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

2b. Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

2c. Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

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3. In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status: Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

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<p>4. High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.</p>	
<p>5. Strategies to increase parent involvement, such as family literacy services.</p>	
<p>6. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.</p>	
<p>7. Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.</p>	
<p>8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p>	
<p>9. Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.</p>	

NCLB/Title I School Wide Additional Assurances

1. The school annually reviews the schoolwide plan/program.



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2. 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.
3. The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.

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NCLB/Title I Part A Targeted Assistance Schools (TA)

Directions: The school must comply with the requirement for student identification and selection based upon student academic achievement. Check the box to verify compliance.

1. Eligible children have been identified by the school as failing, or most at risk of failing to meet the state's students academic achievement standards on the basis of multiple, educationally related, objective criteria.
2. Children from pre-school through grade two have been selected solely on the basis of such criteria as teacher judgment, parent interviews, and developmentally appropriate measures.
3. Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children are eligible for service on the same basis as other children.
4. Others who are eligible for service include: a child who, at any time in the preceding two years participated in Head Start, Even Start, or Early Reading First program, or in pre-school services under Title I Parts A, and C Migrant, D Neglected, Delinquent, or At Risk, and homeless and attending any school served by CPS.

NCLB/Title I Part A Targeted Assistance Schools (TA)

Directions: All targeted assistance programs must include these 8 components. Please describe how each will be accomplished at your school.

1. Title I Part A resources are used only to support activities for identified Title I students to meet academic achievement standards expected for all children.

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<p>2. The use of effective methods and instructional strategies that strengthen the school's core academic program and: 1. Give primary consideration to providing extended learning time; before/after school, and summer programs for identified Title I students. 2. Help provide an accelerated, high-quality curriculum. 3. Minimize removing Title I identified students from the regular classroom during regular school hours for instruction provided by Title I Part A.</p>	
<p>3. Title I Part A resources coordinate with and support the regular education program which may include services to assist preschool children transition from early childhood programs (Head Start, Even Start, Early Reading First) to the elementary program.</p>	

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4. In order to fulfill the NCLB Act, the Certification Compliance Team (CCT) will conduct its annual review of teacher paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB statuses: HQ=Highly Qualified; NHQ=Not Highly Qualified; NC=Non Core Subject Assignment/Teacher; NP=No Program NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The CCT will: 1. compile & analyze data on teacher and paraprofessional credentials and their teaching assignments between the 1st and 31st of Oct. and complete this by Nov.; 2. generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by Nov.; 3. produce & distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and, if NHQ, their "right" to appeal; 4. conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between Nov. and Dec.; 5. produce & distribute final NHQ-status letters to the appropriate parents beginning Jan.; 6. generate close of audit reports describing and/or summarizing the final outcomes of the audit by Jan.; 7. produce final NCLB-status letters of all teachers and paraprofessionals and distribute these to the appropriate principals or school administrators by Jan. Principals or school administrators will be required to keep these letters on file and copied for distribution to parents upon request; 8. produce & distribute ISBE-issued "Roadmaps" for each NHQ teacher by Jan.; 9. conduct planning sessions for "Roadmaps" with NHQ teachers in Feb.; 10. administer 2 follow-up phone surveys to assess progress toward HQ status: Apr. & June; and 11. prepare 2 reports describing progress toward HQ status: May & Jul. Please describe the strategies used at your school to attract high-quality, highly-qualified

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teachers.	
5. Opportunities for professional development, using Title I Part A funds and other resources that are available for teachers, principals, paraprofessionals (instructional aids) and as appropriate, pupil service personnel, parents, and other staff who work with Title I students including their regular classroom teachers.	
6. Strategies to increase the involvement of the parents of Title I students are being implemented as required by No Child Left Behind. Please describe how this will be accomplished.	
7. Coordination and integration of Federal, state, and local services, and programs supported by No Child Left Behind, violence prevention programs, nutrition and housing programs, Head Start, adult and vocational programs, and job training.	
8. The school reviews on an ongoing basis the (academic) progress of the Title I students and revises the targeted assistance program/services if necessary to ensure Title I students meet state academic standards, e.g., extended day programs, training for teachers regarding how to implement student academic standards in the classroom.	

NCLB/Title I TA Additional Assurances

Directions: The school must comply with the following requirements. Check the box to verify compliance.

Title I funded staff participate in the school's general professional development and school planning activities.

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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.

The school certifies that at least 10% of NCLB Title I funds will be used for professional development to address school improvement needs.

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Parent Involvement in Targeted Assistance and Schoolwide Programs

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.

In a schoolwide program all students are Title I students. Therefore, all appropriate parent involvement activities can be funded by Title I. Targeted assistance schools can only use Title I funds to support parent involvement activities for the parents of students selected (targeted) for Title I assistance. *Fundable parent involvement activities are those that "improve student academic achievement and school performance".

Full Participation

Directions: The school must comply with the following requirement for full participation. Check the box to verify compliance.

The school, as part of the parent involvement requirements, shall provide full opportunities for the participation of parents of children with Limited English proficiency, with disabilities, and parents of migratory children, including providing information and school reports in a format and language the parents understand.

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Language Instruction Education: Parent Notice/Information Requirements

Parents of students who are participating in a language instruction education program as determined in part C of Title III shall , not later than 30 days after the beginning of the school year, inform the parents of limited English proficient (LEP) students participating in the program of:

1. The reason their child was identified as LEP and in need of placement in the class.
2. The child's level of proficiency, how it was assessed, and the child's level of academic achievement.
3. The methods of instruction used in the program their child will participate, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.
4. How the program will meet the educational strengths and needs of the student.
5. How the program will specifically help their child learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation.
6. The specific exit requirements for the program, including rate of transition from such program into the regular classroom, and the expected rate of graduation from a secondary program.

Parent Involvement Policy and Parent Compact

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School ID: 610090

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ISBE ID: 150162990252366

Instructions: If receiving NCLB Title I funds, the planning document must be completed, then reviewed and approved by your Parent Advisory Council. Sections included: *Parent Involvement Policy, Parent Implementation Activities, Parent Involvement Policy.*

TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

Parent Involvement Policy

Directions: Please read each statement and describe how each will be accomplished at your school.

1. 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.

2. 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

3. 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.

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4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

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TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

9. 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.

10. 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.

11. 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.

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TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

Policy Implementation Activities

Directions: Check the box to indicate planned implementation of the activity

- | | |
|--|--------------------------|
| 1. The LSC will approve the school improvement plan and monitor the CIWP. | <input type="checkbox"/> |
| 2. In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs. | <input type="checkbox"/> |
| 3. The school will coordinate the parent involvement programs identified in the CIWP. | <input type="checkbox"/> |
| 4. The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary. | <input type="checkbox"/> |

5. Please explain any non-compliant responses (unchecked boxes):

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School-Parent Compact

The school and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The following are components in this compact, please describe how each item will be accomplished.

1. 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.)	
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TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

2. 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.

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

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

5. 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.

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

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TIP: Press "Alt" + "Enter" to start a new paragraph in the cell.

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

8. 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).