Friedrich W von Steuben Metropolitan Science HS (/school-plans/642) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic

01/28/2016	Department chairs	leadership and collective responsibility
02/25/2016	Instructional Leadership Team and Chairs	instructional leadership team
02/24/2016	Aligned Resouces	PPLC and chairs
02/12/2016	Curriculum	All teachers
02/16/2016	Instructional Materials	All teachers
02/05/2016	Balanced assessment and grading	All teachers
02/01/2016	Rigorous Student tasks, Student Voice	Student Council and NHS
02/23/2016	Transitions, College and Career Access and Persistence	Postsecondary Leadership Team, Counseling
02/25/2016	Instruction	ILT and Department Chairs
02/09/2016	MTSS	MTSS and BHT teams
02/18/2016	Culture for Learning	MTSS and NHS
02/02/2016	Relational Trust	MTSS and Counseling
02/29/2016	Safety and Order, Restorative Practices	SSC, Peer jury
02/16/2016	Parent Partnership	PTSA, PAC, LSC
02/18/2016	Parent Partnership	Parents
02/26/2016	Parent Partnership	Parents

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

Based on department chair review of 5 Essentials data, Von rated neutral in teacher influence, but rated strong in staff commitment, collective responsibility, and trust. These areas have also increased in the past four years. Evidence indicates there is an opportunity to give teachers more voice in school-wide decision making. Based on a review of Von's professional learning plan for the year, all professional development offerings (POGIL PD, Reading Apprenticeship PD, ILT PD in departments) are aligned to our school mission and vision and our targeted instructional area. Based on a review of Von's flex PD plan for the year, all collaborative meetings led by the BHT/MTSS teams focus on supporting all students with a focus on student on-track and attendance metrics. Finally, the expansion of STEM with Von's partnership with Exelon and IIT and the addition of a College and Career coach has also furthered our mission of supporting all students in post-secondary success.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   **3**   4

> Based on the ILT has engaged in an ongoing learning cycle as evidenced by meeting agendas, regular feedback loop and input within departments, conducting peer observations/learning walks, using data to support our learning, LASW and data interpretation protocols. Evidence indicates we still need to fine-tune our use of data to target priority groups, deepen teacher learning/investment, focus on course team development, and team members attending trainings consistently.

Guide for Instructional Leadership Team

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

formatively to review and revise school and classroom practices as needed.
- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 **4**

> Based on a review of our professional learning plan and supporting documentation, the teacher focus group found that we consistently and universally engage in professional learning that is focused on school-wide improvement, on-going, and job-embedded. We have structured time for teachers to meet as course teams, departments, and grade levels through common planning time and flex PD time. Through peer observations, learning walks, and "non-REACH" classroom visits, we creates safe space for teachers to pilot new strategies. We need to continue to determine professional learning next steps through data review, teacher input, and a focus on collaboration.

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

Aligned Resources:

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

Score

1 2 **3** 4

> Teacher leaders reviewed our community partnerships, programming process, school schedule, and hiring practices. Some quotes from the focus group: "I think this is done well and purposeful so that teachers are well matched with what and who they teach as well as their teams"; "leadership balances teacher preferences and long term student growth", and "I am able to get everything I need in order to keep my department aligned with the mission of the school.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1   2   **3**   4

> Based on departmental review of unit plans, departments have unit plans aligned to standards most horizontally, some vertically, some not to the CPS Content Frameworks, most using UbD or backwards design to explore Big Ideas, incorporation of text at the appropriate levels of complexity. Schoolwide focus on disciplinary literacy (TIA) evident in the emphasis on expectations that student provide support for claims. Use of effective strategies for collaborative learning. Based on teacher analysis, focus needed on strengthening engagement of all learners including how to address student needs at all levels, providing alternative pathways, real world application, and spiraling concepts as a review/scaffolding for new concepts, including alignment to college-level expectations.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score
1　2　**3**　4

> Based on departmental examination of lesson plans and student work, there is wide use of technology and online resources throughout departments, with most using multi-modal activities, collaborative roles. More inclusion needed of reference and resource materials, how we make instructional materials more appealing, having students produce learning in multimedia formats, student choice. More evidence needed of alignment to specific instructional outcomes.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

1   2   **3**   4

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)

> Each department submitted tasks that are representative of their work. Teachers then reflected on the practices and determined that we were moving towards strong coherence around student tasks. Next steps for development in this area include: continuing to develop proficiency in CCSS and NGSS, increase our level of sophistication in collaboration to develop differentiated and enriching tasks with a focus on formative assessment and standards-based instruction.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1   2   **3**   4

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

Based on a review of post secondary data (college applications by match, FAFSA completion, scholarship totals, college enrollment, college persistence) from this year and previous years, Von continues to strengthen post-secondary support for students. The development of the post secondary leadership team, creation of a college and career coach, and establishment of a college and career center and senior passport, students at Von now have a dedicated group of teachers/staff members and tools supporting their post-secondary success. Von's senior seminar and One Goal courses, Opt 4 Stem partnership, PLTW program, Computer Science CTE program, alumni panel with over 90 students in attendance, college and career workshops, and college trips for over 700 juniors and seniors have exposed students to a variety of post-secondary options. Von's freshmen connection program with over 75% attendance, BAG reports delivered to all students biweekly, counselor meetings with struggling freshmen, and monthly freshmen grade level team meetings are structures supporting student transition to high school. A review of post-secondary and freshmen support evidence indicate a need to focus on students who are high risk, both in entering high school and in transitioning to post-secondary.

Guide for Transitions, College & Career Access & Persistence

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

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

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

> Examination of 5E Ambition Instruction, REACH Instruction Ratings, Learning Walk & Peer Observation Data, wide use of bell ringer and exit slips, use of collaborative groupings, challenging level of tasks, proficient or above level of communication with students. Teacher feedback indicates need for more monitoring effect of teaching on student learning using diagnostic and formative assessment, multiple pathways for students to demonstrate learning, and timely adjustment of instruction to address student misconceptions, need for individualized instruction.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**

- Monitor progress and check for understanding for individual students.
- Change instructional practice based on analysis of current data.
- Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
- Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1   2   **3**   4

> Based on REACH data comparing SY15 to SY16, there has been over a 10% increase in "Distinguished" teacher ratings in Domains 2A (Respect & Rapport) and 2B (Culture for Learning) and 2D (Managing Student Behavior), demonstrating higher responsiveness to student needs during instruction. Based on 9th grade on-track data, which increased from SY15 to SY16 for semester 1, a continued focus on freshmen grade level team collaboration and counselor interventions is needed. In reviewing tiered supports in place through MTSS and BHT, there is an increasing focus on tier 2 and 3 SEL supports, with over 100 students discussed by the BHT and over 90 students serviced in individual and group counseling. This evidence indicates a need to focus on tier 1 classroom supports and parent communication so that students and parents are aware of teacher concerns before a student moves to tier 2 or 3. This evidence also indicates a need to increase academic interventions for tier 2 and 3.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.

- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
  - **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

> Based on examination of individual teacher gradebooks, REACH data, course team feedback, and overall grade distribution, grading practices are becoming more aligned based on category within course teams, but not departments, schoolwide. Communication of learning progress is fair and consistent overall based on feedback from parents at report card pick-up. Based on teacher feedback, improvement needed in distinguishing formative from summative grades, use of diagnostic assessment to show areas for student growth, norming/use of scoring rubrics, use of comments to provide feedback, peer assessment. Need for standardized grading, more alignment between grades and specific learning outcomes.

Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit

(http://www.csai-online.org/spotlight/assessment-design-toolkit).
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

Culture for Learning:

Score

1   2   **3**   4

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

Based on 5 Essentials data, student reports of academic press and student discussion in classes have increased from neutral to strong in the past two years and based on REACH data, there has been an 11% increase in teachers achieving distinguished ratings from SY15 to SY16. In SY16 REACH data, teachers rated lowest on 1d and 3d, both components focused on planning assessment and using assessment in instruction. Student focus group report an increase of teachers providing multiple opportunities for students to demonstrate mastery and about 1/2 of classes providing real-life application in tasks. Student focus group also reported an expectation gap between scholars and magnet groups, although this is improving, and students reported wanting more teacher feedback on tasks and performance in class. A review of this evidence indicates a need to communicate school-wide expectations for learning and improving teacher assessments and feedback.

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

Based on feedback from counselors and the MTSS team, we ae moving towards improved relational trust through stronger and better-aligned student supports. We have emphasized restorative practices and a focus on improvement rather than punishment. We are not yet able to say that all students have a trusted adult to go to and not all adults use supportive language with students. Our next steps include: increasing adult mentorship and supports for students, so each student has a trusted adult; continuing to support adult development of how to use support language and strategies with all students, and strengthening our school-wide values and character development.
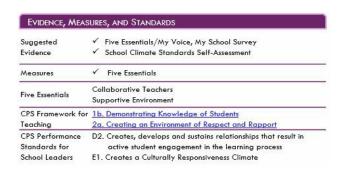
Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.

- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
    - Respect other teachers who take the lead in school improvement efforts.
    - Respect colleagues who are experts at their craft.
    - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
    - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Based on student focus groups, students report a diverse set of extra curricular activities (over 40 clubs and 50 sports) with flexibility for students to create their own clubs, but also report an interest in having more art and music extracurricular offerings. Students report a increase in access to rigorous courses such as AP, dual credit classes, IIT classes, and college and career credentials. Based on student feedback, more focus is needed on promoting rigorous courses and programs and involving student voice and promoting student choice could.

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

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

> Students, parents, and staff largely report feeling safe and supported at Von Steuben. We have implemented some school-wide behavior expectations including: tardy stations, CHAMPs, and a focus on restorative practices. Areas of growth include: educating the entire school on emergency planning, increasing teacher capacity to implement clear behavior expectations and work with challenging students, and developing our security and safety team's skill set to be even stronger supporters of school climate.

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

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.

> This year we have embraced restorative practices and implemented peer jury. While we have increased our restorative interactions with students, they are not consistently implemented by all staff. Nor is a full cycle of restorative discipline always fully implemented. Our next steps include continued training, clarifying our expectations for students and staff, and increasing student improvement in their behavior and attendance.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration

with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Based on parent feedback from the PTSA, LSC, PAC, and at focus groups - the administration and teachers are easy to contact and work with, teachers are also supportive and communicative, parents like the BAG reports, newsletters, and frequent email communications, and parents feel welcomed to the school for all events. Areas of growth include increased positive communication with parents by teachers, reaching out to disengaged parents, and improving the language barrier through developing parent networks for support.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)   13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
We are well organized for success. We will continue to work on areas of improvement through our CIWP and our work with students, parents, and teachers. Of particular focus is student math engagement and teacher influence.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
TBD based on SAT/PSAT	57.00	*(Blank)*	60.00	63.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				

TBD based on SAT/PSAT	36.00	(Blank)	40.00	43.00

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

TBD based on SAT/PSAT	43.00	(Blank)	45.00	47.00

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

TBD based on SAT/PSAT	(Blank)	(Blank)	0.00	0.00

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

TBD based on SAT/PSAT	43.00	(Blank)	45.00	47.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

TBD based on SAT/PSAT	60.00	(Blank)	63.00	65.00

Freshmen On-Track Rate

Our goal will continue to be 90% until we reach this milestone. We will continue to strive for 90% and adjust to a higher goal once met.	86.80	83.30	90.00	90.00

4-Year Cohort Graduation Rate

Much like FOT, our goal is 90% until we reach it and we will adjust accordingly.	87.00	81.70	90.00	90.00

1-Year Dropout Rate

Given our low number, our goal is do have 0 students drop out through comprehensive counseling services.	0.40	0.80	0.00	0.00

College Enrollment Rate

Through our CIWP goal and our continued focus on improving academic outcomes and college awareness, we are striving for 85% and the 90% college enrollment by 2018.	72.90	80.80	85.00	90.00

College Persistence Rate

Through our focus on college match and more strategic college support services (including One Goal), we will strive for 90% college persistence by 2016	84.30	82.70	85.00	90.00

Average Daily Attendance Rate

Our goal is 95% attendance. When we meet that goal, we will re-evaluate through our SSC.	93.40	94.50	95.00	95.00

Custom metrics   2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Early College Success (Advanced Placement, Dual Credit, Other credentials)				
Students will pass their AP exams, earn CTE credentials, and earn dual credit to achieve early college credentials.	23.00	(Blank)	50.00	60.00
3.0 GPA				

Students will increase their GPAs through a focus on more As and Bs which will lead to strong college match rates and improved student opportunities.

(Blank)	(Blank)	50.00	60.00

Strategies

Strategy 1

If we do...

If we develop common, standards-based, and clear academic and classroom culture expectations and routines

...then we see...

then we will see teachers' instruction, assessment, and feedback that support students in mastering specific standards as well as students and parents who understand learning expectations

...which leads to...

which will lead to a shift on student learning outcomes and students focused on quality of learning through more students earning Bs or better and an increase in students who are on track

Tags:
Academic expectations, Collaboration, Asessment

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
to develop and continually refine strong unit plans that include student inquiry, formative assessment, and a focus on mastery of standards	teachers and admin	Jun 1, 2016 to Oct 28, 2016	unit plans, common assessments	On-Track

Academic expectations

Train staff on using clear protocols and team collaboration to develop common and rigorous learning expectations for students	teachers, department chairs, admin	Aug 29, 2016 to Sep 2, 2016	course and department expectations, meeting outcomes in the form of assessments and classroom learning - REACH domain 2b, 3d, 3e, student grades	Not started

Assessment, Collaboration

Train staff on unpacking content area standards and identifying transfer skills related to TIA	Admin, Teachers	Aug 29, 2016 to Sep 2, 2016	lessons, and assessments align to and build toward mastery of standards	Not started

Standards based grading

Course teams align grading, feedback, and assessment to learning standards	Course Teams	Aug 29, 2016 to Sep 16, 2016	gradebooks serve as a record of and communicate standards that have been mastered	Not started

Assessment, Grading, Feedback, Assessment design

Teams review student mastery of standards, analyze and reflect on data/student work evidence, and plan for next steps to address subsequent learning needs and reassess student learning	Departments, Course Teams	Aug 29, 2016 to Nov 30, 2016	assessments are made accessible to students including DL/EL and students success	Not started

Data analysis, Learning targets

Strategy 2

If we do...	...then we see...	...which leads to...
If we develop a classroom environment of questioning and inquiry with specific, timely, productive feedback,	teachers provide a safe classroom environment, opportunities for metacognitive/reflective conversations, and effective feedback to empower students as thinkers	improved student outcomes on TIA Assessments, GPA and On-Track metrics; improved teach performance on REACH Components 3B and 3D.

Tags:
Classroom rigor, Academic learning, Reading apprenticship, Pogil

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
ILT will analyze school wide student and teacher data from SY 2015-2016 to determine areas of focus, target student groups (Develop SMART goals)	ILT, department chairs, teachers, admin	Sep 1, 2016 to Sep 30, 2016	REACH evaluations - 3b, C, Student grades/demographics/grade levels, Available test data	Not started

Classroom rigor, Academic learning

Administer TIA Pre-Assessment, including a scoring and norming with all staff	ILT, teachers	Sep 1, 2016 to Sep 16, 2016	TIA Assessment data	Not started

Pogil, Reading apprenticeship

ILT will lead cycle of professional learning to engage staff in looking at student use of metacognition and RA inquiry strategies: Input, Safe Practice, Peer Observation, Learning Walk	teachers, ILT, chairs,	Sep 1, 2016 to Nov 30, 2016	ILT/department/course team meeting agendas/minutes, PD resources, peer observation data	Not started

Professional Learning

Administer mid-year TIA Assessment including scoring and norming with staff	ILT, Teachers	Dec 1, 2016 to Dec 15, 2016	TIA Assessment Data	Not started

Pbis

Determine next cycle of professional learning based on student outcomes and needs	ILT, Teachers	Dec 1, 2016 to Dec 15, 2016	Meeting minutes and learning cycle plan for 2nd semester, including multiple forms of data: REACH evaluations - 3b, C, Student grades/demographics/grade levels, Available test data	Not started

Professional Learning, Cycle of inquiry

Administer end-of year TIA Assessment including norming & scoring with staff	ILT, Teachers	Jun 5, 2017 to Jun 9, 2017	TIA Assessment data	Behind

Assessment design, Student data analysis

Strategy 3

If we do...	...then we see...	...which leads to...

maintain multiple opportunities for students to explore and experience postsecondary options	teachers who extend learning and opportunties to encourage college goals and students focus on school and making strong academic and social choices	increased number of students attending match colleges and universities (75%), early college metrics (50%), and enrollment & persistence metrics of over 90%, and GPA 3.0 or better for 75% of students.

Tags:
College Access and Persistence, Post secondary supports

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide PD and vision-setting to inlcude staff in creating a culture where every student believes college is possible for them	counseling, PLT, college coach, teachers	Aug 29, 2016 to Sep 2, 2016	increase in teacher believes (5Es), improved REACH 2a and b scores, improved student achievement in magnet program	Not started

College Access and Persistence

Develop year-long plan at each grade-level for milestone tasks and post-sec awareness building activities	PLT, Counselors, Teachers, Post Sec Coach, STEM Partners	Jun 1, 2016 to Aug 29, 2016	Post-secondary planning document	Not started

Post secondary supports, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, College and careers

Conduct informational sessions for parents and students (Welcome Nights) to outline post-sec vision and steps	Admin, PLT	Sep 5, 2016 to Sep 16, 2016	PowerPoint, informational materials (checklists, etc)	Not started

Post secondary supports, Parent engagement

Provide milestone counseling and staff support around post-sec goals and student support, including lessons co-created with teachers	Admin, PLT, Counseling Team, Teachers	Aug 29, 2016 to Nov 30, 2016	Post-sec lesson plans, student surveys/work	Not started

Post secondary supports, Counseling

Continuously (every 10 weeks) analyze student-level data to determine areas of support based on key metrics and milestones	Admin, PLT, Counseling Team, Teachers	Aug 29, 2016 to Jun 30, 2017	Post-sec metrics, grades, number of post-sec awareness oppts	Not started

Analysis of data, progress monitoring, rit instruction, small group instruction

Strategy 4

If we do...	...then we see...	...which leads to...
If we develop clear protocols and expectations around safety and security	then we will see a school culture where everyone is safe and supported, teachers and staff will no how to handle both daily situations and serious emergencies calmly and correctly	increased confidence in student, teacher & parent responses on the My School, My Voice survey, the vast majority of students (90% or higher) will report feeling safe in the school and we will score in the green in the parent survey; additionally in emergency situations 90% of staff will know how to handle the situation

Tags:
Behavior and Safety, Safety and order

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Conduct a safety audit of the school	Administration, engineering	Jun 1, 2016 to Sep 2, 2016	results of audit and clear set of action items	Not started

Safety and order

Action step	Responsible	Timeframe	Evidence for status	Status
Develop clear expectations for behavior that are positively framed and uniformly inforced	Administration, teachers, MTSS, BHT, support staff, counseling	Jun 16, 2016 to Jul 14, 2016	no behavior incidents in common areas, universal expectations that are consistently maintained	Not started

Behavior and Safety

Action step	Responsible	Timeframe	Evidence for status	Status
Train staff on implementing schoolwide positive behavior support	Admin, Foundations Team	Aug 29, 2016 to Sep 2, 2016	PowerPoints, staff activities, visible school expectations	Not started

Pbis, School climate

Action step	Responsible	Timeframe	Evidence for status	Status
Continuously (Every 5/10-weeks) assess progress of positive behavior supports implementation	Admin, Foundations Team, Grade-level teams	Aug 29, 2016 to Jun 1, 2017	Discipline data, Student Logger data,	Not started

Pbis

Strategy 5

If we do...	...then we see...	...which leads to...
build strong teacher-student relationships and connections, teach, model, and reinforce clear behavior expectations at Von and convey high learning expectations with structures that enable indivdual practice and perseverance	then we will see a teachers and students creating classroom environments with high levels of respect and rapport, culture of learning, classroom procedures and classroom management	a decrease in tardies, increase in attendance, decrease in high and low-level disciplinary infractions and suspensions, increase in REACH Domain 2 performance, and an increase in My School, My Voice student-teacher relationship

Tags:
MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Gather data and assess current state of teacher-student relationships and connections, school-wide behavior expectations, and school-wide learning expectations with individual practice and perseverance	MTSS	Jun 1, 2016 to Jun 21, 2016	Have started developing survey, assessed school on SEF componenets	Not started

MTSS, Data, Data analysis, Problem solving process

Action step	Responsible	Timeframe	Evidence for status	Status
Research best practices in developing strong teacher-student relationships and connections	MTSS	Jun 1, 2016 to Aug 19, 2016	Will begin this after completion of survey	Not started

Professional development, Best practice, Teacher leadership

| Plan and deliver teacher learning (following professional learning cycle) focused on best practices in building teacher-student relationships | MTSS | Aug 22, 2016 to Oct 14, 2016 | Will begin this after conducting research | Not started |

Professional development, Teacher leadership, Professional learning plan

| Collect and analyze data to determine evidence of teacher-student relationship practices and next steps | MTSS | Sep 19, 2016 to Oct 14, 2016 | Will begin this during professional learning cycle | Not started |

Data Use, Data anaysis

| Research best practices in teaching, modeling, and reinforcing behavior expectations at Von | MTSS | Jun 1, 2016 to Aug 19, 2016 | Will begin this after completion of survey | Not started |

Best practice, Teacher leadership, Professional learning plan

| Plan and deliver teacher learning (following professional learning cycle) focused on best practices in teaching, modeling, and reinforcing behavior expectations at Von | MTSS | Aug 22, 2016 to Oct 14, 2016 | Will begin this after conducting research | Not started |

Professional development, Teacher leadership, Professional learning plan

| Collect and analyze data to determine evidence of teacher-student relationship practices and next steps | MTSS | Sep 19, 2016 to Oct 14, 2016 | Will begin this during professional learning cycle | Not started |

Data Use, Data analysis

Strategy 6

If we do...	...then we see...	...which leads to...
identify student needs at tier 2 and 3, identify appropriate services/partnerships to address those needs, conduct teacher learning and collaboration in integrating SEL supports in the classroom, and implement the BHT student referral process with fidelity,	teachers implementing of tier 1 SEL supports in classrooms, teachers and staff appropriately identifying tier 2 and 3 students, and more students being placed in tiers and provided services that truly match their needs	increase in students who complete the BHT process, a decrease in tardies, increase in attendance, decrease in high and low-level disciplinary infractions and suspensions, increase in REACH Domain 2 performance, and an increase in My School, My Voice student-teacher relationship

Tags:
MTSS, SEL, Bht

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Gather data and assess current state of BHT referral process, patterns in tier 2/3 student needs, community partnerships, teacher learning in SEL	BHT	May 2, 2016 to Jun 30, 2016	Grade level team meeting, weekly BHT meetings	On-Track

MTSS, SEL, Data Use, Data analysis, Bht

Identify, meet, and partner with community organizations to meet tier 2 and 3 student needs	BHT	Jun 1, 2016 to Sep 30, 2016	Will begin this after gathering and analyzing data about tier 2 and 3 student needs	Not started

SEL, Teacher leadership, Bht

Plan and deliver teacher learning (following professional learning cycle) focused on best practices in SEL practices and intervention work	BHT	Aug 1, 2016 to Dec 30, 2016	Will begin this after gathering and analyzing data	Behind

MTSS, SEL, Teacher leadership, Professional learning plan, Bht

Revise structures for referral process to ensure quicker and smoother review and placement of students in supports and interventions	BHT	May 16, 2016 to Jun 21, 2016	weekly BHT meetings	On-Track

MTSS, SEL, Supports, Teacher leadership, Bht

Implement referral process to ensure a quick and smooth review and placement of students in supports and interventions	BHT	Aug 22, 2016 to Apr 28, 2017	weekly BHT meetings	On-Track

MTSS, SEL, Supports, Teacher leadership, Bht

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ to develop and continually refine strong unit plans that include student inquiry, formative assessment, and a focus on mastery of standards Tags: Academic expectations, Collaboration, Asessment, Academic expectations	teachers and admin	Jun 1, 2016	Oct 28, 2016	On-Track
✚ Train staff on using clear protocols and team collaboration to develop common and rigorous learning expectations for students Tags: Academic expectations, Collaboration, Asessment, Assessment, Collaboration	teachers, department chairs, admin	Aug 29, 2016	Sep 2, 2016	Not started
✚ Train staff on unpacking content area standards and identifying transfer skills related to TIA Tags: Academic expectations, Collaboration, Asessment, Standards based grading	Admin, Teachers	Aug 29, 2016	Sep 2, 2016	Not started
✚ Course teams align grading, feedback, and assessment to learning standards Tags: Academic expectations, Collaboration, Asessment, Assessment, Grading, Feedback, Assessment design	Course Teams	Aug 29, 2016	Sep 16, 2016	Not started
✚ Teams review student mastery of standards, analyze and reflect on data/student work evidence, and plan for next steps to address subsequent learning needs and reassess student learning Tags: Academic expectations, Collaboration, Asessment, Data analysis, Learning targets	Departments, Course Teams	Aug 29, 2016	Nov 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ ILT will analyze school wide student and teacher data from SY 2015-2016 to determine areas of focus, target student groups (Develop SMART goals) Tags: Classroom rigor, Academic learning, Reading apprenticship, Pogil, Classroom rigor, Academic learning	ILT, department chairs, teachers, admin	Sep 1, 2016	Sep 30, 2016	Not started
✚ Administer TIA Pre-Assessment, including a scoring and norming with all staff Tags: Classroom rigor, Academic learning, Reading apprenticship, Pogil, Pogil, Reading apprenticeship	ILT, teachers	Sep 1, 2016	Sep 16, 2016	Not started
✚ ILT will lead cycle of professional learning to engage staff in looking at student use of metacognition and RA inquiry strategies: Input, Safe Practice, Peer Observation, Learning Walk Tags: Classroom rigor, Academic learning, Reading apprenticship, Pogil, Professional Learning	teachers, ILT, chairs,	Sep 1, 2016	Nov 30, 2016	Not started
✚ Administer mid-year TIA Assessment including scoring and norming with staff Tags: Classroom rigor, Academic learning, Reading apprenticship, Pogil, Pbis	ILT, Teachers	Dec 1, 2016	Dec 15, 2016	Not started
✚ Determine next cycle of professional learning based on student outcomes and needs Tags: Classroom rigor, Academic learning, Reading apprenticship, Pogil, Professional Learning, Cycle of inquiry	ILT, Teachers	Dec 1, 2016	Dec 15, 2016	Not started
✚ Administer end-of year TIA Assessment including norming & scoring with staff Tags: Classroom rigor, Academic learning, Reading apprenticship, Pogil, Assessment design, Student data analysis	ILT, Teachers	Jun 5, 2017	Jun 9, 2017	Behind
✚ Provide PD and vision-setting to inlcude staff in creating a culture where every student believes college is possible for them Tags: College Access and Persistence, Post secondary supports, College Access and Persistence	counseling, PLT, college coach, teachers	Aug 29, 2016	Sep 2, 2016	Not started
✚ Develop year-long plan at each grade-level for milestone tasks and post-sec awareness building activities Tags: College Access and Persistence, Post secondary supports, Post secondary supports, Expectations for depth & breadth of student learning: transitions, college & career access & persistence, College and careers	PLT, Counselors, Teachers, Post Sec Coach, STEM Partners	Jun 1, 2016	Aug 29, 2016	Not started
✚ Conduct informational sessions for parents and students (Welcome Nights) to outline post-sec vision and steps Tags: College Access and Persistence, Post secondary supports, Post secondary supports, Parent engagement	Admin, PLT	Sep 5, 2016	Sep 16, 2016	Not started
✚ Provide milestone counseling and staff support around post-sec goals and student support, including lessons co-created with teachers Tags: College Access and Persistence, Post secondary supports, Post secondary supports, Counseling	Admin, PLT, Counseling Team, Teachers	Aug 29, 2016	Nov 30, 2016	Not started
✚ Continuously (every 10 weeks) analyze student-level data to determine areas of support based on key metrics and milestones Tags: College Access and Persistence, Post secondary supports, Analysis of data, progress monitoring, rit instruction, small group instruction	Admin, PLT, Counseling Team, Teachers	Aug 29, 2016	Jun 30, 2017	Not started
✚ Conduct a safety audit of the school Tags: Behavior and Safety, Safety and order, Safety and order	Administration, engineering	Jun 1, 2016	Sep 2, 2016	Not started
✚ Develop clear expectations for behavior that are positively framed and uniformly inforced Tags: Behavior and Safety, Safety and order, Behavior and Safety	Administration, teachers, MTSS, BHT, support staff, counseling	Jun 16, 2016	Jul 14, 2016	Not started
✚ Train staff on implementing schoolwide positive behavior support Tags: Behavior and Safety, Safety and order, Pbis, School climate	Admin, Foundations Team	Aug 29, 2016	Sep 2, 2016	Not started
✚ Continuously (Every 5/10-weeks) assess progress of positive behavior supports implementation Tags: Behavior and Safety, Safety and order, Pbis	Admin, Foundations Team, Grade-level teams	Aug 29, 2016	Jun 1, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Gather data and assess current state of teacher-student relationships and connections, school-wide behavior expectations, and school-wide learning expectations with individual practice and perseverance Tags: MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations, MTSS, Data, Data analysis, Problem solving process	MTSS	Jun 1, 2016	Jun 21, 2016	Not started
✚ Research best practices in developing strong teacher-student relationships and connections Tags: MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations, Professional development, Best practice, Teacher leadership	MTSS	Jun 1, 2016	Aug 19, 2016	Not started
✚ Plan and deliver teacher learning (following professional learning cycle) focused on best practices in building teacher-student relationships Tags: MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations, Professional development, Teacher leadership, Professional learning plan	MTSS	Aug 22, 2016	Oct 14, 2016	Not started
✚ Collect and analyze data to determine evidence of teacher-student relationship practices and next steps Tags: MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations, Data Use, Data anaysis	MTSS	Sep 19, 2016	Oct 14, 2016	Not started
✚ Research best practices in teaching, modeling, and reinforcing behavior expectations at Von Tags: MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations, Best practice, Teacher leadership, Professional learning plan	MTSS	Jun 1, 2016	Aug 19, 2016	Not started
✚ Plan and deliver teacher learning (following professional learning cycle) focused on best practices in teaching, modeling, and reinforcing behavior expectations at Von Tags: MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations, Professional development, Teacher leadership, Professional learning plan	MTSS	Aug 22, 2016	Oct 14, 2016	Not started
✚ Collect and analyze data to determine evidence of teacher-student relationship practices and next steps Tags: MTSS, SEL, Instructional practices, Culture of learning, Relationships, Behavior, Expectations, Data Use, Data analysis	MTSS	Sep 19, 2016	Oct 14, 2016	Not started
✚ Gather data and assess current state of BHT referral process, patterns in tier 2/3 student needs, community partnerships, teacher learning in SEL Tags: MTSS, SEL, Bht, MTSS, SEL, Data Use, Data analysis, Bht	BHT	May 2, 2016	Jun 30, 2016	On-Track
✚ Identify, meet, and partner with community organizations to meet tier 2 and 3 student needs Tags: MTSS, SEL, Bht, SEL, Teacher leadership, Bht	BHT	Jun 1, 2016	Sep 30, 2016	Not started
✚ Plan and deliver teacher learning (following professional learning cycle) focused on best practices in SEL practices and intervention work Tags: MTSS, SEL, Bht, MTSS, SEL, Teacher leadership, Professional learning plan, Bht	BHT	Aug 1, 2016	Dec 30, 2016	Behind
✚ Revise structures for referral process to ensure quicker and smoother review and placement of students in supports and interventions Tags: MTSS, SEL, Bht, MTSS, SEL, Supports, Teacher leadership, Bht	BHT	May 16, 2016	Jun 21, 2016	On-Track
✚ Implement referral process to ensure a quick and smooth review and placement of students in supports and interventions Tags: MTSS, SEL, Bht, MTSS, SEL, Supports, Teacher leadership, Bht	BHT	Aug 22, 2016	Apr 28, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

⦿ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

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.

> Von will provide parents on the LSC, the PAC,and the PTSA opportunities to participate in the collective development and review/revision of NCLB, Title 1, school parental involvment plan and policy and in the process of school review and improvement. PAC, PTSA, LSC, and parents at coffee with the principal participated in the evaluation of our school's school effectiveness framework scoring. Ongoing involvement will happen during PAC, LSC and PTSA meetings, coffee with the principal, and other parent events throughout the year.

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

> Von Steuben will hold its annual meeting within the first month of school on Thursday September 22nd and an organizational meeting directly after the annual. PAC, PTSA, and LSC will hold monthly meetings. The monthly meeting dates and times will be determined at the start of the school year and will be posted on the school calendar online. Monthly meeting dates are: November 3rd, December 8th, January 12th, February 9th, March 9th, April 6th, and May 11th.

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.

> Every five weeks communication is sent home to keep parents informed. Newsletters are emailed to parents at least twice a month. Parent portal training is given to parents at various times throughout the year. This allow for parents to set up triggers.

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.

All parent suggestions are considered and /or acted upon during the monthly PAC and PTSA meetings.

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.

Von provides parents with frequent reports on their children's progress through parent portal and weekly BAG reports. Report cards and progress reports will either be picked up or emailed every 5 weeks of school. Parents are mailed student updates throughout the year. Conversations or presentations regarding data are conducted throughout the year.

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.

Von will send letters by mail to notify parents when their child has been taught by a teacher who is not "highly qualified" for at least 4 weeks.

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.

Von is committed to providing high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. Von provides parents with frequent reports on their children's progress through parent portal and weekly BAG reports. Report cards and progress reports will either be picked up or emailed every 5 weeks of school. Parents are mailed student updates throughout the year. Conversations or presentations regarding data are conducted throughout the year.

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.

The Von Steuben PAC offers learning opportunities for parents through at least two annual parent workshops that offer topics of parent interest.

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.

Parental involvement and support is an area that is featured during workshops and at monthly PAC meetings.

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.

The Von Steuben PAC offers learning opportunities for parents through at least two annual parent workshops that offer topics of parent interest.

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.

Von provides parents with frequent reports on their children's progress through parent portal and weekly BAG reports. Report cards and progress reports will either be picked up or emailed every 5 weeks of school. Parents are mailed student updates throughout the year. Conversations or presentations regarding data are conducted throughout the year.

Policy Implementation Activities

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

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

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

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

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

n/a

Parent Compact   Complete

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

Prepare every student comprehensively for their next enriching educational opportunity. We will develop the most supportive learning community for the students of Friedrich Von Steuben Metropolitan Science Center because everyone deserves the opportunity to realize their potential.

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

Parent teachers conferences will be held in November and April.

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

Students will receive bi-weekly BAG reports that outline students' behavior, attendance, grades, and other graduation requirements. Progress reports and report cards will be mailed home or picked up every five weeks of school.

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

Parents can make appointments with teachers throughout the year. Parents may email or call teachers. Teachers are also available for conference twice a year during Report Card Pick Up.

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 are invited to volunteer if they are interested. All parents must go through a background and fingerprint check.

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

During Orientation, parents are informed of our attendance, behavior, and learning expectations and policies, and are encouraged to support the school. Gradebook is updated regularly by teachers to enable parents to monitor their child's progress through the Parent Portal.

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 may contact the school at any time. Teachers and counselors are in regular contact with parents, and administration is always available. Monthly PAC, LSC and PTSA meetings and monthly coffees with the principal are in place for parent participation.

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 are included in their eduction by monitoring their grades and participating in analyzing their grades and scores on standardized assessments. Students will review their bi-weekly BAG reports.

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.

1) Hold monthly parent advisory council meetings
2) Purchase final laptops to be used in workshops
3) Plan workshops for parents based on survey distributed last year (focus on college, resume writing, financial aid, and other parent involvement and educational workshops and events)

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.	$	3000	.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.	$	461	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	2100	.00

| 54125 | **Consultants** | $ | Amount | .00 |
| | 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) | | | |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships** | $ | Amount | .00 |
| | For Parents use only. | | | |

| 54205 | **Travel** | $ | Amount | .00 |
| | Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | | | |

| 54565 | **Reimbursements** | $ | Amount | .00 |
| | 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. | | | |

| 53510 | **Postage** | $ | Amount | .00 |
| | Must be used for parent involvement programs only. | | | |

| 53306 | **Software** | $ | Amount | .00 |
| | Must be educational and for parent use only. | | | |

| 55005 | **Furniture and Equipment** | $ | 3000 | .00 |
| | 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. | | | |