



Northside Learning Center High School (/school-plans/591) / Plan summary

2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
|------------|--------------|--|
| 02/24/2016 | All Teachers | SEF explanation and assignment/collaboration |

| | | |
|------------|---|---|
| 03/09/2016 | All Teachers Flex Meeting | Recommendations for the 5 priorities through SEF collaboration and discussion |
| 03/22/2016 | CIWP Team | Discussion and prioritize 5 priorities from recommendations |
| 03/28/2016 | CIWP Team | Complete 5 priorities recommendation and discuss strategies |
| 03/30/2016 | Teacher / staff | Share 5 priorities and strategies |
| 04/08/2016 | Teacher and Paraprofessional meeting | Present for review final CIWP |
| 04/14/2016 | LSC; present for revision and/or approval | Present for review final CIWP |
| 05/18/2016 | Network 1 Demetra Bolos-Hartman, Members of the CIWP Team | Review of CIWP with Network |
| 06/08/2016 | Flex meeting #14 to survey professional development needs | PD for 2017 |
| 09/22/2016 | ILT/CIWP Team | Assessment |
| 10/18/2016 | ILT/CIWP Team | NLC Functional Assessment feedback |
| 11/16/2016 | ILT/CIWP TEam | Review of Assessment status to completion, School Climate Self-Assessment |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Northside Learning Center H.S. has a shared vision and mission committed to community-based instruction and transition. Staff and other stakeholders expressed that some leadership responsibilities could delegate more tasks to teacher leaders. All staff not on the same when striving to maintain the mission and vision of the school. Administration and other stakeholders review and revise teaching and learning structures if needed, while striving to preserve the mission and vision of Northside Learning Center H.S. All stakeholders follow through with various tasks has been expressed as an issue. Success of all students is at the heart of all teaching and learning structures. All staff believe all students can learn and succeed and be vital members of their communities.

Guide for Leadership & Collective Responsibility

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

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials |
| Five Essentials | <ul style="list-style-type: none"> Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> 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

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The Instructional Leadership Team was crafted with team leaders however meeting structure were inconsistent and weakly structure for maximum supports. Creating and communicating a designated team as the ILT other than the Team Leaders has been reconsidered and now has been determined it should be separate. Many of the Team-leader meetings were productive however getting the information back to the entire staff was not well structured. We need more connect-ability with student information sharing which allows for stronger instructional strategies to be share among the teaching staff and paraprofessionals. The teaching staff wanted a designated ILT to ensure a more productive teacher leadership that is focused on improving both teaching and learning at NLC.

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 | <ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams |

Professional Learning:

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

Score

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Research based teaching practices were sought out by administration. Teachers and paraprofessionals were invited to seek out their own learning and training needs. A data source is kept by administration to document the choices teachers and staff made as to their choices of new learning. Administration has provided some reading selections to staff to guide and motive direction in their training sources. Teacher / SECA collaboration time have been provided within the schedules for teachers and their SECAs. Staff expressed it was difficult to find time for team meetings. Administration offered to compensate staff for after-school professional development, if it was planned and organized to ensure opportunities for clarity in curriculum and assessment. The mentoring for new teachers was supported by administration. However, there were no designated district mentoring provided to new teachers. Differentiated professional learning based on teacher teams would best support teaching and learning. Administration allows teachers ample time to try new strategies and refine strategies in addition to sharing their experiences with team members.

Guide for Professional Learning

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers |
| Five Essentials | <ul style="list-style-type: none"> Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | <ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff |

Aligned Resources:

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

Score

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A hiring team was created as a result of a teacher survey, which showed staff interest to participate in the process of hiring new teachers. Teachers and paraprofessional participated this process this year. The ordering and receiving of instructional materials once ordered, arrives in a timely manner. Administration along with teachers engage tirelessly to reach out to members of the community to establish partnerships and resources. The school counselor, EL liaison, RSP's and other support staff participate in resource alignment to parents and community partners as well as teachers and parents. The teachers, paraprofessionals, counselor and case manager document and records all parental and community as it pertains to our mission. The LSC meets monthly to aide administration with balancing budget, curriculum and professional development, addressing allocations and spending, planning and scheduling issues, while monitoring spending and staffing concerns.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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An NLC Curriculum Guide as been updated with staff input. There is coherence in strands across years. More coherence is needed in scope and sequence and Curriculum mapping. Establishing a clear scope and sequence is necessary for student growth and success. Teachers align materials based on cognitive ability and age appropriateness.

Guide for Curriculum

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

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

Training was planned and completed on Unique Learning Systems. SmartBoards are in most classrooms. Technology maintenance has become difficult. There is a dedicated technology person and resources to support technology as needed. Technology is selected and adapted based on student needs and ability levels. Teachers differentiate instruction and incorporate various types of technology in order to actively engage students and meet their unique needs. Teachers ensure they input interactive and engaging materials into their curriculum.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Rigor has increased. Examples of student work, observations of student performance and reviewing grades of students show academic and SEL growth. There has been more focus on students discussing learning in groups and partners. Teachers are utilizing more higher ordering thinking questions. Staff believes no matter the disability, all students can learn and succeed. Tasks are cognitively challenging for individual students. Staff also ensures content is always age appropriate.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

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NLC has a strong community-based instruction program with focus on life skills, occupational preparation and vocational training. NLC has community partners that continue to assist us in CBI and staff works hard to maintain the relationships. Staff has high expectations for students. NLC has a detailed articulation process, continuous communication with families, transition fair for all students, parent workshop visits, job shadowing, and frequent parent meetings. Counselor maintains records of students who have entered the labor force, completed PUNS for our student population is extremely important for post-secondary placements into workshop and training facilitates. The counselor is extremely persistent in communication to parents and community resources that connect parents and guardians to outside supports; maintaining deadlines and constant reminder letters and phone calls.

Guide for Transitions, College & Career Access & Persistence

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

- graduate from college if they attend a postsecondary institution with high graduation rates
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 3 4

Teachers are working to consider more grouping of students and discussions among students. Teachers are working to raise level of questions. Teachers report they have limited resources for English Language Learners. Teachers and paraprofessionals communicate well with students and always use vocabulary that is appropriate for students' ages and development. Teachers and staff intervene in a timely and effective manner in order to service struggling students.

Guide for Instruction

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

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies |
| Measures | <ul style="list-style-type: none"> ✓ 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:

Score

1 2 3 4

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.

Tier 1 is established through HOWL, the PBIS Level 1. Students have behavior plans per IEP and data collections systems. More training needs to be done for Tier 2 and Tier 3 supports. Tier 3 is currently done by the School Social worker. For Tier 2 and Tier 3 interventions the counselor collaborates with teachers, related service providers, and parents to assist targeted students that require supports. Attendance rates are at 93%. Freshman are on track. Counselor provides training at the beginning of the school year to teachers on SEL State Standards and how to incorporate those standards in their classes. Students participate in clubs that promote leadership skills which are assessed using a Likert scale. The counselor and school social worker hold meetings for all parents regarding behavior accommodations for home and school.

Guide for Multi-Tiered System of Support

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

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 3 4

Staff has begun to discuss balanced assessment aligning to the district's pace and outline for benchmark assessments, performance task, and ongoing formative assessment. More work is needed on alignment of academic assessment particularly quarterly assessment. Staff makes assessments accessible to students. Staff using a range of formative assessment types to provide a comprehensive picture of student learning and academic progress.

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

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Northside Learning Center H.S. has a strong culture of learning around transition and occupational preparation. The culture at NLC revolves around the shared belief in the importance of learning and striving for all students to become as independent as possible. All teachers create high learning expectations for all students. Classes are well-structured with routines put in place to best promote student learning and achievement. Teacher and paraprofessionals provide students with frequent and informative feedback in order to help them grow and learn various activities.

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 | <ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> 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:

Score

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.

1 2 3 4

There is a positive atmosphere at NLC. Students are highly friendly, respectful and civil to each other and to staff. Staff is sensitive to student needs both physical and emotionally. Staff develop trusting relationships with all students. Every student at NLC is loved by teachers, support personnel, service providers, and administration. In addition, the staff respect each other and always communicate professionally. Staff provides students with multiple opportunities for students to learn about the community they service.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Students are involved in Special Olympics and After-school matters in-school program. Students participate in their IEP meetings as required by law. Staff would like to see more student choice in regards to curriculum and elective opportunities. Students are involved in a plethora of service learning opportunities and experiences throughout their years at NLC.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Staff utilizes CHAMPS principals and new staff has attended training. Teachers utilize the HOWL and Husky Buck system to encourage students to demonstrate appropriate and respectful behavior. Classroom procedures are highly organized and run smoothly with students participating. Administration ensures students and adults always feel safe inside the school building. Teachers and staff maintain efficient and orderly transitions between classes.

Guide for Safety & Order

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |

Restorative Approaches to Discipline:

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

Score

1 **2** 3 4

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.

Though there is evidence of restorative conversations staff has indicated that training would be beneficial in this area. PBIS initiative using Husky Bucks that focuses on HOWL and promotes positive behavior throughout the school and the community-based classes and activities. Staff promotes calm classroom through implementing CHAMPS initiative strategies. Social worker and psychologist promote restorative conversations with students in order to promote positive behavior changes. Staff believes NLC needs a designated person responsible for leading centrally-managed response to behaviors.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 **3** 4

Outreach efforts by the counselor and staff is strong. School provides visits for parents to workshops and residential facilities. Strong LSC and BAC. NLC has established an "open door" policy with parents. This promotes frequent communication between families. Parents are given the opportunity to volunteer and build its parent communities through the LSC, NCLB, and BAC committees. Counselor and social worker hold educational workshops on various topics for all parents. Counselor takes parents to workshop and residential visits so they can be informed of the various available community post-secondary options. The counselor has individual and group meeting with parents discussing their student progress as well as informing them of attendance policy, academic status, and resources.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| 1 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 2 | Expectations for depth & breadth of Student Learning: Curriculum | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 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: Leadership & Collective Responsibility | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 3 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 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 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 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊗ |
| 4 | Expectations for Quality & Character of School Life: Culture for 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

| | | | | |
|--|---------|---------|---------|---------|
| NLC parents, students and teachers complete the survey to the percentages necessary to allow us to receive feedback. | (Blank) | (Blank) | (Blank) | (Blank) |
|--|---------|---------|---------|---------|

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

| | | | | |
|--|---------|---------|------|------|
| NLC Students do not participate in these assessments | (Blank) | (Blank) | 0.00 | 0.00 |
|--|---------|---------|------|------|

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

| | | | | |
|--|---------|---------|------|------|
| NLC Students do not participate in these assessments | (Blank) | (Blank) | 0.00 | 0.00 |
|--|---------|---------|------|------|

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

| | | | | |
|--|---------|---------|------|------|
| NLC Students do not participate in these assessments | (Blank) | (Blank) | 0.00 | 0.00 |
|--|---------|---------|------|------|

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

| | | | | |
|--|---------|---------|------|------|
| NLC Students do not participate in these assessments | (Blank) | (Blank) | 0.00 | 0.00 |
|--|---------|---------|------|------|

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

| | | | | |
|--|---------|---------|------|------|
| NLC Students do not participate in these assessments | (Blank) | (Blank) | 0.00 | 0.00 |
|--|---------|---------|------|------|

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

| | | | | |
|--|---------|---------|------|------|
| NLC Students do not participate in these assessments | (Blank) | (Blank) | 0.00 | 0.00 |
|--|---------|---------|------|------|

Freshmen On-Track Rate

| | | | | |
|--|-------|--------|--------|--------|
| NLC Freshman complete credits and if struggling, an IEP is reconvened. | 97.00 | 100.00 | 100.00 | 100.00 |
|--|-------|--------|--------|--------|

4-Year Cohort Graduation Rate

| | | | | |
|--|---------|---------|--------|--------|
| Many of our students may have difficulties requiring all credits needed to graduate in a 4 year span. Due to the cognitive disabilities our students have along with multiple critical medical circumstances our students have, a low percent of our students can be readied for graduation in 5 years. Most need as much as 6 to 7 year in a cohort in participation to attain all graduation requirements. | (Blank) | (Blank) | 100.00 | 100.00 |
|--|---------|---------|--------|--------|

1-Year Dropout Rate

| | | | | |
|---|------|---------|------|------|
| NLC strives to have every student complete their credits and transition plan. | 0.70 | (Blank) | 0.00 | 0.00 |
|---|------|---------|------|------|

College Enrollment Rate

| | | | | |
|---|---------|---------|------|------|
| NLC strives to ensure students (and Parents) have completed the PUNS and have a CAU caseworker prior to graduation. | (Blank) | (Blank) | 0.00 | 0.00 |
|---|---------|---------|------|------|

College Persistence Rate

| | | | | |
|---|---------|---------|------|------|
| Career preparation and training is a constant goal and embedded in student attainment planning. | (Blank) | (Blank) | 0.00 | 0.00 |
|---|---------|---------|------|------|

Average Daily Attendance Rate

| | | | | |
|-------------------------------|-------|-------|-------|-------|
| Raise to 95% attendance rate. | 92.60 | 93.40 | 95.00 | 95.50 |
|-------------------------------|-------|-------|-------|-------|

Custom metrics

1 of 1 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---------------------|---------------------|-------------------|-------------------|
| Baseline assessment will be given at the start to every school year and for the years enrolled at NLC. | | | | |
| NLC staff will choose a school-wide assessment to be utilized at the beginning of each school year as a metric to measure functional academic growth. | 0.00 | 0.00 | 90.00 | 95.00 |

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

identify a cycle of inquiry that is scheduled and data focused as we develop the ILT

teachers discussing their practice through observation and data review

improvement on the Collaborative Teachers Component of the 5 Essentials..

Tags:

Data Use, ILT, Instruction, Cycles of professional learning, Data

Area(s) of focus:

1

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Create a schedule of meetings for the ILT to meet throughout the school year

Administration and CIWP/ITL members

May 2, 2016 to May 20, 2016

A schedule

On-Track

Data Use, ILT, Instruction, Cycles of professional learning, Data

Align ILT meetings with Flex dates to ensure time for the ILT to report out to the staff.
NO FLEX FOR SY2017

ILT members

Aug 29, 2016 to Jun 23, 2017

Schedules

Cancelled

Data Use, ILT, Instruction, Cycles of professional learning, Data

ILT will keep documentation of the ILT meetings

ILT members

Aug 29, 2016 to Jun 9, 2017

Sign in, agenda, minutes

On-Track

ILT

Strategy 2

If we do...

...then we see...

...which leads to...

training to support teachers and paraprofessionals in restorative practices

students involved in practices that restore and resolve conflicts as teachers and paraprofessional facilitate

an improvement on the 5 Essentials Component Supportive Environment and a higher attendance rate.

Tags:

MTSS, Behavior and Safety, Data Use, Restorative approaches, Data, Social emotional

Area(s) of focus:

2

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Create a process for responding to behavior and disciplinary actions along with recording forms.

PBIS Team Administration

May 23, 2016 to Jun 17, 2016

Process

On-Track

MTSS, Behavior and Safety, Climate and Culture, Data Use, Restorative approaches, Data

Develop a disciplinary checklist for staff/paraprofessional use and train staff on usage.

PBIS Team

May 23, 2016 to Jun 17, 2016

Checklist

Completed

MTSS, Data Use, Data

Train staff on restorative practices.
completed August 29, 2016

SEL Department

Aug 29, 2016 to Sep 1, 2016

Training material sign in

Completed

Behavior and Safety, SEL, Restorative approaches

| | | | | |
|---|----------------------------|------------------------------|--|----------|
| Integrated with Assembly Team Attendance Team will create a calendar of dates for year long attendance recognition program. | Team Leaders and Counselor | Aug 30, 2016 to Aug 31, 2016 | Calendar dates issued and part of he NLC Handout | On-Track |
|---|----------------------------|------------------------------|--|----------|

Attendance, Climate and Culture, Motivation

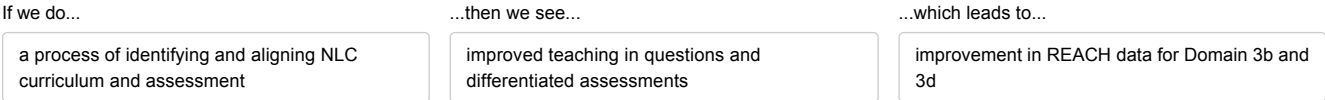
| | | | | |
|--|---------------------------|----------------------------|---|-----------|
| Students will prepare attendance posters for display in and around the school environment. | Teachers and NLC students | Sep 6, 2016 to Sep 9, 2016 | Posters hung in NLC hallways (both buildings) | Completed |
|--|---------------------------|----------------------------|---|-----------|

Climate and Culture, Motivation

| | | | | |
|---|---------------------------|-----------------------------|---------------------------------------|----------|
| Communicate attendance process at the beginning of the year and share ongoing attendance data with staff at flex meetings. NO FLEX MEETING FOR SY2017. WILL SHARE VIA EMAIL | Administration, Counselor | Sep 6, 2016 to Jun 16, 2017 | Flex Meeting via EMAIL agenda minutes | On-Track |
|---|---------------------------|-----------------------------|---------------------------------------|----------|

Professional Learning, Attendance, Climate and Culture

Strategy 3



Tags: Diverse Learners, English Learners, Assessment, Instruction, Curriculum, Materials, Academic gain
 Area(s) of focus: 3, 4

| Action step ? | Responsible ? | Timeframe ? | Evidence for status ? | Status |
|---|--|------------------------------|---------------------------------------|-------------|
| Form PPLC and develop schedule to ensure there is teacher leadership for curriculum development | LSC teacher representatives Administration | May 30, 2016 to Jun 22, 2016 | PPLC slate of members Sign in Agendas | Not started |

English Learners, Instruction, Leadership, Curriculum

| | | | | |
|---|---------------|------------------------------|---|----------|
| PPLC and Teacher Teams will develop scope and sequence, curriculum mapping and aligned quarterly assessments. | Teachers PPLC | Jun 21, 2016 to Aug 26, 2016 | Scope and sequence documents Curriculum maps Assessment | On-Track |
|---|---------------|------------------------------|---|----------|

Diverse Learners, English Learners, Leadership, Instruction, Assessments

| | | | | |
|--|--------------------------------|------------------------------|--|----------|
| PPLC with input of Team Leaders will choose a beginning of the year school wide assessment in functional academics to be administered at the start of the school year. | PPLC, Team Leaders, and Admin, | May 30, 2016 to Jun 10, 2016 | Material ordered - distributed and utilized Sept. 2016 | On-Track |
|--|--------------------------------|------------------------------|--|----------|

Diverse Learners, English Learners, Assessments

PPLC and EL Lead will schedule quarterly updates of information from Office of Language and Cultural Education.

PPLC, EL Lead

Sep 12, 2016 to May 25, 2018

Flex meeting agenda,

Not started

English Learners, Curriculum

Strategy 4

If we do...

...then we see...

...which leads to...

planning to allow for student elective choice

more students engagement in areas of interest

2 students in training programs or employed by end of year

Tags:

Personalized Learning, Academic gain, Student enrichment

Area(s) of focus:

5

Action step

Responsible

Timeframe

Evidence for status

Status

Pre-established Scheduling Team will meet to determine an effective process to collect student choice data.

Scheduling Team, Administration

Apr 8, 2016 to Apr 29, 2016

Two proposed ideas to present to a team

On-Track

Curriculum Design, Instructional practices, Planning, Post secondary

Scheduling Team will present 2 options to a designated team to pilot to ensure scheduling can accomplish credit acquisition and student choices.

Scheduling Team, Administration, Pilot Team Staff

May 2, 2016 to May 13, 2016

Sign in and agenda for meeting

On-Track

Professional Learning, Personalized Learning, Academic gain, Student enrichment, Post secondary

Utilizing a picture chart of clubs, students will make their club choices

Teachers, students

Sep 26, 2016 to Sep 26, 2016

Club data on choices and student assignments

Completed

21st century skills

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|-------------------------------------|--------------|--------------|-----------|
| <p>+ Create a schedule of meetings for the ILT to meet throughout the school year</p> <p>Tags: Data Use, ILT, Instruction, Cycles of professional learning, Data, Data Use, ILT, Instruction, Cycles of professional learning, Data</p> | Administration and CIWP/ITL members | May 2, 2016 | May 20, 2016 | On-Track |
| <p>+ Align ILT meetings with Flex dates to ensure time for the ILT to report out to the staff. NO FLEX FOR SY2017</p> <p>Tags: Data Use, ILT, Instruction, Cycles of professional learning, Data, Data Use, ILT, Instruction, Cycles of professional learning, Data</p> | ILT members | Aug 29, 2016 | Jun 23, 2017 | Cancelled |
| <p>+ ILT will keep documentation of the ILT meetings</p> <p>Tags: Data Use, ILT, Instruction, Cycles of professional learning, Data, ILT</p> | ILT members | Aug 29, 2016 | Jun 9, 2017 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|--|---|--------------|--------------|-------------|
| <p>✦ Create a process for responding to behavior and disciplinary actions along with recording forms. Tags: MTSS, Behavior and Safety, Data Use, Restorative approaches, Data, Social emotional, MTSS, Behavior and Safety, Climate and Culture, Data Use, Restorative approaches, Data</p> | PBIS Team Administration | May 23, 2016 | Jun 17, 2016 | On-Track |
| <p>✦ Develop a disciplinary checklist for staff/paraprofessional use and train staff on usage. Tags: MTSS, Behavior and Safety, Data Use, Restorative approaches, Data, Social emotional, MTSS, Data Use, Data</p> | PBIS Team | May 23, 2016 | Jun 17, 2016 | Completed |
| <p>✦ Train staff on restorative practices. completed August 29, 2016 Tags: MTSS, Behavior and Safety, Data Use, Restorative approaches, Data, Social emotional, Behavior and Safety, SEL, Restorative approaches</p> | SEL Department | Aug 29, 2016 | Sep 1, 2016 | Completed |
| <p>✦ Integrated with Assembly Team Attendance Team will create a calendar of dates for year long attendance recognition program. Tags: MTSS, Behavior and Safety, Data Use, Restorative approaches, Data, Social emotional, Attendance, Climate and Culture, Motivation</p> | Team Leaders and Counselor | Aug 30, 2016 | Aug 31, 2016 | On-Track |
| <p>✦ Students will prepare attendance posters for display in and around the school environment. Tags: MTSS, Behavior and Safety, Data Use, Restorative approaches, Data, Social emotional, Climate and Culture, Motivation</p> | Teachers and NLC students | Sep 6, 2016 | Sep 9, 2016 | Completed |
| <p>✦ Communicate attendance process at the beginning of the year and share ongoing attendance data with staff at flex meetings. NO FLEX MEETING FOR SY2017. WILL SHARE VIA EMAIL Tags: MTSS, Behavior and Safety, Data Use, Restorative approaches, Data, Social emotional, Professional Learning, Attendance, Climate and Culture</p> | Administration, Counselor | Sep 6, 2016 | Jun 16, 2017 | On-Track |
| <p>✦ Form PPLC and develop schedule to ensure there is teacher leadership for curriculum development Tags: Diverse Learners, English Learners, Assessment, Instruction, Curriculum, Materials, Academic gain, English Learners, Instruction, Leadership, Curriculum</p> | LSC teacher representatives Administration | May 30, 2016 | Jun 22, 2016 | Not started |
| <p>✦ PPLC and Teacher Teams will develop scope and sequence, curriculum mapping and aligned quarterly assessments. Tags: Diverse Learners, English Learners, Assessment, Instruction, Curriculum, Materials, Academic gain, Diverse Learners, English Learners, Leadership, Instruction, Assessments</p> | Teachers PPLC | Jun 21, 2016 | Aug 26, 2016 | On-Track |
| <p>✦ PPLC with input of Team Leaders will choose a beginning of the year school wide assessment in functional academics to be administered at the start of the school year. Tags: Diverse Learners, English Learners, Assessment, Instruction, Curriculum, Materials, Academic gain, Diverse Learners, English Learners, Assessments</p> | PPLC, Team Leaders, and Admin, | May 30, 2016 | Jun 10, 2016 | On-Track |
| <p>✦ PPLC and EL Lead will schedule quarterly updates of information from Office of Language and Cultural Education. Tags: Diverse Learners, English Learners, Assessment, Instruction, Curriculum, Materials, Academic gain, English Learners, Curriculum</p> | PPLC, EL Lead | Sep 12, 2016 | May 25, 2018 | Not started |
| <p>✦ Pre-established Scheduling Team will meet to determine an effective process to collect student choice data. Tags: Personalized Learning, Academic gain, Student enrichment, Curriculum Design, Instructional practices, Planning, Post secondary</p> | Scheduling Team, Administration | Apr 8, 2016 | Apr 29, 2016 | On-Track |
| <p>✦ Scheduling Team will present 2 options to a designated team to pilot to ensure scheduling can accomplish credit acquisition and student choices. Tags: Personalized Learning, Academic gain, Student enrichment, Professional Learning, Personalized Learning, Academic gain, Student enrichment, Post secondary</p> | Scheduling Team, Administration, Pilot Team Staff | May 2, 2016 | May 13, 2016 | On-Track |
| <p>✦ Utilizing a picture chart of clubs, students will make their club choices Tags: Personalized Learning, Academic gain, Student enrichment, 21st century skills</p> | Teachers, students | Sep 26, 2016 | Sep 26, 2016 | Completed |

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Northside Learning Center H.S. have an ongoing process of inviting and encouraging parents to meet. During these meetings parents will be presented with information about the Title I involvement plan and policy. NLC will post meeting dates in the school calendar and school website as well as send written reminders to give parents time to plan to attend these meetings.

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

During the month of September/October, a Title I parent meeting will be scheduled and held to explain all Title I requirements and parent rights to be involved in the Title I programs. NLC will continue to encourage all parents to be involved. A Parent Advisory Committee (PAC) will be continued. All parents of children participating in Title I programs will be invited to participate in these meetings. All meetings will be planned, agendas created, minutes taken and then shared with all stakeholders. The Annual Informational meeting was held October 6, 2016 at 9:00 am and the Organizational meeting was held October 6, 2016 at 9:30 am.

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.

Northside Learning Center H.S. will provide all parents with information about Title I programs. Students schedules, grade level assignments, explanation of curriculum, and assessment tools and rubrics used to measure the students' behavior and academic performance will be supplied to all parents. IEP benchmarks and report-cards will be given during the scheduled meeting dates throughout the school year.

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.

Northside Learning Center H.S. will upon request of the parent or guardian provide opportunities to meet with the teacher, counselor, nurse, social-worker, speech pathologist, and other related service providers during regularly scheduled parent meetings, e.g., IEP or FIE meetings. Parent will know to contact the school via phone, website E-Mail, text messages to teachers, or written letters to school office / administration.

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.

Parents of NLC students will be notified of all state assessments (DLM) given to students and / or behavioral assessments, psychological's and performance based assessments. Any and all written reports distributed to NLC will be shared with parents as needed. Many or most information will distributed during annual IEP meetings or FIE meetings. Upon request from the parent, any tabulations of assessment results can and will be shared with parents when appropriate.

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.

Upon request of the parent and/or once the state and/or district provides information about the assigned staff and their status as "Highly Qualified" those notices will be distributed to all parents to report teachers' status.

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

Parents will gain understanding by being involved in Title I meetings. Students take the state's academic assessment [DLM] in their junior year or if they have never been assessed by the 11th grade. The parents' involvement will include working with teachers to understand the state's academic content during student's IEP meetings by contributing to the development of individual goals and meeting the standards; the state's academic achievement needs of students, Goals are monitored through quarterly benchmark evaluation standards; the state and local academic assessments including progress reports.

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.

During the school-year, monthly homework calendars will be distributed to all parents. Teachers and paraprofessional will assist parents with their child to improve the students academic achievement potential. Parents will have access to "Parent Portal" a cps tool that connects parent with their pupils progress. Parents will use the relevant information about their pupil's performance to become more engaged in the support process. Teachers will maintain close communication with parents if needed, to ensure information has been received so the greatest involvement in school activities may occur.

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.

All staff is supplied with structured methods of communication with parents and encouraged to maintain clear and concise lines of communication with the parents. The teacher of record will be held accountable for communication to parent about direct and pertinent information about the students academic concerns or behavior. School administration will be responsible for clarifying expectation of the processes and purpose for maintaining communication with parents. Teachers will stress the importance of the parents role as a support to student learning and transitioning into adulthood.

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.

Due to the unique circumstances of many of our students, parents will be provided opportunities to engage in activities that support transitional services of students. Each parent is invited to a Transition Night with speakers, resources and representatives of agencies providing unique services for people with disabilities. In addition, parents will be invited to a three day-long visitations to available post-secondary, post graduate placements for their review. Transition resources are also addressed at the annual IEP meetings. An annual Transition Fair will be held during the month of November during the district scheduled "Report-Card Pick-Up" date.

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.

Up-to-date monthly calendars, robo-calls, website postings and as needed written notifications are sent out to parents to inform them of the time, dates and type of meetings to address programs and other activities that support student learning. Personal phone calls will be made, if needed, as a follow-up to these notices to answer questions that parents may have. We will address parents provide information in their native language when necessary and upon availability of interrupters.

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.)

Northside Learning Center H.S. is committed to meeting the academic, vocational life skills and social-emotional needs of every student which will enable students most with intellectual disabilities - moderate, those with autism and Other Health Impairments to the maximum potential for independence. NLC will provide a community-based instructional curriculum in the least restrictive environment.

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.

Northside Learning Center H.S. will hold parent-teacher conferences during report-card pick-up in the months of November and April of each current school year. We will also hold [parent/teacher/RSP] IEP Team meetings year long to meet and address the individual student's needs.

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

Parents are contacted by phone, text, e-mails and written notes by the classroom teacher of record. Parents are contacted weekly by using a school-wide parent accessed folder with current daily or weekly assessments or updates of student progress/regress.

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

NLC staff are available to meet by appointment during the teachers' individual preparation time. The school counselor and case-manager are available for consultation by appointment. Parents may contact staff by e-mail, or by phone during the day or after hours, as needed.

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

Parents of NLC students are encouraged to support Northside Learning Center H.S. during school functions. NLC's annual family picnic, report-card pick-up, curriculum sharing opportunities, school assemblies and multiple parent/teacher conference meetings. Parents may volunteer on a set schedule during the school day and are placed in the classroom, lunchroom, corridors, and/or main office.

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

Classroom teachers offer homework calendars and individual behavioral sheets to monitor the framework of home supports as it relates to functional literacy, and independent living skills. Parents are required to call and report student absences and later provide written documentation of the cause of each of the absences.

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

As a member of the IEP team, parents are invited to consult with other team members and attend the student's IEP and/or FIE meeting which is scheduled and developed annually and tri-annually. During these meetings quarterly and annual goals and objectives will be constructed for each student. The goals are addressed both in the beginning of the school year, quarterly and at the annual reviews. These meetings will be conducted in a room where confidentiality can be maintained, usually, in the case-managers office.

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).

Good attendance is a priority at Northside Learning Center H.S. The school's goals to meet district measures by increasing students opportunity to be a part of their attendance plan. Students attendance however can be compromised by medical and other health concerns. The school nurse, main office, teacher of record and counselor will maintain a routine of communication with parents, as needed. Parents will be notified of attendance issues as it relates to the students' ability to access learning or effect their behavior. Parents will be informed about class activities and projects through written and oral communications. There will be a school-wide assemble (each) semester to celebrate good attendance.

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.

To have a minimum of 4 meetings to increase parent participation to connect every action and reaction of activities designed to increase diverse and EL student learning and give more opportunities for parents to help students to learn and help avoid regression. Our diverse learners have a unique ability to learn with parental supports, paraprofessional supports and teacher/parent expectations. NLC will connect parents to resources that will allow students' transition to the community to be successful and their ability to sustain independence once achieved. Technology has been previously purchased to aid in strengthening communication needs. We will grow technology as needed. Parents will be involved in workshops, training, and presentations that will support their ability to understand strategies that will give them a greater ability to support student learning. Parents will be informed of district collaborative meetings. PAC/Title I, open houses, and transitional planning.

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. | \$ Amount .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. | \$ 402 .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ 301 .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ 62 .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ 200 .00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ 165 .00 |
| 54565 | Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | \$ 75 .00 |
| 53510 | Postage Must be used for parent involvement programs only. | \$ Amount .00 |
| 53306 | Software Must be educational and for parent use only. | \$ Amount .00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$ Amount .00 |

