



William W Carter Elementary School (/school-plans/66) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/24/2016	Instructional Leadership Team	CIWP Access

### School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

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

#### Score

1 2 **3** 4

At Carter School of Excellence there is an expectation and practice of shared responsibility that results in leadership roles for multiple staff members and a shared interest and goal for our school. Through biweekly content clusters meetings, teachers calibrate their practice and thinking around specific content to disseminate best practices for our teachers. Working collaboratively, teachers refine their practice while offering think partners for colleagues around specific academic problems. By analyzing data such as ANET, NWEA, and other performance tasks teachers work to come to a consensus on mastery of the standards and brainstorm ideas of how to reach all learners. In these meetings and biweekly staff meetings our school has come to a consensus about the expectations for Carter classrooms and how those key components help the entire school to move towards our collective goals. Carter classrooms consist of a well-balanced, data driven approach to teaching and learning. This approach encompasses rigorous small and whole group instructional scaffolds in which teachers provide students with support and enrichments that are engaging, promote critical thinking and allow further exploration of the Common Core State Standards. Students contribute to personal and communal ownership of data, content and learning. These components are monitored and refined through a peer observation cycle where teacher colleagues work to adjust and learn best practices to fit the specific needs of their students and continually monitor and improve their teaching practice. This work is evident in our 5-Essentials survey where the school was rated very organized with a high satisfaction from parents, teachers, and students. Our PBIS team takes a temperature of the school's climate and culture and works to continue to improve the environment and experience for all stakeholders in the school. Our efforts have increased student attendance through school-wide incentives. Sharing our mission and vision for the school with the students and all staff allows for shared understanding of our goal as our work takes us to finding success for every student. Teachers are given many opportunities for professional development to better their practice, experience leadership roles, and bring back important learnings to their teams. Professional Developments such as Engage New York deep dives into content and curriculum learning, classroom management for newer teacher, framework festival where teachers engaged in workshops around discussion and questioning techniques, and ANET network meeting where learning is shared from around the country. Teacher leaders participate in the interview process for new Carter staff to encourage a shared ownership and vision for the growing team.

### 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"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

#### Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the

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theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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At Carter School of Excellence, the ILT's goal is to share ideas, practices, and data around teaching and learning with two representatives from all grade bands, content areas, programs and related services. We not only bring ideas to the table but create action for implementation on a bi-monthly basis. The team leaders meet weekly with their grade bands and respective teams to collaborate and converse around shared action plans and deliverables, allow feedback and problem solving to create a pipeline from every stakeholder at Carter to a shared vision. All meetings are organized and consistently aligned with the school's mission and vision, putting students first. Each meeting the ILT has an organized agenda, calendar updates, minutes are taken and jobs are assigned. All team members have a equity of voice and are actively engaged in the decision making process. Evidence of this includes bi-weekly meetings that consist of data analysis of MAP, ANET, Attendance, PLP, students on track and school wide trends. With the data the ILT team implements action plans to increase student learning. For example, we have created peer observation cycles to increase teacher capacity inside the classroom and to also learn from one another. This also promotes peer collaboration across the school.

### 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"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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.

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At Carter School of Excellence, we value consistent and continuous professional learning. We have a variety of systems in place to ensure that each teacher has sufficient time, support and safe practice space to learn and practice new skills. We hold biweekly reading and mathematics content cluster meetings to allow teachers and coaches time to share best practices, and collaborate and learn from each other. Teachers are also given the option to attend weekly meetings to continue to reinforce the content and skills that are being learned. Teachers attend Saturday professional development that are centered around our shared curriculum. These meetings allow our teachers time to learn from each other and to work collaboratively with teachers from other schools who use the same curriculum. Teachers have shared planning time and weekly grade band meetings to collaboratively plan, create new units and activities and assess the effectiveness of lessons that have been taught. Each teacher at Carter School of Excellence is part of a collaborative pair that meets once a week to discuss and plan for what is being taught in their class and work to improve on a specific set of skills that are aligned to the Danielson Framework through peer observations and conferences. We also have an in-house coach and AUSL network coaches that are designated to teachers to increase student learning and enhance student capacity.

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

### 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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Carter School of Excellence ensures that all resources are aligned to the school's priorities. Specifically, financial resources are allocated to programs such as scholar academies, technology programs (such as IXL, Achieve 3000, StudyIsland, etc), Citizens Schools and Professional Development centered around the EngageNY curriculum. As our students improve their academic achievement, resources are continuously allocated to ensure that this improvement doesn't become stagnant. Efforts like this involve ensuring teachers in each grade band have aligned preps for planning and debriefing. Additionally, as our students improve, Carter receives more resources to help enhance their education; such as the Norfolk Science Grant and Bernie's Books. Last but not least, our 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. This can be seen during instructional time in classrooms in the form of streamlined and differentiated small group instruction; during scholar academies where select students are receiving additional instruction outside of regular school hours; and during moments in which special teachers help homeroom teachers with targeted intervention for students needing extra and individual assistance.

## 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	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

**Curriculum:**

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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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Teachers across the school utilize curriculum for both math and literacy that is rigorous and aligns to grade level CCSS. This includes using the scope and sequence of Engage New York/EngageAUSL as well as the Schedule of Assessed Standards from ANET. Teachers are able to assign students rigorous online curriculum to supplement lessons. Teachers continually differentiate whole group and small group instruction based on NWEA scores, grade level data, and IEPs in order to meet the needs of students at all levels. Teachers engage in vertical and grade band planning weekly to create high quality tasks. Social and emotional learning is incorporated into classrooms through the use of behavior management cycles that incorporate incentives, consequences, and restorative conversations.

**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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Score

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)

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Lesson materials are selected and adapted based on learning objectives and student need. Materials include: Compass Learning, Achieve 3000, IXL, Google Classroom, Smartboards, Singapore Math, Engage New York, NTN, Expeditionary Learning, Rally!, Scholastic Leveled Library, and manipulatives. Many times these materials are used in conjunction with each other to provide students with the opportunity to accommodate all learning styles. Instructional materials are used in combination with student data (ANET, MAP, BAS, IEPs) to differentiate for whole group and small group instruction. Teachers incorporate technology (1-to-1 Chromebooks/iPads) into daily instruction during Do Nows, whole group and small group instruction, Exit tickets, and workstations/learning centers.

### Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels
	✓ Evidence of scaffolding and differentiation for all students to access the content/skills
	✓ Description of materials in curriculum and/or lesson plans
	✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
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)

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During bi-weekly content cluster meetings, teachers meet to analyze data and discuss plans for next steps in instructional approach. Teachers are allotted time to research, create and share rigorous standards-based tasks vertically through the grade levels collaboratively to increase student achievement. Teachers use daily common planning time with grade band peers to develop tasks, participate in peer observations, analyze student work and data (ANet, MAP, BAS). Teachers engage students in complex tasks aligned to CCSS. Teachers use complex questioning and scaffolding to guide students toward culminating tasks that require students to analyze, evaluate, and defend their claim. Teachers and staff regularly communicate the necessity of student attendance and participation to both students and parents through phone calls, daily/weekly/monthly attendance incentives.

### 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
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)

1 2 3 4

College readiness is communicated to students from day 1 and throughout the school year via Citizen Schools apprenticeships, 6 to 16 Success Project curriculum, 7/8th high school and college visits. The Success Project focuses on "right fit" high school and college choice. Citizen Schools provides apprenticeships for students to become exposed to potential career paths. Middle School students travel to local high schools and colleges to experience a typical day in a secondary and postsecondary institution.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 3 4

Carter's instructional vision consists of a well-balanced, data driven approach to teaching and learning. This approach encompasses rigorous small and whole group instructional scaffolds in which teachers provide students with support and enrichment that is engaging, promotes critical thinking, and allows further exploration of the Common Core State Standards. Students contribute to personal and communal ownership of data, content, and learning. We bring this to life through multiple layers of support and professional development: Through our bi-weekly content cluster sessions, we focus heavily on domains 1, 3 & 4, with individual coaching based on identified needs for professional growth. Below is the progressions of growth and development of teachers, culminating with peer instructional observations.

We have a continuous plan for professional development as evidenced in our bi-weekly content cluster meetings for both ELA and math. During these sessions teachers collaborate across grade levels to create quality performance tasks, focusing first on unpacking standards and then deconstructing the product demands and cognitive skills associated with student learning. Teachers are also focused on inquiry-based instruction at Carter. Both ELA and math teachers focus on questioning around Bloom's and Depths of Knowledge in order scaffold the rigor and ensure that all students have access to grade-level content and productive struggle. Teachers focus on verbal and written questioning and incorporate a range of strategies to bring thinking and metacognition to life. Teachers allow questions to guide the flow of the lesson, placing the student at the center of learning. Moreover, teachers emphasize both cognitive and participation ratio.

Each week, the principal and Academic Director engage in instructional walkthroughs as a tool to drive a cycle of continuous improvement by focusing on the effects of instruction. It is also a way for us to become more familiar with trends across teachers' instructional practice. This both influences and is influenced our professional development foci during bi-weekly content clusters, as well as individual needs that the Academic Director and network coaches can follow up on with individual teachers. Another level of support involves peer observations. Teachers are paired and choose an focus area or strategy and visit each other's class weekly. They engage in providing feedback and co-planning as a part of ongoing support and coaching.

As a result of teachers' efforts around planning and instruction, our achievement data at Carter was as follows for Year 2: NWEA Reading Growth 62nd percentile, NWEA Math Growth 91st percentile, NWEA Overall Growth 63rd percentile, NWEA 2nd Grade Reading Attainment 10th percentile, NWEA 2nd Grade Math Attainment 16th percentile, NWEA 3rd-8th Grade Reading Attainment 23rd percentile, NWEA 3rd-8th Grade Math Attainment 25th percentile.

## 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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

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

### Score

1 2 **3** 4

Carter School of Excellence focuses on the academics, attendance, and social emotional learning of all students. We have scholar academies targeting students at all 3 tiers (low achievement, low growth, regression, on/nearing grade level, and above grade level) 2-3 times a week for 8 weeks for students at all grade levels. There is common planning time with teachers across grade bands to allow for the vertical alignment of instruction. Our core subject blocks are extended (2.5 hours K-5, 110 min 6-8) to accommodate for whole group instruction as well as data-driven small group within work stations and individualized teacher support. Specials teachers fill their free period by pulling small groups to support a multi-tiered approach in targeted classrooms, and all classrooms differentiate instruction throughout the building (ex: diverse learners in specials classes). This ensures that students are learning throughout all classrooms and instruction is differentiated based on students' academic needs.

Last year, Carter scored in the 62nd percentile for NWEA Reading Growth, in the 91st percentile for NWEA Math Growth, and in the 63rd percentile for Overall Growth on the NWEA. The second graders at Carter were at the 10th percentile for NWEA Reading Attainment and the 16th percentile for NWEA Math Attainment. For NWEA 3rd-8th Grade Reading Attainment, Carter scored in the 23rd percentile, while 3rd-8th Grade Math Attainment hit the 25th percentile. These scores provide a snapshot of the work Carter has already achieved as well as the ongoing support our students need. Personal Learning Plans (PLPs) are provided as Tier 2 and Tier 3 supports for all students who have been retained or who have been promoted with support from Summer Bridge Program

Goals and Strategies for Social and Emotional Learning, Reading, Math, Attendance, and Parent and Student Involvement. Reports must be updated every 5 weeks around the above areas to track student progress towards their goals, PLP's follow students if they transfer, PLP updates are required only for students falling below thresholds for academics, attendance and behavior.

The year to date attendance at Carter as of 3/11/16, is 96.7%. Without students' daily participation and parent support, learning can not be successful. We take pride in our attendance and have whole staff commitment to ensure that students are at school daily to receive instruction. Our attendance efforts include: the Cougar Attendance Cup for the classroom with the highest attendance percentage over a two-week period, Carter Attendance Plaques and out of uniform passes for classes with 100% attendance over a week period, Greens & Jeans (partial out of uniform) on Fridays for classes that meet our goal of 96% attendance or higher, monthly incentive field trips for students with perfect attendance, daily attendance announcements and celebrations, incentives for homeroom teachers with the highest attendance percentages, "robo-call" attendance reminders several times throughout the week, website updates with school happenings, the Cougar Cave store where students can use points earned through days of attendance to make purchases, a monthly school calendar sent to parents, home visits and attendance contracts for students who fall below 95% attendance, seasonal dances for students meeting attendance goals, and weekly/daily raffles for both students and parents whose classes meet our 96% goal. All staff members take accountability for attendance and promote all incentives throughout the school year.

Another integral part of a multi-tiered support system is the culture and climate of the school. At Carter, all classrooms have a structured behavior management system including non-verbal and verbal redirection, warning, reflection, phone calls home, detentions, and referrals for Saturday detentions or parent conferences. There are also positive individual and group behavior incentives in all classrooms (raffles, stickers, free time, parties, etc.) to reinforce good behavior and a spirit of excellence. These are universal supports for all students across all grade levels. Tier 1 supports also include second step curriculum used by teachers and staff in classrooms. Student Logger is used to document student behavior as a way for all staff to support those students that may need individual support. Our Tier 2 supports include "Check-In Check-Out" (CICO) with students that have been displaying a trend of disruptive behaviors to help manage themselves. Students must take responsibility for their actions as well as be mentored by an adult staff member. We have a refocus room which helps students to be separated from distractions that are interfering with their learning and take some time to refresh and return to be part of a positive learning environment. As a staff, we also focus on restorative justice, giving students tools, strategies, and opportunities to improve their behavior rather than simply handing out consequences. Our Tier 3 supports include SGA (social workers from an outside agency) who meet 3 times a week with a select group of students individually and in small groups. SSGrin groups also focus on the social and emotional needs of primary students, while middle school groups are held by the school counselor. Carter School hosted the Girls on the Run program for the first time this year in grades 6-8. The organization, which lasted one semester and concluded with a 5k run, helps to build girl power and encourage female students to engage in positive and healthy lifestyles.

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

Carter School of Excellence implements a common grading scale from 1st-8th grades (CPS), and uses a C letter grade as the baseline of grade-level work from students. Teachers within the same grade band and subject weigh grade categories uniformly. Backward planning is based off of scope and sequence of standards, and lesson and unit plans are shared in Google drive, accessible by all teaching staff. Bi-weekly data meetings at content cluster meetings anchor around student work and assessments. Teachers use BAS to assess reading fluency across all grade levels and differentiate instruction based on independent reading levels. ANet measures student achievement on bi-weekly and quarterly assessments. All homeroom teachers have leveled libraries in their classrooms, and teachers use BAS and NWEA MAP data to inform their small group decisions.

### 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
Measures	✓ SQRP Attainment and Growth
Five Essentials	<b>Ambitious Instruction</b>
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	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

Classrooms are run on high energy and most students hold themselves to high academic and behavioral expectations. There is fluidity school-wide in reference to behavior expectations to ensure each staff member holds students to the same expectations. Students understand and can explain their individual and school-wide data regarding MAP, BAS reading levels, and attendance. This past year, our students were in the 62nd percentile for growth in literacy and 91st percentile for growth in math on the NWEA MAP Test. Overall, 63.7% of students made target growth on the test, demonstrating the culture for learning throughout the building. There is a strong belief that all children are capable of learning, and this is evident through after school academic programming, home visits, teacher attendance, Saturday field trips, and teacher to teacher relationships. All adults in the school advocate for students' well-being. Carter celebrates students' achievements with quarterly awards assemblies and a culminating NWEA MAP carnival.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

### Score

1 2 **3** 4

Teachers establish strong relationships with students from the first day of school, and those relationships are fluid across grade levels. Through these relationships, teachers demonstrate knowledge of how students learn, receive feedback, and respond to consequences. Teachers share academic responsibility for students by coordinating walking literacy in the intermediate grades. Teachers communicate across grade bands to build relationships across grade bands to hold all students accountable for the high expectations. Students monitor each other's attendance to help meet classroom and school-wide goals. Building-wide, there is a shared ownership of students, and all staff members support the academic and behavioral growth of students to ensure an all-hands-on-deck approach. Teachers build on relationships with parents to develop a triad approach to best meet the needs of all children.

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

### 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 a variety of during and after school programming, including 6 to 16, Citizen Schools, Boys and Girls Club, Girl Scouts, UIC HealthWise Initiative and teacher-run scholar academies before and after school. Carter provides 4th-8th grade students with athletic opportunities year-round. Teacher-run scholar academies are targeted intervention programs for approximately one third of the students in the school. Students are chosen by goal strand and instruction is tailored to the needs of each individual student.

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

Within the 5E Survey, 87% of students responded agree or strongly agree to the statement "I feel safe and comfortable with teachers at my school." Additionally, 80% of students responded positively to the statement "My teachers treat me with respect." 88% of students responded that they feel mostly or very safe within their classrooms and 75% of students feel mostly or very safe in the hallways. Transitions are safe and quiet with minimal disruptions to other classrooms. Students are aware that expectations are in place as a means of keeping everyone safe, therefore there is purpose behind all expectations. Students narrate transitions in order to contribute to the management of the classroom and serve as bathroom monitors. ESPS and other staff members support teachers in managing classroom and school-wide behavior. Staff responds orderly and timely when practicing and preparing safety protocol for fire drills, tornado drills and lock-down drills.

### Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

Carter has decreased the number of student discipline referrals from this year to last year by 96%, going from 52 incidents in the 2014-2015 school year to only 2 incidents so far in the 2015-2016 school year. Regarding proactive approaches to behavior, hallway and bathroom expectations are clearly posted in key spots in the building in order to hold students accountable. Phone calls, texts, and notes are frequently sent home to communicate with parents in regards to positive and negative behaviors. Students who self manage their behavior are rewarded with visits to the Cougar Cave, incentive field trips, and visits to the Recreation Room. Classroom and grade band behavioral management systems are used for integration of social emotional learning throughout instruction. Our school counselor runs SS Grin for primary students in need of additional support with regards to SEL skills along with our school's grant SGA. Support staff have check-in and check-out systems in place with “high-risk” students to prevent problems before they arise. Restorative conversations take place after misconduct, building relationships with students and allowing the teacher to gain a clearer understanding of the root of the behavior in order to put a plan in place to help the student overcome the challenging behavior. Students who are identified as being “high risk” are placed on an individualized behavior contract that clearly outlines target behaviors, incentives and consequences. Teachers use data collected from behavior charts and logs to track student behavior and identify trends over time to problem solve behavior linked to particular setting or time of day. Teacher managed individualized behavior charts that target challenging behavior incentivize on task behavior. Students who do not own their behavior by serving their consequence are excluded from school wide incentives such as dress down days or field trips.

### Guide for Restorative Approaches to Discipline

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

- Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

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

### Parent Partnership:

Score

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

1 2 3 4

Within the Five Essentials Survey, Teacher to Parent Trust scored an overall 70/100. 100% of responses indicated that staff at Carter works hard to build trusting relationships with parents. 96% also indicated that teachers and parents think of each other as partners in their child's education. One third of parents are enrolled in parent portal. Carter conducts home visits for families that need additional assistance with attendance or social services. There is a functioning PAC that meets monthly to discuss parental involvement and literacy and math workshops. Parents attend report card pickup, and Carter creates incentives to gain stronger parent participation. Parents attend Open House, Father/Daughter dance, Back-to-School events. Phone calls, texts, home-visits and notes home are used to communicate with parents.

### 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
Measures	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a>
CPS Performance Standards for School Leaders	<a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

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

Goals

Required metrics (Elementary)

11 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Goal demonstrates significant and steady progress on an upward trend with reading across grades 3-8.	90.00	62.00	70.00	73.00
<b>National School Growth Percentile - Math</b>				
Goal was selected based on priority trends with math across grades 3-8.	50.00	91.00	90.00	91.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Goal demonstrates consistency with school-wide progress across both content areas given mobility.	64.60	(Blank)	65.00	67.00
<b>African-American Growth Percentile - Reading</b>				
This metric accurately captures our demographical area and is directly aligned with school growth percentile in reading.	90.00	64.00	70.00	72.00
<b>Hispanic Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Reading</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>African-American Growth Percentile - Math</b>				
This metric accurately captures our demographical area and is directly aligned with school growth percentile in math.	50.00	91.00	70.00	72.00
<b>Hispanic Growth Percentile - Math</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>English Learner Growth Percentile - Math</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner Growth Percentile - Math</b>				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Attainment Percentile - Reading (Grades 3-8)</b>				

Goal demonstrates significant and steady progress on an upward trend with reading across grades 3-8.	16.00	23.00	30.00	32.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Goal demonstrates significant and steady progress on an upward trend with math across grades 3-8.	6.00	25.00	30.00	32.00
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**National School Attainment Percentile - Reading (Grade 2)**

Goal demonstrates significant and steady progress on an upward trend with reading in 2nd grade.	1.00	10.00	15.00	17.00
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**National School Attainment Percentile - Math (Grade 2)**

Goal demonstrates significant and steady progress on an upward trend with math in 2nd grade.	1.00	16.00	20.00	22.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

N/A	(Blank)	(Blank)	(Blank)	(Blank)
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**Average Daily Attendance Rate**

Demonstrates progress towards network and district goal for school progress.	93.50	94.50	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

Well Organized demonstrates consistency in practices, procedures and policies despite student and staff mobility.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Students accepted into Selective Enrollment HS				
Local Network criteria (school will continue to incorporate Success Project and Citizen Schools to strengthen existing program and curricular supports).	0.00	2.00	3.00	4.00
School Look & Feel				
Local network criteria (ensuring the school environment is welcoming, safe, orderly, conducive to learning and sets the standard for high expectations daily).	97.00	100.00	97.00	98.00
Student On Track Rate				
Local network criteria (increase student performance in benchmarking grades with attendance at or above 95% and grades in core subject areas at a C or above).	40.00	45.00	47.00	49.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

differentiated instruction	students challenged in their zone of proximal development	meeting the needs of all students
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Tags:

Diverse Learners, Rigour, Differentiated instruction, Enrichment, Goalsetting, Map, Instructional planning, Data analysis, Data tracking

Area(s) of focus:

3

Action step ⓘ

collaboration, professional development, and content clusters

Responsible ⓘ

classroom stakeholders including academic coaches and principal

Timeframe ⓘ

select

Evidence for status ⓘ

student growth and teacher growth

Status

On-Track

**Differentiated instruction, On track, Cooperative learning, Classroom rigor, Lesson planning, Culture of learning**

### Strategy 2

If we do...

rigorous tasks

...then we see...

high student engagement

...which leads to...

critical thinking

Tags:

Instructional practices, Academic gain, Differentiated instruction, Common core, Classroom rigor, Accountability, Growth mindset, Instructional planning, Critical thinkers, Instructional strategy

Area(s) of focus:

3

Action step ⓘ

professional development, common planning time, peer observations, vertical intergration

Responsible ⓘ

classroom stakeholders including academic coaches and principal

Timeframe ⓘ

select

Evidence for status ⓘ

sample student work, student growth and teacher growth

Status

On-Track

**Academic gain, Cognitive demand, Classroom rigor, Instructional planning, Critical thinkers**

### Strategy 3

If we do...

UMOJA Disciplinary Intervention Curriculum with students with 3 or more SEL categorical infractions (self awareness, self management, social awareness, relationship skills, responsible decision making)

...then we see...

a decrease in punishable behaviors

...which leads to...

strong and consistent classroom climate

Tags:

MTSS, Attendance, Behavior and Safety, Climate and Culture, Interventions, Restorative justice, Relationships, Behavior, Expectations, Behavior supports

Area(s) of focus:

4

Action step ⓘ

Training ESPs and staff on restorative justice, utilizing Umoja curriculum

Responsible ⓘ

ESPs, teachers, counselor, principal, Dean

Timeframe ⓘ

select

Evidence for status ⓘ

Dashboard behavior reports

Status

On-Track

**Behavior and Safety, Climate and Culture, Restorative justice, Best practice**

### Strategy 4

If we do...

...then we see...

...which leads to...

provide time to collaborate and vertically plan within content areas

an increase in teacher knowledge and cohesion across grade levels

schoolwide student achievement.

Tags:

Instructional practices, Academic gain, Communication, Depth of knowledge, Vertical aligned, Best practice, Instructional planning, Collaboration

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

dedicated planning time

administration, coaches, and teachers.

select

student and teacher growth.

On-Track

### Teacher Teams/Collaboration, Instructional planning, Collaboration

### Strategy 5

If we do...

...then we see...

...which leads to...

professional development

an increase in teacher pedagogy and enhancement of content knowledge.

student achievement.

Tags:

Academic gain, Professional development, Instructional planning, Student learning

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

internal and external professional development.

administration, coaches, and teachers.

select

observations

Not started

### Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ collaboration, professional development, and content clusters</p> <p>Tags: Diverse Learners, Rigour, Differentiated instruction, Enrichment, Goalsetting, Map, Instructional planning, Data analysis, Data tracking, Differentiated instruction, On track, Cooperative learning, Classroom rigor, Lesson planning, Culture of learning</p>	classroom stakeholders including academic coaches and principal			On-Track
<p>✚ professional development, common planning time, peer observations, vertical intergration</p> <p>Tags: Instructional practices, Academic gain, Differentiated instruction, Common core, Classroom rigor, Accountability, Growth mindset, Instructional planning, Critical thinkers, Instructional strategy, Academic gain, Cognitive demand, Classroom rigor, Instructional planning, Critical thinkers</p>	classroom stakeholders including academic coaches and principal			On-Track
<p>✚ Training ESPs and staff on restorative justice, utilizing Umoja curriculum</p> <p>Tags: MTSS, Attendance, Behavior and Safety, Climate and Culture, Interventions, Restorative justice, Relationships, Behavior, Expectations, Behavior supports, Behavior and Safety, Climate and Culture, Restorative justice, Best practice</p>	ESPs, teachers, counselor, principal, Dean			On-Track
<p>✚ dedicated planning time</p> <p>Tags: Instructional practices, Academic gain, Communication, Depth of knowledge, Vertical aligned, Best practice, Instructional planning, Collaboration, Teacher Teams/Collaboration, Instructional planning, Collaboration</p>	administration, coaches, and teachers.			On-Track



District priority and action step	Responsible	Start	End	Status
+ internal and external professional development. Tags: Academic gain, Professional development, Instructional planning, Student learning	administration, coaches, and teachers.			Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

#### Parent Involvement Policy

Complete

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

The school will work collaboratively (at minimum monthly) with the PAC and LSC to discuss strategies for school improvement and increased opportunities for parental involvement.

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

The Title I Annual Meeting and Organizational meeting will be held on September 28, 2016.

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.

Letters will be sent home to parents each year regarding the HQL status of their child's teachers and a copy of the school report card when they become available.

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.

PAC and LSC will both convene monthly to collaborate efforts to build the home/school/community connection.

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.

School and district wide assessment data will be shared with parents when it becomes available for each assessment cycle: MAP, Anet, BAS (their individual student's data and school level data). Parents will also receive progress reports every 5 weeks in addition to report cards.

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.

Letters will be sent home to parents each year regarding the HQL status of their child's teachers when they become available.

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.

Promotion criteria will be discussed at parent meetings for 3, 6 and 8th grades. In addition, we will have an open house, parent teacher conferences and individual goal setting meetings will be available for all parents at various points of the year.

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

Parents literacy and numeracy workshops will be facilitated by teachers and support staff that will heavily emphasis strategies and resources to increase the home school connection. School will use grant opportunities to provide additional resources to increase students' resources at home. Teachers will also communicate regularly with parents regarding strategies that will strengthen academic supports for home/school connection.

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.

The school will facilitate professional development on effective communication strategies between parents, teachers and all stakeholders.

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.

Parents will be invited to be partners in their child's education during multiple events within and outside the school day (including but not limited to: parent workshops, awards ceremonies, family social events, Citizen School WOW events, literacy and math family workshops).

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.

Upcoming events will be sent home on a regular basis to keep the lines of communication open.

#### 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.)

We are an exceptional community committed to inspiring students at Carter School of Excellence to develop creativity, curiosity, and critical thinking skills. We strive to prepare our students academically and socially to thrive in an ever expanding global society. With integrity, students will push beyond their known limits to become trailblazers within their generation and generations to come. We will establish trust among students, families, staff and community partners. All children at Carter School of Excellence will receive equal access to opportunities for success.

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

Parent teacher conferences will be held according to the CPS yearly calendar as provided. School will also meet with parents flexibly to discuss the needs of students.

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

Progress reports will be sent home 4 times a year according to the CPS yearly calendar as provided. Teachers will also encourage parents to sign up for Parent Portal to stay abreast of students' grades weekly.

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

School staff will be available before and after school for parent teacher conferences and during teacher planning times (when available). Teachers will fully communicate flexible scheduling with parents.

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.

PAC will communicate opportunities for parents to volunteer for school wide events, activities, field trips, special projects throughout the year.

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

School will have ongoing communication with parents to establish a partnership to ensure all students have a minimum attendance rate of 96%, is deemed "on track" and providing additional support with learning targets at home. Weekly tips, robocalls and reminds will go home to discuss ways to increase our partnership.

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

Each year, the school will host a parent forum over the summer, an Open House in the Fall, monthly PAC and LSC meetings, parent promotion meetings 3, 6 & 8th grades), as well as solicit informal ideas during parent workshops.

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

We will increase student accountability through PBIS, attendance and academic celebrations, student led data conferences and holding students to a high level of expectations. Students and parents received a copy of the Parent Student Handbook at the beginning of the year and upon enrollment. Parents are asked to sign the handbook to indicate they understand and agree that they take responsibility for their child's education and that students will display excellence at all times.

Parent Budget

Complete

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

PAC will collaborate with school to provide supports for parent workshops and informational sessions to strengthen our school wide goals. We will also build and establish collaborative relationships with community partners to enhance access to resources for students and families.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s) Description

Allocation

51130,	<b>Teacher Presenter/ESP Extended Day</b>
52130	For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-

\$	2168	.00
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Instructional pay rate applies.

53405	<b>Supplies</b> 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.	\$	208	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	792	.00
54125	<b>Consultants</b> 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)	\$	0	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	0	.00
54205	<b>Travel</b> 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.	\$	0	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.00
55005	<b>Furniture and Equipment</b> 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.	\$	0	.00