Ira F Aldridge Elementary School (/school-plans/6) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/17/2016	ILT	CIWP Frame Self assessment and evidence-based discussion
02/10/2016	ILT	CIWP Frame Self assessment and evidence-based discussion
03/09/2016	ILT ,Dean of student learning,Shaheena Khan	CIWP meeting

03/31/2016	ILT, Dean of student learning, Myra Winding	CIW (A continuous work plan)
04/05/2016	Shaheena Khan, Deborah Jackson, Myra Winding	CIWP
03/09/2016	ILT and Shaheena Khan	CIWP Frame Self assessment and evidence-based discussion
03/31/2016	ILT and Ms. Guise (LSC).	CIWP Frame Self assessment and evidence-based discussion
04/04/2016	Shaheena Khan, Deborah Jackson, Myra Winding (LSC)	CIWP Planning goals
04/06/2016	Khan, Rodriguez, Dickerson, Dwyer, Guise	CIWP Planning and discussion
04/20/2016	Shaheena khan and Deanna Sanders	CIWP Planning Priorities and Goals
04/26/2016	Shaheena khan and Deanna Sanders	CIWP Planning Priorities and Goals
04/27/2016	ILT and Ms. Guise	CIWP Planning Priorities, Goals, Strategies, and Parent Plan
03/23/2016	LSC all members	CIWP Planning goals, Strategies, Parent Plan
05/03/2016	Harris, Dwyer, Dickesron, Shaheena Khan, Deanna Sanders	CIWP Planning Strategies,
05/09/2016	Harris , Jackson, Peterz, Carter	Parent policy
05/26/2016	Smith and Dwyer	Strategies and actions
02/05/2016	Dickerson, Rodriguez, Sanders, Harris, Peterz, Jackson, staff	CIWP: ILT Root Cause
03/02/2016	Rodriguez, Guise, Sanders, Peterz, Dickerson, Harris	CIWP: Planning - Frame Self-assesment & Evidence-based Discussion
05/26/2016	Charmaigne Smith (Union Delegate), Meghan Dwyer, Shaheena Khan	CIWP Professional Development Actions

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

Branding work: The school's leadership including the ILT, analyzed NWEA data, the Five Essentials survey, and surveyed school community stakeholders. The needs of students, staff, and parents were assessed and a plan was created to increase academic and social emotional outcomes. We collaboratively branded our school, created a vision and mission statement and a school logo. The vision focuses on providing a rigorous learning environment that is engaging and responds to individual student needs. School's website focuses on parent engagement, teaching and learning, school programs, news and events.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

> School's leadership aligned resources, professional development and coaching to support teachers' implementation of a Common Core Standards scope and sequence and the CIWP. Facilitate the self-assessment process and develop the school's CIWP based on a findings from a self-assessment and the district's overall plan.
> ILT uses student performance data to inform instructional decision and student grouping. Protocols are used to determine root cause data. ILT helps sets action items for grade band teams.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

Aldridge school uses a cycle of inquiry protocol (NSRF) for professional development (PD). The plan and agenda for the school year is available for the staff. The plan includes safe practice and aligns all the PD to the school's focus and root cause.
The professional development plan for the school is consistently in alignment with the school improvement agenda and is consulted on a consistent basis.
Teachers are given academic feedback to improve their practice, which is based on the Framework for Teaching (reflection, professional growth and demonstrating professionalism). Teachers and staff participation in the Five essentials survey. New teachers are encouraged and invited to attend induction PD's as well as partnered with a mentor to provide constant support in and out of the classroom.
Leadership and teachers do the following:
Examine student achievement and classroom data
Develop a shared norms
Study and learn
Build and sustain supportive relationships

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   **3**   4

> School purchased ThinkCERCA, Achieve 3000, ST Math, I-Ready and professional development sessions that are in alignment with the mission of the school. Structured literacy and math block schedules available and monitored throughout each grade band. A rigorous process and protocol is used to interview candidates.
> Teachers are assigned to the grade and content areas based on school's need as well as strength and certification.
> School partners with the following:
> BPI for an Early Learning Coalition; ages-birth to 8 for children within the Altgeld Gardens, Riverdale Coalition
> Youth Guidance (YG) and Metropolitan for Social Emotional Learning. Youth Guidance supports three tiers of students development, tier one support with Second Step curriculum, Tier 2 small group counseling and mentoring (e.g. BAM and WOW), and behavioral Team.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**

- Create a positive climate and working conditions for teaching that attracts and retains educator talent.
- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Curriculum:

Score

1   2   **3**   4

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.

Aldridge school uses a scope and sequence that aligns with CCSS literacy, science social science and math.
Curriculum Core strategies and tools include the following:

GRR instructional strategy school-wide implementation
Engaged NY for Pre-k-8 literacy framework (Common Core online curriculum)
Read Alouds and Think Alouds
Achieve 3000 text
Storia Text (k-5 leveled text bank for guided reading and assessments.
I-Ready K-8
ThinkCERCA and argument writing
Non-fiction texts
Close reading (repeated reading analysis of text to deepen understanding)
connected writing/constructed responses from close reading
Graphic organizers used to scaffold comprehension and lead to writing Constructed responses
small group instruction
Literature Circles and Chapter books(3-8)

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), etc.)**
  - **Integrate academic and social emotional learning.**
  - **Reach outside of the classroom for real world (or simulated) application. For example,**
    - Incorporate web capabilities for interactivity and information sharing.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

Electronic resources:
Achieve 3000 text
Storia Text (k-5 leveled text bank for guided reading and assessments.
I-Ready K-8
ThinkCERCA and argument writing
Non-fiction texts bank
Teachers K-5 utilize my math along with Engage NY and 6-8 utilize Connected math along with Engaged NY as the core instructional materials. For grades 3-8 Khan Academy Learn storms allow teachers the opportunity to support students in an adaptive use of technology in math. ST Math offers a highly advanced learning opportunity for students to gain a deeper understanding of mathematical concepts.
Guide for instructional materials:
MacBooks available for teachers and students
I pads
Leveled texts
Effective use of mini-lessons (Outlined in the Literacy and math Block)
Differentiated lessons in alignment with the learning continuum as well as the BOY and MOY Action plan (evident in weekly lesson plans /walk-tjhrough)
Classroom libraries with a variety of genres from wide reading exposure
Description of materials used in curriculum outlined in weekly lesson plans

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

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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

CCSS serve as a guide for the curriculum. Depth of knowledge (DOK) is assessed at grade band teams. Although most teachers do not teach rote skills in isolation, our learning walks indicate that DOK range from a 2 to 4 with 4 being the highest. Teachers have provided multiple opportunities for students to engage in tasks that promote deeper thinking and problem solving.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Transitions, College & Career Access & Persistence:

Score

1 **2** 3 4

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

> STEM learning is facilitated. After school programing includes science labs to prepare for high school, college, and careers. Facilitated career fairs and high school tours.

Guide for Transitions, College & Career Access & Persistence

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

- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

Teachers use strategies below. Teacher's implementation demonstrate a growing level of fidelity
Questioning and discussion techniques
Scaffolding to ensure access to complex texts for all students
Small group instruction
Walkthroughs and learning walks
Flexible grouping (evident in weekly lesson plans)
Gradual release of responsibility
Written constructed response
Author's point of view
Critical thinking
Evidence based/citing text evidence
Summarizing inferencing interaction with text
Leaving footprints for further thinking
Metacognition/facilitate thinking process
Questioning and dialogue
Citing text evidence,academic language and text complexity
Exposure to Non-fiction text
Mathematical reasoning and key beginnings and end points
Learning walks and walkthroughs

Guide for Instruction

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

- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

> School has evidence based interventions for tiers1-3 for personalized learning. MTSS School uses a scaffolding approach to support instruction at the tier 1 level. Tier two support is given during some small group instruction, and intervention labs. Tier 3 is provided during personalized learning. Co-teachers and paraprofessional (parapro) aides support one on one instruction. SEL MTSS include Calm Classroom, Second Step, Restorative practices, Behavioral health Team.

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

> Student growth on NWEA show that more than half of students are meeting growth scores. Formative assessments balance summative assessments. Some teachers use authentic projects. Progress monitoring is facilitated every five weeks for all students.

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

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

Evidence, Measures, and Standards

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

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

> Teachers at Aldridge believe in the abilities of the students in their classrooms. The growth of their students is of utmost importance to teachers. Teachers hold fast to the notion that the instructional day is important from bell to bell and instructional time is not wasted.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.

- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

> The development of trust between all adults and students is extremely important at Aldridge. Students are able to learn at their best in the safe environments of our staff because of this trust. This care is reflective in all adults modeled by our principal and carried through her staff as the common thread. The structure that is provided by the administrative team is done so in a fair, routine respectful and caring manner. In order for academics to be achieved our students' SEL needs are a priority for our teachers. Parents and students alike understand that adults at Aldridge support their children in a caring, respectful manner.

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Aldridge's brand, Building Global Leaders, is core to our instructional morning with news feeds in all 3-8 classrooms. After school programming also offers a rich course for high achieving student with the Global Leader. Intermediate and Upper cycle students are offered a rigorous Socratic Seminar to complement their Social Science curriculum. Student council is instrumental to bringing exciting programs to Aldridge School.

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

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

Safety & Order:

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

Score

1   2   **3**   4

The principal has put in place a strong team to insure that safety is the priority. Systems and routine have been set in place to ensure that
everyone is safe.
Safe school plan
Fire evacuation schedule
Interior safe location (Tornado)
ELSA Emergency codes
Cameras in every hall and near doors
School uses a camera to allow access
Fire extinguishers
Hand held scanners
Metal detector
Communication devices (radio communication)
Wheel chair accessibility is provided
Parents volunteers and paraprofessionals are strategically placed for safety.
Safe passage surrounds school for safety zones
Police and neighborhood security proactively check in for safety support. School participates in Police -5th Ward activities to build relationships with police and families
CPS Security supports school and student safety.
Clerk uses robocall for communication
staff received training and information regarding school safety.
Training provided in classroom management
Dean of students provided

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

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	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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.

Proactive-reinforce positive student behavior with clear expectation, routines and procedures
Discipline Team meets to review, change and monitor our organized systems that support a restorative environment. (Calm classroom in a the morning and afternoon, global leader slogan recited every morning
Families are engaged as partners: Volunteer parents and community people helping in the classroom, recess and detention room with staff
Contact parents to inform them of positive student behavior and progress (Phone calls sticker, positive notes)
Instructive integrate universal SEL skills instruction and core content
SEL team has a schedule and intentionally teaches competencies outlined in SEL standards.
SEL charts are displayed in every classroom
An established MTSS SEL menu of intervention has been created
Referral form focus on teachers redirecting/refocusing student attention a positive manner.
Restorative-Employ a continuum lof responses to behavior to effectively change student behavior.
Classroom instruction continues when problem behavior occurs
(Restorative conversation, Calm down Center, timeout and detention after school and peace circles are utilized daily)
The Dean of student learning is responsible for managing behaviors using consistent restorative procedures. (SEL lessons are posted in the discipline room to use as aids in effectively changing students' emotional behavior .
Calm Down Center allows students to use manipulative to redirect emotional behavior
the peace table allow students to talk over their problems in a smaller setting than a peace circle to restore.

Guide for Restorative Approaches to Discipline

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

- Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 **4**

Parent advisory Council is in place with consistent monthly meetings
Monthly New letters to parents regarding meetings and agenda are distributed
Monthly meetings on Math and Literacy
Access to parent portal
Agendas and flyers distributed in a timely manner to students/parents
Parent Room for access to technology
School report card distributed to parents
progress report,report cards and students goal sheets to establish and set goals for reading and math increase/growth based on the learning continuum
The staff will be available to meet and consult with parents Monday through Friday before the beginning of the school day, during teacher prep/planning periods and after school.
Parents extracurricular activities after school
All parents are encouraged to support students; learning through the encouragement of consistent school attendance and participating in homework club
the parents will participate in decisions made regarding the education of their children, by presenting concerns to the principal and requesting meetings as needed to ensure decisions and concerns are addressed.
Student attendance will be encouraged through various positive reinforcements such as popcorn, movie day ,scholar dollar store and pajama day.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
    - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
    - Host events for parents to share with other parents how home and school complement each other.
    - Share best practices around learning and development with parents to support students at home.
    - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
    - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
    - Assist parents to volunteer in the school and/or participate on teams/committees.
    - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**

- Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
- Send regular, positive, personalized communication from a staff member.
- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
  - **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
    - School responses to student excessive absences and/or tardiness includes outreach to families.
  - **Provide proactive communication (e.g. parent handbook and resources).**
  - **Partner equitably with parents speaking languages other than English.**
    - Information is provided to parents in their native language.
    - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 **5** ⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 **2** 3 4 5 ⊘

3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	**4**	5	⊘

3   Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support   1 2 3 **4** 5 ⊘

3   Expectations for depth & breadth of Student Learning: Curriculum   1 2 **3** 4 5 ⊘

3   Expectations for depth & breadth of Student Learning: Instructional Materials   1 2 3 4 5 **⊘**

3   Expectations for Quality & Character of School Life: Restorative Approaches to Discipline   1 2 3 4 5 **⊘**

3   Expectations for Quality & Character of School Life: Safety & Order   1 2 3 4 5 **⊘**

3   Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life   1 2 3 4 5 **⊘**

4   Expectations for Quality & Character of School Life: Parent Partnership   1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)   18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Although there is a long way to go to become nationally competitive, Aldridge School shows a trend of growth. Our annual data goals reflect a projection of annual growth increments to achieving 90th percentile. Our goal is to be at the 90th percentile in 5-6 years.	7.00	25.00	70.00	51.00
National School Growth Percentile - Math				
Although there is a long way to go to become nationally competitive, Aldridge School shows a trend of growth. Our annual data goals reflect a projection of annual growth increments to achieving 90th percentile. Our goal is to be at the 90th percentile in 5-6 years.	14.00	26.00	50.00	52.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Our goal is to help every child reach their projected growth goal. Based on the trend data, Aldridge School is getting closer to achieving this goal. We attribute our growth to the planning and expectations of leadership, professional development cycles, implementation of CCSS (with aligned scope and sequence) and Gradual Release of Responsibility, and high quality tools and resources, many of which are digital and personalized for individual growth within blended classrooms. A math culture is growing through professional development and a new math curriculum was purchased to support implementation of the CCSS.	48.80	(Blank)	70.00	80.00
African-American Growth Percentile - Reading				
Population is 99% African American. There is no racial sub group and the goals above apply to all students.	7.00	25.00	70.00	75.00
Hispanic Growth Percentile - Reading				
No sub group	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
No sub group	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				

If DL students are compared to other DL students nationally, Aldridge School should shows competitive growth among this sub group. Additionally, these students should show similar rates of growth when interventions, scaffolding, and appropriate resources are in place. Our goal is to be at the 75h percentile in 5-6 years.

(Blank)	*(Blank)*	38.00	50.00

African-American Growth Percentile - Math

Population is 99% African American. There is no racial sub group and the goals above apply to all students.

14.00	26.00	50.00	52.00

Hispanic Growth Percentile - Math

No sub group

(Blank)	*(Blank)*	0.00	0.00

English Learner Growth Percentile - Math

No sub group

(Blank)	*(Blank)*	0.00	0.00

Diverse Learner Growth Percentile - Math

If DL students are compared to other DL students nationally, Aldridge School should shows competitive growth among this sub group. Additionally, these students should show similar rates of growth when interventions, scaffolding, and appropriate resources are in place. Our goal is to be at the 75h percentile in 5-6 years.

(Blank)	*(Blank)*	38.00	50.00

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

Growth data shows an upward trend. With an increase in teacher quality we should see higher trends in the future. Our goal is to reach in 90th percentile in 5-6 years .

2.00	3.00	27.00	35.55

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

Growth data shows an upward trend. With an increase in teacher quality we should see higher trends in the future. Our goal is to reach the 90th percentile in 5-6 years .

1.00	1.00	13.00	17.00

National School Attainment Percentile - Reading (Grade 2)

Our goal is to reach the 90th percentile in 5-6 years. Growth data shows incremental growth towards attainment levels. With an increase in teacher quality we should see higher trends in the future.

1.00	1.00	20.00	35.55

National School Attainment Percentile - Math (Grade 2)

Our goal is to reach the 90th percentile in 5-6 years. Growth data shows incremental growth towards attainment levels. With an increase in teacher quality we should see higher trends in the future.

1.00	1.00	30.00	35.55

% of Students Making Sufficient Annual Progress on ACCESS

No sub group

(Blank)	*(Blank)*	0.00	0.00

Average Daily Attendance Rate

An attendance culture is emerging and attendance plan is being implemented including but not limited to consistent communications to the home via Robo-calls and letters home, student incentives, decreasing the number of suspensions, and coat donations for the winter season. Our goal is to reach the district goal of 96% in two years.

91.80	90.90	95.00	96.00

My Voice, My School 5 Essentials Survey

In collaboration with the entire staff, the school rebranded the logo and service model. Regular staff meetings (Grade Band Team-PLC, ILT, Leadership, Parent councils, Student Council, Climate Team, Altgeld-Riverdale Coalition, Community Partners and engagement committees) and the monitoring of quality indicators address areas where the school needs the most growth and intensive support.

(Blank)	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Aldridge will provide job-embedded professional development through quarterly Cycles of Inquiry on Common Core State Standards (CCSS) and the Gradual Release of Responsibility (GRR) method. Cycles provide coherence among all PD activities, protects safe practice and self-reflection, facilitates feedback loops, and development of expertise through collective analysis of student performance and problems within practices.	We will see an increase in teacher collaboration, problem solving, decision making, and flexibility in teacher implementation and scaffolding of standards-based curricula for literacy, math, science, and social science.	An increase in teacher performance evidenced in teacher practices on formative tools and REACH Evaluations. Teachers demonstrate expertise in providing high quality instruction.

Tags:
Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Use the Cycle of Inquiry protocol to develop professional learning communities by the beginning of each quarter to include "Lesson Study," learning walks, literature studies, problem solving within ILT and grade-band teams, one-on-one coaching and feedback, peer lesson planning workshops, lesson delivery, new teacher orientation and mentoring. Facilitate evidence-based professional development (PD) on CCSS and GRR.Teachers will have input on dates and times for PD calendar	ILT, principal, AP	Jul 4, 2016 to Jun 1, 2018	Embed a section within each PD cycle that includes a calendar of topics and dates. Monitor implementation of PD through teacher lesson plans, classroom observations logs, and grade band team meetings	Not started

Professional Learning, Professional development, Cycle of inquiry

Facilitate professional learning teams organized vertically by grade and or content that define and solve problems based on the analysis of student work and data. Utilize NSRF protocols (Tuning Protocol, LASW, Data Analysis) that frame the process and facilitate reflective practice (every other week).	ILT and Lead Grade Band Teams	Oct 3, 2016 to May 31, 2018	Monitor implementation of PD through teacher lesson plans, classroom observations logs, and grade band team meetings	Not started

Professional Learning, Professional development, Grade level meetings, Grade level teams

Select Grade Band Lead teachers from for each team to facilitate collaboration, provide peer coaching, and facilitate unit planning during principal directed prep days (every other week).	Principal	Sep 5, 2016 to Sep 16, 2016	Monitor implementation of PD through teacher lesson plans, classroom observations logs, and grade band team meetings	Not started

Professional Learning, Professional development, Grade level meetings, Grade level teams

Select professional text and facilitate books studies to build teacher capacity, practice, discussion, and discourse on evidence based strategies.	Lead Grade-Band and content teachers	Sep 12, 2016 to Jun 15, 2018	Determine needs of teachers based on surveys, REACH observations, and teacher interest	Not started

Professional Learning, Professional text, Book study, Professional reading

Continue partnerships with instructional consultants (School Rise) to provide professional development in how to unpack CCSS, use GRR, map curriculum, and create rigorous units of study involving inquiry across curriculum, cultures, and global contexts..	Principal and Instructional specialists	May 4, 2016 to May 23, 2018	Monitor implementation of PD, through ELA, math, science, and SS lesson plans, classroom observations and unit creations	On-Track

Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility

Teachers will participate in Golden Apple STEM PD for more rigorous instruction in Math and Science	AP	Jul 18, 2016 to Apr 27, 2018	Monitor implementation of PD, through teacher STEM lesson plans, classroom observations and unit creations	Not started

Specialized Academic Programs - STEM, Professional development, Rigor

Continue partnerships with instructional consultants (Institute of Play) to support teachers in designing inquiry based units for systems-thinking across disciplines, cultures, and global contexts.	Principal, AP, Instructional Specialists	Aug 29, 2016 to Jun 16, 2017	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Behind

Professional development, Critical thinkers

Structure collaborative grade band meetings to include designing units of study and examining practices.	Principal, AP, Instructional Specialists	Sep 19, 2016 to Nov 18, 2016	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Not started

Grade level meetings, Units of study

Plan flexibly days throughout the course of the year for professional development. Use extended day as needed to supplement additional professional development.	Teachers, ILT, Principal, AP, Instructional Specialists	Sep 5, 2016 to Apr 28, 2017	Determine needs of teachers based on surveys, REACH observations, and teacher interest	Not started

Professional development, Collaboration

Provide professional development in Lesson Study to build professional learning communities that collaborate to develop a bank lessons and strategies critiqued and shared by teacher peers. Utilize technology to create and share lessons, artifacts, and reflection.	Principal, AP, ILT, Grade-Band Team Leads	Oct 3, 2016 to Apr 28, 2017	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Not started

Professional development, Lesson study

Enhance digitized learning walk-tools. Facilitate peer learning walks for reflection of practice at Aldridge and abroad to improve school wide-practices.	Principal, AP, ILT, Grade-Band Team Leads	Oct 3, 2016 to May 25, 2018	Determine needs of school and monitor progress through Google Tools	Behind

Teacher reflection, Peer observation

Facilitate root cause analysis and performance management sessions with teachers to solve problems within practice.	Principal, AP, ILT, Grade-Band Team Leads	Oct 10, 2016 to Jan 27, 2017	Determine needs of school and monitor progress through Google Tools	Not started

Root cause analysis

Prepare teachers to showcase quarterly growth and powerful-practices by sharing examples of CCSS rigorous tasks and GRR lessons via a Padlet or PowerPoint. Teachers will use data from NWEA, DIBLES, and or other assessments and reports to create or use graphs showing BOY to EOY data.	Principal, AP, ILT, Grade-Band Team Leads	Oct 10, 2016 to May 31, 2018	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Not started

Data Use, Progress monitoring, Data analysis, Small group instruction, Rit instruction, Powerful practice

Send teachers, admin and staff to conferences, workshops and classes for specialized training in content and strategies to enhance lead teachers efficacy and evidence practices.	Principal, AP, Teachers, Instructional Specialists	Aug 1, 2016 to Jun 22, 2018	Determine the needs of staff based on surveys, observations, and interest and match professional trainings to professional needs.	Not started

Workshop, Teacher conference

Utilize math specialist on staff to build teacher capacity, write grants, increase parent involvement by sponsoring math events, support and monitor math instruction, develop teacher and student rigor in the area of STEM, and help to develop math units and lessons. Develop peer coaching model.	Principal, AP, Math specialist	Aug 29, 2016 to Jun 22, 2018	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Not started

Instructional Coaching, Grants, Stem, Math professional, Peer coaching

Action step	Responsible	Timeframe	Evidence for status	Status
Utilize literacy specialist on staff to build teacher capacity, write grants, increase parent involvement by sponsoring math events, support and monitor math instruction, develop teacher and student rigor in the area of STEM, and help to develop math units and lessons. Develop peer coaching model.	Principal, AP, literacy specialist	Aug 29, 2016 to Jun 22, 2018	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations Monitor effectiveness of teacher capacity building through REACH observations and classroom observations.	Not started

Instructional Coaching, Ela, Literacy professional, Peer coaching

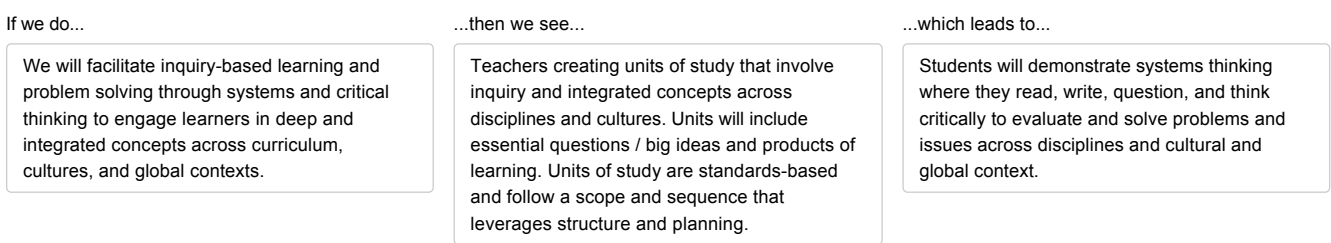|				
Utilize technology specialist on staff to support teachers and students in using technology as a tool to enhance inquiry based, personalized and digitized learning, to ensure proper maintenance, installation and training of the equipment.	Principal, AP, technology specialist	Aug 29, 2016 to Jun 22, 2018	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations Monitor effectiveness of teacher capacity building through classroom observations. Monitor of fixed assets on a routinely basis	Not started

Technology, Instructional Coaching, Technology professional

Facilitate bi-weekly ILT meetings to analyze data and root cause analysis to enhance PD, instruction, and student learning.	Principal, AP, ILT Team	Sep 19, 2016 to Jun 22, 2018	Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Not started

ILT, Professional development

Strategy 2

If we do...	...then we see...	...which leads to...
We will facilitate inquiry-based learning and problem solving through systems and critical thinking to engage learners in deep and integrated concepts across curriculum, cultures, and global contexts.	Teachers creating units of study that involve inquiry and integrated concepts across disciplines and cultures. Units will include essential questions / big ideas and products of learning. Units of study are standards-based and follow a scope and sequence that leverages structure and planning.	Students will demonstrate systems thinking where they read, write, question, and think critically to evaluate and solve problems and issues across disciplines and cultural and global context.

Tags:
Critical thinkers, Inquiry based learning, Units of study

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will collaborate to develop inquiry based units of study from curriculum maps and a scope and sequence. Units promote rigorous, relevant, and responsive instruction and irresistible learning within global contexts.	Teachers, Instructional specialists,	Oct 3, 2016 to Jan 27, 2017	Embed a section within each PD cycle that include a calendar of topics and dates. Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Not started

| Strategically organize teachers to teach content within their expertise to support maximum student growth. | Principal, AP | Jul 4, 2016 to Sep 9, 2016 | Determine needs of teachers based on surveys, REACH observations, and teacher interest | Not started |

Content, Teacher teams

| Increase the use of formative assessments in math such as MARS Tasks to improve student perseverance and rigor and improve student REACH assessment scores. | Teachers, Principal, AP, Instructional Specialists | Sep 5, 2016 to May 25, 2018 | Monitor through lesson plans and time-line calendar | Not started |

Math, Formative assessment

| Ensure that Engineering Design Process is taught in conjunction with the Scientific Method and as a culminating project, students will participate in school-wide Science Fair | Teachers, AP, Instructional Specialists | Oct 3, 2016 to Jun 22, 2018 | Monitor through lesson plans and time-line calendar | Not started |

Ngss, Science instruction, Science fair, Engineering design process

| Increase inquiry-based learning with students in Science and Math | Teachers, Principal, AP, Instructional Specialists | Sep 12, 2016 to Jun 22, 2018 | Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations | Not started |

Math, Science, Stem, Inquiry based learning

| Utilize flexible walking reading and math during guided-small group instruction among vertical and horizontal teams (based on data and projected enrollment). | Teachers, Instructional Specialists, Principal, AP | Sep 12, 2016 to Jun 15, 2018 | Monitor student progress and flexibly adjust student groupings as needed. | Not started |

Data analysis, Small group instruction, Flexible grouping

Strategy 3

If we do...	...then we see...	...which leads to...
Aldridge will provide an evidence based curriculum aligned to the Common Core Standards, a viable scope and sequence, and interdisciplinary units of study that promote inquiry based learning accessible mostly through digital learning platforms.	We will see coherence among units, lessons, materials, tools, tasks, text, and assessments to create opportunities for students to read, write, and think deeply and critically about concepts across disciplines within a technology based learning environment.	Students demonstrate their ability to apply flexibly skills for integrating ideas, articulating and proving viable arguments, and solving complex problems across disciplines. Students show an increase in technology usage.

Tags:
Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Collaborate to map standards based curriculum framed by themes and essential questions	ILT and teachers	Aug 29, 2016 to Jun 22, 2018	Embed a section within each PD cycle that include a calendar of topics and dates. Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	On-Track

21st century skills, Curriculum maps, Collaboration

Collaborate to create authentic performance based assessments that reflect rigorous instruction	Teachers, Instructional Specialists, Principal, AP	Aug 29, 2016 to Jun 22, 2018	Embed a section within each PD cycle that include a calendar of topics and dates. Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Behind

Rigorous tasks, Performance tasks

Develop rigorous tasks utilizing complex text, strategic decision making and reasoning, and or inventive application	Teachers, Instructional Specialists, Principal, AP	Aug 29, 2016 to Jun 22, 2018	Embed a section within each PD cycle that include a calendar of topics and dates. Monitor implementation of PD, through teacher lesson plans, classroom observations and unit creations	Behind

Curriculum, Rigorous tasks

Utilize interventions with small groups to promote differentiated instruction to support student instructional needs	Teachers, Instructional Specialists, Principal, AP	Sep 5, 2016 to Jun 22, 2018	Monitor data to determine the needs of students for appropriate interventions	Not started

Intervention, Curriculum, Differentiated instruction

Purchase curriculum for K-2 to support systematics phonics instruction, reading comprehension, integrated vocabulary, and connected writing.	Principal, AP, Teachers, Instructional Specialists	Jul 4, 2016 to Jun 22, 2018	Determine the needs of students and teachers to best identify school-wide trends for instructional supplies	Not started

Instruction, Curriculum, Ela supplies

Math instructional supplies for K-8 will be updated regularly to ensure curricular units are meeting CCSS and Network scope and sequence.	Principal, AP, Instructional Specialists	Jul 4, 2016 to Jun 22, 2018	Determine the needs of students and teachers to best identify school-wide trends for instructional supplies	Not started

Curriculum, Instructional material, Math curriculum, Supplies

Literacy instructional supplies for K-8 will be updated regularly to ensure curricular units are meeting CCSS and Network scope and sequence.	Principal, AP, Instructional Specialists	Jul 4, 2016 to Jun 22, 2018	Determine the needs of students and teachers to best identify school-wide trends for instructional supplies	Not started

Curriculum, Instructional material, Literacy curriculum, Supplies

Strategy 4

If we do...	...then we see...	...which leads to...
Aldridge will use data to drive a MTSS model for instructional and Social Emotional Learning.	We will see instructional and behavioral resources and strategies meeting students at their appropriate tiered levels of need.	Acceleration of the performance of ALL students that gives rise to students meeting and exceeding academic, social, and emotional goals. When we address the needs of the whole child we will see an increase in student attendance.

Tags:
MTSS, SEL, Instructional practices

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Use data within MTSS for academics and behavioral referrals.	ILT, Dean, & Counselor	Sep 5, 2016 to Jun 22, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Not started

MTSS, Academics, Behavior

Create peer mentoring program for foundational reading and math skills. Pair middle school students with primary students during breakfast and or additional intervention blocks.	lead specialist, and interventionist	Jun 27, 2016 to Jun 22, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Behind

Mentorship, Peer mediation

Create service projects on a rotating schedules for student accountability.	Counselor, AP	Jun 27, 2016 to Jun 22, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Behind

Service learning, Student accountability

Utilize restorative justice practices as a means to focus on repairing harm and (re)building relationships through a process that involves stakeholders in an active and respectful way, while emphasizing the school community's role in problem solving	Dean, Counselor, AP	Jun 20, 2016 to Jun 22, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Not started

Restorative approaches, Restorative justice, Problem solving process

Using the after school Peer Jury to support restorative practices in school - student's taking an active role in RP as a means of student accountability for Tier 3	Counselor, Dean, Head Security, AP	Jun 20, 2016 to Jun 22, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Not started

Restorative approaches, Multi-tiered support systems, Peer jury

Network PD and Outside of network PD (Secon Step) for teacher to work with students with high SEL needs	Principal, Counselor, AP	Sep 5, 2016 to Jun 22, 2018	Determine needs of teachers based on surveys, REACH observations, and teacher interest	Not started

SEL, Professional development

Provide ELA Tier 1 Personalized learning K-8 digitally using programs such as ThinkCerca, Achieve 3000, and iReady (ELA and Math) to support student interventions and instructional needs.	Teachers, Instructional Specialists	Sep 5, 2016 to Jun 22, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Not started

Interventions, Tier 1, Digital media

Procure additional hours of social worker on staff to support Tier 2 and 3 SEL needs.	Principal, AP	Jun 27, 2016 to Jun 22, 2018	Monitor data to determine the needs of students for appropriate interventions	Not started

SEL, Tier 2 & 3

Utilize dean of students to support restorative practice models and interventions.	Principal, AP, Dean	Sep 5, 2016 to Jun 22, 2018	Monitor data to determine the needs of students for appropriate interventions	Not started

Instructional Coaching, Restorative approaches, Interventions

Provide math Tier 1 instructional support K-8 using ST Math which is a digital media adaptive and personalized that is a neuroscience-based mathematics instructional program using visual animations and game-based learning.	Teachers, Instructional Specialists	Sep 5, 2016 to Jun 22, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Not started

Instruction, Tier 1, Digital media, Adaptive learning

Review IEP's regularly to ensure the appropriate Tier 2 and Tier 3 implementation of accommodations and modifications are in place for diverse learners	Counselor/case manager, Instructional Specialists, Teachers	Sep 5, 2016 to Jun 15, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Not started

Diverse Learners, Iep, Modification, Accommodation

Review teacher lesson plans regularly to ensure appropriate Tier 2 and Tier 3 collaboration between DL teacher and grade level teachers in creating ambitious lessons and realistic standards for students to reach individual goals.	Principal, AP, counselor/case manager, instructional specialists, teachers	Sep 5, 2016 to Jun 15, 2018	Monitor student progress and flexibly adjust student groupings as needed.	Not started

Diverse Learners, Teacher planning

		Sep 12, 2016 to Jun 15, 2018		
Utilize auxiliary staff and parent cohorts to support ISS.	Dean, AP, counselor/case manager		Monitor data to determine the needs of students for appropriate interventions	Not started

Iss

		Sep 16, 2016 to Jun 1, 2018		
Monitor quarterly attendance, recognize students that have reached school and individual attendance goals, use root cause analysis to address student needs.	Dean, AP, counselor/case manager		Monitor data to determine the needs of students for appropriate interventions	Not started

Attendance

Strategy 5

If we do...	...then we see...	...which leads to...
Create a data culture and a balanced assessment system using the strengths of summative, interim, and formative assessments to assess and address learning needs and monitor student mastery of the Common Core Standards and the fidelity of teacher practices.	Teachers and students will set performance goals, monitor mastery of the complexity of the Common Core Standards, and use data to create and execute personalized learning plans.	Improved data literacy in understanding usage of assessment information and data to make formative decisions that improve instruction and increase student learning.

Tags: Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Increased use of classroom standards-based rubrics during rigorous tasks.	Classroom teachers, instructional coaches	Sep 12, 2016 to Jun 16, 2017	Monitor implementation of rubrics through teacher lesson plans, classroom observations logs, and grade band team meetings	Not started

Rigorous tasks, Rubrics, Standards based grading

Building a data-driven culture through well-planned usage of National School Reform Faculty's Tuning Protocol during common prep periods.	Classroom teachers, instructional coaches, Principal, AP	Sep 12, 2016 to Jun 16, 2017	Monitor student progress using data and flexibly adjust student groupings as needed with the support of collegial conversation during common planning periods.	On-Track

Common planning time, Data-driven culture

Building a data-driven culture through well-planned usage of National School Reform Faculty's Looking at Student Work (LASW) Protocol during common prep periods.	Classroom teachers, instructional coaches, Principal, AP	Sep 12, 2016 to Jun 16, 2017	Monitor student progress using data and flexibly adjust student groupings as needed with the support of collegial conversation during common planning periods.	On-Track

Common planning time, Student work protocol, Data-driven culture

Using digital-based curriculum (ST Math, iReady, & Achieve 3000) that help to evaluate students' progress toward academic goals and inform educators on the impact of their instructional practices.	Classroom teachers, instructional coaches, Interventionists	Sep 12, 2016 to Jun 16, 2017	Monitor implementation of rubrics through teacher lesson plans, classroom observations logs, and grade band team meetings	On-Track

Instructional practices, Academic expectations, Digital-based curriculum

Use curriculum based measurements embedded within the curriculum to assess content and skill application	Classroom teachers, instructional coaches	Sep 12, 2016 to Jun 16, 2017	Monitor implementation of rubics through teacher lesson plans, classroom observations logs, and grade band team meetings	Not started

Curriculum Design, Curriculum-based measurement

Utilize question banks and stems to custom formative assessments.	Classroom teachers, instructional coaches, Principal, AP	Sep 12, 2016 to Jun 16, 2017	Monitor implementation of rubics through teacher lesson plans, classroom observations logs, and grade band team meetings	Not started

Formative assessment

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Use the Cycle of Inquiry protocol to develop professional learning communities by the beginning of each quarter to include "Lesson Study," learning walks, literature studies, problem solving within ILT and grade-band teams, one-on-one coaching and feedback, peer lesson planning workshops, lesson delivery, new teacher orientation and mentoring. Facilitate evidence-based professional development (PD) on CCSS and GRR.Teachers will have input on dates and times for PD calendar Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional Learning, Professional development, Cycle of inquiry	ILT, principal, AP	Jul 4, 2016	Jun 1, 2018	Not started
✚ Facilitate professional learning teams organized vertically by grade and or content that define and solve problems based on the analysis of student work and data. Utilize NSRF protocols (Tuning Protocol, LASW, Data Analysis) that frame the process and facilitate reflective practice (every other week). Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional Learning, Professional development, Grade level meetings, Grade level teams	ILT and Lead Grade Band Teams	Oct 3, 2016	May 31, 2018	Not started
✚ Select Grade Band Lead teachers from for each team to facilitate collaboration, provide peer coaching, and facilitate unit planning during principal directed prep days (every other week). Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional Learning, Professional development, Grade level meetings, Grade level teams	Principal	Sep 5, 2016	Sep 16, 2016	Not started
✚ Select professional text and facilitate books studies to build teacher capacity, practice, discussion, and discourse on evidence based strategies. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional Learning, Professional text, Book study, Professional reading	Lead Grade-Band and content teachers	Sep 12, 2016	Jun 15, 2018	Not started
✚ Continue partnerships with instructional consultants (School Rise) to provide professional development in how to unpack CCSS, use GRR, map curriculum, and create rigorous units of study involving inquiry across curriculum, cultures, and global contexts.. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility	Principal and Instructional specialists	May 4, 2016	May 23, 2018	On-Track
✚ Teachers will participate in Golden Apple STEM PD for more rigorous instruction in Math and Science Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Specialized Academic Programs - STEM, Professional development, Rigor	AP	Jul 18, 2016	Apr 27, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Continue partnerships with instructional consultants (Institute of Play) to support teachers in designing inquiry based units for systems-thinking across disciplines, cultures, and global contexts. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional development, Critical thinkers	Principal, AP, Instructional Specialists	Aug 29, 2016	Jun 16, 2017	Behind
✚ Structure collaborative grade band meetings to include designing units of study and examining practices. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Grade level meetings, Units of study	Principal, AP, Instructional Specialists	Sep 19, 2016	Nov 18, 2016	Not started
✚ Plan flexibly days throughout the course of the year for professional development. Use extended day as needed to supplement additional professional development. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional development, Collaboration	Teachers, ILT, Principal, AP, Instructional Specialists	Sep 5, 2016	Apr 28, 2017	Not started
✚ Provide professional development in Lesson Study to build professional learning communities that collaborate to develop a bank lessons and strategies critiqued and shared by teacher peers. Utilize technology to create and share lessons, artifacts, and reflection. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Professional development, Lesson study	Principal, AP, ILT, Grade-Band Team Leads	Oct 3, 2016	Apr 28, 2017	Not started
✚ Enhance digitized learning walk-tools. Facilitate peer learning walks for reflection of practice at Aldridge and abroad to improve school wide-practices. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Teacher reflection, Peer observation	Principal, AP, ILT, Grade-Band Team Leads	Oct 3, 2016	May 25, 2018	Behind
✚ Facilitate root cause analysis and performance management sessions with teachers to solve problems within practice. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Root cause analysis	Principal, AP, ILT, Grade-Band Team Leads	Oct 10, 2016	Jan 27, 2017	Not started
✚ Prepare teachers to showcase quarterly growth and powerful-practices by sharing examples of CCSS rigorous tasks and GRR lessons via a Padlet or PowerPoint. Teachers will use data from NWEA, DIBLES, and or other assessments and reports to create or use graphs showing BOY to EOY data. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Data Use, Progress monitoring, Data analysis, Small group instruction, Rit instruction, Powerful practice	Principal, AP, ILT, Grade-Band Team Leads	Oct 10, 2016	May 31, 2018	Not started
✚ Send teachers, admin and staff to conferences, workshops and classes for specialized training in content and strategies to enhance lead teachers efficacy and evidence practices. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Workshop, Teacher conference	Principal, AP, Teachers, Instructional Specialists	Aug 1, 2016	Jun 22, 2018	Not started
✚ Utilize math specialist on staff to build teacher capacity, write grants, increase parent involvement by sponsoring math events, support and monitor math instruction, develop teacher and student rigor in the area of STEM, and help to develop math units and lessons. Develop peer coaching model. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Instructional Coaching, Grants, Stem, Math professional, Peer coaching	Principal, AP, Math specialist	Aug 29, 2016	Jun 22, 2018	Not started
✚ Utilize literacy specialist on staff to build teacher capacity, write grants, increase parent involvement by sponsoring math events, support and monitor math instruction, develop teacher and student rigor in the area of STEM, and help to develop math units and lessons. Develop peer coaching model. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Instructional Coaching, Ela, Literacy professional, Peer coaching	Principal, AP, literacy specialist	Aug 29, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Utilize technology specialist on staff to support teachers and students in using technology as a tool to enhance inquiry based, personalized and digitized learning, to ensure proper maintenance, installation and training of the equipment. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, Technology, Instructional Coaching, Technology professional	Principal, AP, technology specialist	Aug 29, 2016	Jun 22, 2018	Not started
✚ Facilitate bi-weekly ILT meetings to analyze data and root cause analysis to enhance PD, instruction, and student learning. Tags: Professional Learning, Cycles of professional learning, Curriculum, Professional development, Common core state standards, Cycle of inquiry, Gradual release of responsibility, Collaborative teachers, ILT, Professional development	Principal, AP, ILT Team	Sep 19, 2016	Jun 22, 2018	Not started
✚ Teachers will collaborate to develop inquiry based units of study from curriculum maps and a scope and sequence. Units promote rigorous, relevant, and responsive instruction and irresistible learning within global contexts. Tags: Critical thinkers, Inquiry based learning, Units of study	Teachers, Instructional specialists,	Oct 3, 2016	Jan 27, 2017	Not started
✚ Strategically organize teachers to teach content within their expertise to support maximum student growth. Tags: Critical thinkers, Inquiry based learning, Units of study, Content, Teacher teams	Principal, AP	Jul 4, 2016	Sep 9, 2016	Not started
✚ Increase the use of formative assessments in math such as MARS Tasks to improve student perseverance and rigor and improve student REACH assessment scores. Tags: Critical thinkers, Inquiry based learning, Units of study, Math, Formative assessment	Teachers, Principal, AP, Instructional Specialists	Sep 5, 2016	May 25, 2018	Not started
✚ Ensure that Engineering Design Process is taught in conjunction with the Scientific Method and as a culminating project, students will participate in school-wide Science Fair Tags: Critical thinkers, Inquiry based learning, Units of study, Ngss, Science instruction, Science fair, Engineering design process	Teachers, AP, Instructional Specialists	Oct 3, 2016	Jun 22, 2018	Not started
✚ Increase inquiry-based learning with students in Science and Math Tags: Critical thinkers, Inquiry based learning, Units of study, Math, Science, Stem, Inquiry based learning	Teachers, Principal, AP, Instructional Specialists	Sep 12, 2016	Jun 22, 2018	Not started
✚ Utilize flexible walking reading and math during guided-small group instruction among vertical and horizontal teams (based on data and projected enrollment). Tags: Critical thinkers, Inquiry based learning, Units of study, Data analysis, Small group instruction, Flexible grouping	Teachers, Instructional Specialists, Principal, AP	Sep 12, 2016	Jun 15, 2018	Not started
✚ Collaborate to map standards based curriculum framed by themes and essential questions Tags: Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study, 21st century skills, Curriculum maps, Collaboration	ILT and teachers	Aug 29, 2016	Jun 22, 2018	On-Track
✚ Collaborate to create authentic performance based assessments that reflect rigorous instruction Tags: Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study, Rigorous tasks, Performance tasks	Teachers, Instructional Specialists, Principal, AP	Aug 29, 2016	Jun 22, 2018	Behind
✚ Develop rigorous tasks utilizing complex text, strategic decision making and reasoning, and or inventive application Tags: Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study, Curriculum, Rigorous tasks	Teachers, Instructional Specialists, Principal, AP	Aug 29, 2016	Jun 22, 2018	Behind
✚ Utilize interventions with small groups to promote differentiated instruction to support student instructional needs Tags: Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study, Intervention, Curriculum, Differentiated instruction	Teachers, Instructional Specialists, Principal, AP	Sep 5, 2016	Jun 22, 2018	Not started
✚ Purchase curriculum for K-2 to support systematics phonics instruction, reading comprehension, integrated vocabulary, and connected writing. Tags: Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study, Instruction, Curriculum, Ela supplies	Principal, AP, Teachers, Instructional Specialists	Jul 4, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Math instructional supplies for K-8 will be updated regularly to ensure curricular units are meeting CCSS and Network scope and sequence. Tags: Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study, Curriculum, Instructional material, Math curriculum, Supplies	Principal, AP, Instructional Specialists	Jul 4, 2016	Jun 22, 2018	Not started
✚ Literacy instructional supplies for K-8 will be updated regularly to ensure curricular units are meeting CCSS and Network scope and sequence. Tags: Technology, Curriculum Design, Curriculum, Ccss, Critical thinkers, Units of study, Curriculum, Instructional material, Literacy curriculum, Supplies	Principal, AP, Instructional Specialists	Jul 4, 2016	Jun 22, 2018	Not started
✚ Use data within MTSS for academics and behavioral referrals. Tags: MTSS, SEL, Instructional practices, MTSS, Academics, Behavior	ILT, Dean, & Counselor	Sep 5, 2016	Jun 22, 2018	Not started
✚ Create peer mentoring program for foundational reading and math skills. Pair middle school students with primary students during breakfast and or additional intervention blocks. Tags: MTSS, SEL, Instructional practices, Mentorship, Peer mediation	lead specialist, and interventionist	Jun 27, 2016	Jun 22, 2018	Behind
✚ Create service projects on a rotating schedules for student accountability. Tags: MTSS, SEL, Instructional practices, Service learning, Student accountability	Counselor, AP	Jun 27, 2016	Jun 22, 2018	Behind
✚ Utilize restorative justice practices as a means to focus on repairing harm and (re)building relationships through a process that involves stakeholders in an active and respectful way, while emphasizing the school community's role in problem solving Tags: MTSS, SEL, Instructional practices, Restorative approaches, Restorative justice, Problem solving process	Dean, Counselor, AP	Jun 20, 2016	Jun 22, 2018	Not started
✚ Using the after school Peer Jury to support restorative practices in school - student's taking an active role in RP as a means of student accountability for Tier 3 Tags: MTSS, SEL, Instructional practices, Restorative approaches, Multi-tiered support systems, Peer jury	Counselor, Dean, Head Security, AP	Jun 20, 2016	Jun 22, 2018	Not started
✚ Network PD and Outside of network PD (Secon Step) for teacher to work with students with high SEL needs Tags: MTSS, SEL, Instructional practices, SEL, Professional development	Principal, Counselor, AP	Sep 5, 2016	Jun 22, 2018	Not started
✚ Provide ELA Tier 1 Personalized learning K-8 digitally using programs such as ThinkCerca, Achieve 3000, and iReady (ELA and Math) to support student interventions and instructional needs. Tags: MTSS, SEL, Instructional practices, Interventions, Tier 1, Digital media	Teachers, Instructional Specialists	Sep 5, 2016	Jun 22, 2018	Not started
✚ Procure additional hours of social worker on staff to support Tier 2 and 3 SEL needs. Tags: MTSS, SEL, Instructional practices, SEL, Tier 2 & 3	Principal, AP	Jun 27, 2016	Jun 22, 2018	Not started
✚ Utilize dean of students to support restorative practice models and interventions. Tags: MTSS, SEL, Instructional practices, Instructional Coaching, Restorative approaches, Interventions	Principal, AP, Dean	Sep 5, 2016	Jun 22, 2018	Not started
✚ Provide math Tier 1 instructional support K-8 using ST Math which is a digital media adaptive and personalized that is a neuroscience-based mathematics instructional program using visual animations and game-based learning. Tags: MTSS, SEL, Instructional practices, Instruction, Tier 1, Digital media, Adaptive learning	Teachers, Instructional Specialists	Sep 5, 2016	Jun 22, 2018	Not started
✚ Review IEP's regularly to ensure the appropriate Tier 2 and Tier 3 implementation of accommodations and modifications are in place for diverse learners Tags: MTSS, SEL, Instructional practices, Diverse Learners, Iep, Modification, Accommodation	Counselor/case manager, Instructional Specialists, Teachers	Sep 5, 2016	Jun 15, 2018	Not started
✚ Review teacher lesson plans regularly to ensure appropriate Tier 2 and Tier 3 collaboration between DL teacher and grade level teachers in creating ambitious lessons and realistic standards for students to reach individual goals. Tags: MTSS, SEL, Instructional practices, Diverse Learners, Teacher planning	Principal, AP, counselor/case manager, instructional specialists, teachers	Sep 5, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Utilize auxiliary staff and parent cohorts to support ISS. Tags: MTSS, SEL, Instructional practices, Iss	Dean, AP, counselor/case manager	Sep 12, 2016	Jun 15, 2018	Not started
✚ Monitor quarterly attendance, recognize students that have reached school and individual attendance goals, use root cause analysis to address student needs. Tags: MTSS, SEL, Instructional practices, Attendance	Dean, AP, counselor/case manager	Sep 16, 2016	Jun 1, 2018	Not started
✚ Increased use of classroom standards-based rubrics during rigorous tasks. Tags: Rigorous tasks, Rubrics, Standards based grading	Classroom teachers, instructional coaches	Sep 12, 2016	Jun 16, 2017	Not started
✚ Building a data-driven culture through well-planned usage of National School Reform Faculty's Tuning Protocol during common prep periods. Tags: Common planning time, Data-driven culture	Classroom teachers, instructional coaches, Principal, AP	Sep 12, 2016	Jun 16, 2017	On-Track
✚ Building a data-driven culture through well-planned usage of National School Reform Faculty's Looking at Student Work (LASW) Protocol during common prep periods. Tags: Common planning time, Student work protocol, Data-driven culture	Classroom teachers, instructional coaches, Principal, AP	Sep 12, 2016	Jun 16, 2017	On-Track
✚ Using digital-based curriculum (ST Math, iReady, & Achieve 3000) that help to evaluate students' progress toward academic goals and inform educators on the impact of their instructional practices. Tags: Instructional practices, Academic expectations, Digital-based curriculum	Classroom teachers, instructional coaches, Interventionists	Sep 12, 2016	Jun 16, 2017	On-Track
✚ Use curriculum based measurements embedded within the curriculum to assess content and skill application Tags: Curriculum Design, Curriculum-based measurement	Classroom teachers, instructional coaches	Sep 12, 2016	Jun 16, 2017	Not started
✚ Utilize question banks and stems to custom formative assessments. Tags: Formative assessment	Classroom teachers, instructional coaches, Principal, AP	Sep 12, 2016	Jun 16, 2017	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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> Parent advisory Council is in place with consistent monthly meetings.
> Monthly newsletters to parents regarding meetings and agenda on math and literacy.
> Agendas and flyers distributed in a timely manner to students and parents.
> Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and heath and wellness.
> Use a variety of consistent communication methods such as: robo calls, newsletter, website to sensitive to culture norms and needs.

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

> Title I Annual Meeting and your Title I PAC Organizational Meeting was held on October 27, 2016 Parents were notified of the meeting through, notices sent home by students, newsletters from the principal, and postings on the marquee and automated calls.

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.

> At our the annual Open House Day, we will hold a general meeting where information will be presented about our Title I programs, the curriculum and types of academic assessments used to measure students progress. Parents will learn about our school's programs and common core. Parent will also receive a copy of the parent plan.

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.

> There will be regular meeting provided for parents, including the PAC meetings for parents to formulate suggestions and to participate as appropriate. This can be established by having a suggestion box available for parent to voice their opinion anonymous. Once a month a meeting can be held to discuss the majority of the suggestions in the box with the parents at the meeting.

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.

> Twice a year parents will be given a state of the school presentation by the principal. They will also receive with their child's report card their child's performance in math, language arts and reading. Goal sheets will be available to parents with their progress report. Parents will be able to talk with teacher before students arrive, on their preparation time and after school about their child's performance.

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.

There will be a letter given or mailed to the parents of participating students under NCLB funds emphasizing the importance of teacher quality in improving student achievement. Parent notification is meant to encourage parent involvement and improve communication between the family and school.

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.

Through the PAC, Parents of participating NCLB Title I children will attend a workshop that will focus on parents understanding the content standards, academic achievement standards the state and local academic assessments. This workshop will also explain to parents how to monitor their child's progress and how to work with educators.

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.

Parent materials and training will be provided to help parents work with their children to improve individual achievement such as literacy training ensuring technology, as appropriate to foster parental involvement. Parent shall have access to parent portal, parent volunteer program and parent room for access to technology. Parents will receive money for parent training, admission and registration fees, and subscription. Consultant for parent training and buses for parents use traveling overnight to conferences.

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.

Professional development training in the first quarter of school will educate staff members on how to reach out and work with parents as equal partners in the education of their children. Parents will participate in the decisions relating to the education of their children by attending monthly PAC and LSC and other parent training programs

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.

Monthly the preschool staff and regional coordinators provide a monthly preschool parent workshop/ meeting whereas parents integrate coordinate and integrate programs and activities with other programs. Such as Preschool Youngsters, reading first, early reading first involvement and etc.

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.

A flyer will be sent home containing information related to school and parent programs, meetings and other activates to NCLB parents in a format and language that they can understand.

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)

NA

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.)

Our mission at Aldridge is to provide a positive school environment that supports a rigorous culture of learning and connections to the global world of learning. Students demonstrate skills in analyzing complex text and persevere to solve complex problems. They support their claims and conclusions with textural evidence and engage in sophisticated cycles of inquiry to test hypotheses and ideas across disciplines and mixed media application. We promote and support teacher expertise and effective instructional delivery through collaborative systematic coherent and consistent job embedded professional development. We form partnerships with teachers, student's universities and the border community to improve our academic and social emotional learning and extracurricular activities.

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.

A minimum to two parent-teacher conferences will be held: one in the fall and one in the spring. The purpose of the conference will be to review the student report card and discuss academic successes and weaknesses.

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

Parents will be provided four progress reports as well as four report cards throughout the year. Teachers will also use the student agenda on a daily basis to communicate with parents.

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

Aldridge has a policy that before school and after school and during teacher's preparation time Parents are welcome to visit their child's classroom.

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

Parents may volunteer in their children's classroom with principal's permission. They may assist with small groups with teacher supervision. They may also chaperone field trips and lunchroom and recess duties.

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

Parents will be responsible for supporting their children's learning at home…by monitoring their attendance, helping with their homework Completion. Parents can also volunteering in the classroom to help share the responsibility for student learning. Monitoring amount of television, promote positive use of children's extracurricular time and Staying informed about our child's education by promptly reading all notices from the school.

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

Parent can participate in decisions related to the education of their children by joining the PAC and attending the LSC meeting once a month. Parent may always consult with the administration about any concerns they may have about their child's education.

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

Students will share the responsibility to improve academic achievement by doing homework every night and ask for help when needed.
Read at least thirty minutes everyday outside of school time.
Give parents all notices and information received from the school at all times. Come to school on time and everyday with a positive attitude in and out of the classroom. Come prepared to work.

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.

Parents will attend an annual parent conference hosted by Youth Guidance. Parent across the city are engaged in leadership activities that support parent involvement and at home-school connections.

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 175	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 0	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	$ 0	.00

after service is rendered (NO CHECKS ARE ALLOWED)

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only. | $ | 1250 | .00 |

| 54205 | **Travel**
Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ | 0 | .00 |

| 54565 | **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | 0 | .00 |

| 53510 | **Postage**
Must be used for parent involvement programs only. | $ | 0 | .00 |

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

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