



2016-2018 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

Most programs are aligned to creating a clear focus and high expectations for both staff and students. Academic initiatives include: data trackers, DDI, weekly meetings, teacher goal setting conferences, weekly small group meetings, 9th period intervention, and BET Awards. Behavior Initiatives, Peer Jury, and Peace Circles. Attendance initiative include: attendance weekly incentives, weekly attendance newsletter. Initiatives for students who have accomplished all three components include: Quarterly V.I.P (Very Important Parent), reward for parents whose student are successful academically, behavior, and attendance. A five week PLP(Personal Learning Plan) is put in place for identified students who are struggling academically, behavior and/or behavior.

Guide for Leadership & Collective Responsibility

- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The ILT team is composed of teachers from every department (primary, intermediate and middle school). The teacher members of the ILT are diversified with general education, diverse learner teachers and ancillary teachers. This gives us an opportunity to hear the voice of the school and improve teaching and learning. The ILT regularly meet at least once a month to discuss probing questions in relation to academics, behavioral issues and attendance. Data is the drive behind decision-making with the ILT. The ILT team shares leadership with participating school members for improving teaching and learning.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 3 4

*Optional professional learning provided through the school year * Weekly common planning meetings *Collaboration logs monitored monthly * Data analysis weekly meetings * Data driven instruction monitored by submission of item analysis sheets to analyze student misconceptions, in addition submission of corrective action plans and differentiated groups *Framework specialists PL; align Charlotte Danielson attributes to best practices *Reach PD: Identify teachers that score below proficiency to develop on-going PD throughout the year. Professional development analyzing at the level of rigor at ELA, math and science.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

Coles' top priorities include, reading math science and behavior and the following resources and aligned to address the priorities.

TIME
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BUDGET
Stride Academy, Study Island, and Reading A-Z, are additional resources. Most funds are allocated to students achievement incentives.

STAFF
Additional support staff available to support teachers and students .

COMMUNITY RESOURCES
Some after school program and Saturday school opportunities to support students. 21st Century (reading/math), Rosemary Prather Foundation (ASL), Science (Mr. Johnson), 9th period and after school target reading and math subject areas.
Coles has a hiring team comprised of various staff members and administration.

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 |

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Most teachers use the Network 12 Pacing Guide and it aligns to the CCSS. World Language department uses a Spanish curriculum that is aligned to American Council on the Teaching of Foreign Languages (ACTFL) to which is aligned to CCSS.

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=&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

Most teachers use technology as a form of information access and instruction.
 Most teachers provide opportunities for technology use as a form of information access, gathering, and learning.
 Some teachers differentiate instruction for various levels of support, knowledge, content, and learning modalities.
 World Language teachers use technology for researching cultural facts about Spanish speaking countries and utilize Spanish programs to strengthen listening and speaking skills.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 3 4

School provides a weekly attendance newsletter and daily attendance is displayed outside the classroom. Weekly attendance incentive are provided for each department (primary, intermediate, and middle school). Most teachers convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student through goal setting and small group instruction. A few teachers communicate with a weekly newsletter.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students |
| Measures | <ul style="list-style-type: none"> ✓ SGRP 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

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

1 2 3 4

School counselor provides an annual career day for school.
 Eighth grade students are trained to calculate their GPA each quarter to prepare them for high school and beyond.
 Students are inducted into the Coles Honor Society based on the status of their GPA and they have to maintain a certain GPA to stay in the Coles Honor Society.
 The students are exposed by the school counselor to a range of career paths and the educational requirements of each to improve long term planning and goal setting.
 The counselor initiates conversations about college and careers as early as the primary grades.
 Middle school students are trained to analyze their test scores, attendance percentages and their GPAs and to adjust their actions and behavior to increase high school options.
 The school counselor works with students focusing on positive academic and behavior qualities including, persistence, engagement, work habits, communication, and self evaluation.

Guide for Transitions, College & Career Access & Persistence

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

milestones completion that culminates in a concrete postsecondary plan.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

REACH 3B, 3A, 3C

Most teachers effectively communicate with students.

Few teachers use questioning and discussion as techniques to deepen student understanding.

Some teachers engage students in learning.

Few teachers monitor the effect of teaching on student learning and integrate formative assessment into instruction.

Some teachers persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.

Some teachers encourage and facilitate student discourse

Most teachers change instructional practices based on analysis of current data and post conferences.

Most teachers provide targeted support to individual students or groups of students based on their identified needs.

Guide for Instruction

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

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

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified) |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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

Nearly all teachers persist in adjusting instruction so individual students misunderstandings or advanced needs are successfully accommodated through small group instruction, after school programs, 21st century, 9th period intervention and GER.

Nearly all teachers customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs through small group instruction and 9th period intervention.

Nearly all teachers provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism through PLP and on track data trackers.

Nearly all departments and Related Service Providers (RSP) collaborate and work as teams to plan and monitor targeted students' support with varied instructional strategies and SEL support of varying degrees of intensity for all students through common planning, progress monitoring (primary), and data trackers (3-8).

Some teachers implement personal learning plans, goals and intervention strategies for students.

Mostly all teachers communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

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 | <ul style="list-style-type: none"> ✓ 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 | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 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

Nearly all teachers use multiple measures to supplement district centralized assessments along with other formative assessments in order to provide a more comprehensive picture of student learning.

Nearly all teachers 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 (MTSS)

Nearly all teachers make assessment accessible to students including diverse learners and use of accommodations and where needed, modifications.

Nearly all teachers have access to analyze school wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs.

Some teachers improve and promote assessment literacy.

Nearly all teachers have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students and families.

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 | <ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Mostly all teachers and staff create a culture that reflects a shared belief in the importance of learning and hard work. Mostly all teachers and staff exude high expectations for all students and develop structures that enable practice and perseverance for each individual student through recognition at the BET Awards and CAFL. Mostly all teachers and staff 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 details and/or helping peers through the CAFL program. Some teachers provide students with frequent and informative feedback. Mostly all teachers and staff develop academic mindsets and behaviors through CAFL.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
|--|---|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | <ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth |
| Five Essentials | <ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

Relational Trust:

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

Some staff and students participate in Coles Academic Fantasy League (CAFL). Staff members and students form teams to compete academically and behaviorally. The goal is to monitor these criteria along with attendance for effective school improvement.

Some adults-student interactions are positive and respectful.

A few teachers use structured class meetings to build and promote positive relationships with their peers.

A few teachers use Peace Circles to facilitate their students to build and promote positive relationships with their peers.

Some student to student interactions are positive and respectful.

Some teachers support and respect colleagues who are experts at their craft.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students are offered and exposed to a wide range of extra-curricular activities. This includes, but is not limited to various sports (basketball, volleyball, softball, etc.). Some students interact with school counselor to voice their interests and opinions relating to current and future goals. Few students participate in Peer Jury receiving knowledge of the process and structure of the judicial system.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

Based on the 5Essentials Survey, Coles School received a WEAK status rating. Only 27% of students in grades 6th - 8th who completed My School My Voice Survey felt safe in and around the school building and traveling to and from home. As a result, school is actively seeking ways to address their feelings through various methods that alleviates concerns regarding safety. For example, the school has procedures in place to maximize instruction, reduce interruptions and ensure efficient day to day operations. Some staff members set clear expectations, model and reinforce appropriate behaviors on a classroom level; few use school wide procedures. Peer Jury and Peace Circles are utilized as restorative justice approaches to minimize punitive consequences.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**

- Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

1 2 3 4

School uses the MTSS multi-tiered system of support for social, emotional and behavioral growth. Few teachers implement Second Step to address SEL standards. Administration implemented and some staff actively use Peer Jury and Peace Circles as a restorative approach to discipline. Most teachers post and model clear expectations for student behavior within the classroom environment. Few teachers contact parents with positive information regarding student progress and behavior. Few students receive varied approaches to reinforce positive behaviors. School has procedures in place to provide assignments for students receiving OSS that is practiced by most teachers. Some teachers utilize the Peer Jury Process as a Restorative Justice Practice. A few teachers utilize the Peace Circle Restorative Practice as a social and emotional learning opportunity for students.

Guide for Restorative Approaches to Discipline

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

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Based on parent sign in rosters for Report Card Pick-Up, 66.45% attended 1st quarter parent teacher conferences and 69.82% attended 3rd quarter parent teacher conferences. Additionally, based on the 5Essentials Survey, Coles School received NEUTRAL status ratings for Involved Families and Teacher - Parent Trust Categories and a WEAK status rating for Parent Involvement In School Category.

The school has created a Parent Engagement Center to develop a partnership with the parents. This specific room is designated as an area for parents to use as a resource center. The overall goal is to promote parent engagement and to improve student learning. There is still low usage of this center by our parents. A few parents volunteer in the school but mostly in the primary building (Kindergarten thru 3rd grade).

Guide for Parent Partnership

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

- Provide proactive communication (e.g. parent handbook and resources).
- Partner equitably with parents speaking languages other than English.
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ☐ = Not of focus |
|-------|--|--------------------------------|
| 2 | Expectations for depth & breadth of Student Learning: Curriculum | 1 2 3 4 5 ☐ |
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 4 5 ☐ |
| 2 | Expectations for Quality & Character of School Life: Parent Partnership | 1 2 3 4 5 ☐ |
| 2 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 2 3 4 5 ☐ |
| 2 | Expectations for Quality & Character of School Life: Safety & Order | 1 2 3 4 5 ☐ |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 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: Balanced Assessment & Grading | 1 2 3 4 5 ☐ |
| 3 | Expectations for depth & breadth of Quality Teaching: Instruction | 1 2 3 4 5 ☐ |

| | | | | | | | |
|---|--|---|---|---|---|---|---|
| 3 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 3 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 3 | Expectations for Quality & Character of School Life: Culture for Learning | 1 | 2 | 3 | 4 | 5 | ⊕ |
| 3 | Expectations for Quality & Character of School Life: Relational Trust | 1 | 2 | 3 | 4 | 5 | ⊕ |

Goals

Required metrics (Elementary)

13 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|--|---------------------|---------------------|-------------------|-------------------|
| National School Growth Percentile - Reading | | | | |
| IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. | 86.00 | 97.00 | 98.00 | 99.00 |
| National School Growth Percentile - Math | | | | |
| IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. | 77.00 | 77.00 | 78.00 | 80.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | |
| IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. | 60.60 | (Blank) | 65.00 | 75.00 |
| African-American Growth Percentile - Reading | | | | |
| IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. | 85.00 | 96.00 | 97.00 | 98.00 |
| Hispanic Growth Percentile - Reading | | | | |
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
| English Learner Growth Percentile - Reading | | | | |
| (Blank) | (Blank) | (Blank) | (Blank) | (Blank) |
| Diverse Learner Growth Percentile - Reading | | | | |
| IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. | 4.00 | 50.00 | 55.00 | 60.00 |
| African-American Growth Percentile - Math | | | | |
| IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. | 76.00 | 77.00 | 80.00 | 87.00 |
| Hispanic Growth Percentile - Math | | | | |
| N/A | (Blank) | (Blank) | (Blank) | (Blank) |
| English Learner Growth Percentile - Math | | | | |
| N/A | (Blank) | (Blank) | (Blank) | (Blank) |
| Diverse Learner Growth Percentile - Math | | | | |

IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. WE HAD A SLIGHT DECREASE LAST YEAR SO WE WILL GET THE LOSS BACK.

| | | | |
|-------|-------|-------|-------|
| 30.00 | 37.00 | 40.00 | 45.00 |
|-------|-------|-------|-------|

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

IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY.

| | | | |
|-------|-------|-------|-------|
| 45.00 | 70.00 | 75.00 | 80.00 |
|-------|-------|-------|-------|

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

IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY.

| | | | |
|-------|-------|-------|-------|
| 79.00 | 80.00 | 82.00 | 85.00 |
|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. WE HAD A SLIGHT DECREASE LAST YEAR SO WE WILL GET THE LOSS BACK.

| | | | |
|-------|-------|-------|-------|
| 48.00 | 93.00 | 94.00 | 95.00 |
|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

IN THE PAST YEARS, WE HAVE BEEN INCREASING IN THIS CATEGORY. WE HAD A SLIGHT DECREASE LAST YEAR SO WE WILL GET THE LOSS BACK.

| | | | |
|-------|-------|-------|-------|
| 20.00 | 96.00 | 97.00 | 98.00 |
|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

N/A

| | | | |
|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|

Average Daily Attendance Rate

IN THE PAST YEARS, WE HAVE BEEN SLOWLY INCREASING IN THIS CATEGORY. WE HAVE BEEN FOCUSING ON THIS PARTICULAR CATEGORY.

| | | | |
|-------|-------|-------|-------|
| 93.80 | 94.00 | 95.00 | 96.00 |
|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

OUR ULTIMATE GOAL IS THE BECOME A "WELL DEVELOPED" SCHOOL.

| | | | |
|---------|---------|---------|---------|
| (Blank) | (Blank) | (Blank) | (Blank) |
|---------|---------|---------|---------|

Custom metrics

0 of 0 complete

| 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------|-----------|-----------|-----------|
| Actual | Actual | Goal | Goal |

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Strengthen the current Parent Partnership system by taking proactive steps through communication, solicitation, invitation, and providing information related to high expectations and standards set for students. This process will occur through parent training to support our home-school connections. We will provide such training programs. as
 *monthly parent trainings
 *monthly parent meeting additional to PAC meetings
 *monthly parent breakfasts and/or lunches.

increased numbers of parents volunteering and becoming more excited, empowered, dedicated and feel more inclusive as stakeholders in the greater Coles community.

increased parental involvement (more than 17 parents volunteers for the month of September, more than 55 parents volunteers for the months of October and November, more than 37 parents volunteers for the month of December, more than 65 parent volunteers for the month of January, more than 85 parents volunteers for the month of February, more than 55 parents volunteers for the month of March and more than 30 parents volunteers for the month of April), awareness of students' grades, attendance, a decrease in the number of suspensions and referrals and an improvement on the 5essential survey in the Involved Families category.

Tags:
Parent partnerships, Parent engagement, Parent involvement

Area(s) of focus:
3

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|--|------------------------------|--|--------|
| Increase correspondence by using the school's robo-call system, sending written correspondences, parent meetings displaying pertinent information on the school's marquee and the school's website. | Administration and teachers will be responsible for sending out the correspondence to parents. | May 23, 2016 to May 23, 2016 | In order to accomplish this step, we will begin the progress immediately and it will be ongoing. | Behind |

Parent partnerships, Parent engagement, Parent involvement

| | | | | |
|--|---|-----------------------------|--|-------------|
| To increase parent involvement, we will provide such parent training programs. as *monthly parent trainings *monthly parent meeting additional to PAC meetings *monthly parent breakfasts and/or lunches. | Administration will be responsible for sending out the correspondence to the parents. | Sep 5, 2016 to May 31, 2017 | In order to measure this accomplishment, we will have to wait for the 2017 5Essential School Data. | Not started |
|--|---|-----------------------------|--|-------------|

Parental involvement, Parent partnerships, Parent engagement

Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|--|
| Evaluate and analyze the rigor of assessments and assignments using the Depths of Knowledge and the Hess Cognitive Matrix, and create a goal setting system using data and rubrics. To ensure proper implementation of this process, professional development training and teacher in-services will be provided at the beginning and throughout the school year. With this system in place, administration will monitor this process through lesson plans and informal and informal teacher classroom observations. | An increase in grade level proficiency, student efficacy, awareness and a sense of ownership of their learning. Increased teacher capacity with creating and/or selecting authentic rigorous tasks aligned with Common Core standards | We will maintain the catalyst for being a 1+ school. Students' academic test scores will display positive reflections within the SQRP. Specifically, a minimum of 80% of students in grades 2-8 meeting EOY NWEA benchmarks. |

Tags:
Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments

Area(s) of focus:
4

| Action step | Responsible | Timeframe | Evidence for status | Status |
|--|--------------------------------------|------------------------------|--|-------------|
| Weekly teacher team meetings to gauge the rigor of assessments and assignments provided by teachers. | Classroom teachers Administration | Sep 28, 2015 to Jun 23, 2017 | Meeting with administration, administrating summative and formative assessment and weekly teacher collaboration. | On-Track |
| Monthly professional development meetings held by the Instructional Leadership Team. | Administration & ILT members. | Sep 12, 2016 to Jun 23, 2017 | Minutes and agendas from the monthly ILT meetings. | Not started |

Rigorous tasks, Planning, Collaborative teachers, Rigorous instruction

Professional Learning, ILT, Professional development, Pd planning, Teacher collaboration, Rigorous instruction,

Rigorous task

| | | | | |
|--|---|-----------------------------|----------------------------------|-------------|
| Collaborate with partner schools to develop school wide protocol for analyzing student tasks that teachers use bi-weekly (protocol will be based on Depth of Knowledge rubric) | Administration and Department head teachers | Aug 29, 2016 to Sep 2, 2016 | Planned professional development | Not started |
|--|---|-----------------------------|----------------------------------|-------------|

Collaborative teachers

| | | | | |
|-------------------------------------|-------------------------------------|------------------------------|----------------------------------|-------------|
| Professional development is planned | Administration and Network 12 ISL's | Aug 29, 2016 to Sep 29, 2016 | Planned professional development | Not started |
|-------------------------------------|-------------------------------------|------------------------------|----------------------------------|-------------|

Professional Learning, Professional development

| | | | | |
|---|---|-----------------------------|----------------------------------|-------------|
| Provide professional development to allow teacher to revisit the use of DOK rubric and to apply some of their prior knowledge to the start of bi-weekly meetings. | Administration and Department head teachers | Aug 29, 2016 to Sep 2, 2016 | Planned professional development | Not started |
|---|---|-----------------------------|----------------------------------|-------------|

Professional Learning, Professional development, Department meetings, Leadership of departments

| | | | | |
|---|-------------------------------|------------------------------|---|-------------|
| Evaluate the DOK protocol and determine a timeline for school-wide implementation with benchmark goals and create a system for evaluating and monitoring powerful practice. | Administration & ILT members. | Oct 11, 2016 to Nov 15, 2016 | SY 16-17 more specific once ILT Meeting calendar is created | Not started |
|---|-------------------------------|------------------------------|---|-------------|

Professional Learning, ILT, Professional development, Teacher capacity, Collaborative teachers

| | | | | |
|--|-------------------------------|------------------------------|-----------------------------------|-------------|
| Communicate the school-wide DOK protocol implementation plan with all instructional teachers during department meetings. | Administration & ILT members. | Oct 31, 2016 to Dec 16, 2016 | Minutes and agendas from meetings | Not started |
|--|-------------------------------|------------------------------|-----------------------------------|-------------|

Communication, Teacher collaboration, Department meetings, School wide trends

| | | | | |
|--|---|-----------------------------|-----------------------------------|-------------|
| Engage teachers in DOK protocol during department meetings to ensure implementation, progress monitoring and provide systems of support to individual teachers if necessary. | Administration and Department head teachers | Oct 31, 2016 to Jun 9, 2017 | Minutes and agendas from meetings | Not started |
|--|---|-----------------------------|-----------------------------------|-------------|

Progress monitoring, Teacher feedback, Teacher collaboration, Engagement teachers, Support system

Strategy 3

If we do...

small groups instruction homogeneously with fidelity and follow the pacing guide sponsored by the Office of Network 12. (These groups will be based on students' academic needs.) Align our instruction with Common Standards. Follow

...then we see...

Increased confidence levels and increased intrinsic motivation in students.

...which leads to...

Improved measures on SQRP attainment and growth in reading and math. Specifically, improvement of growth with diverse learners, attainment for grades 3-8 reading, and attainment for grade 2 in both reading and

student IEP's and ensure students with disabilities have access to core content knowledge and skills.

math.

Tags: Curriculum, Social emotional, Academic gain, Expectations and goals, Academic mtss

Area(s) of focus: 5

| Action step | Responsible | Timeframe | Evidence for status | Status |
|--|------------------------------------|-----------------------------|--|----------|
| Meeting with small groups and progress monitoring on a weekly basis. | Classroom Teachers, Administration | May 16, 2016 to Jun 1, 2017 | Formative assessment, meeting with administration, weekly teacher collaboration, and summative assessment. | On-Track |

MTSS, Social emotional, Differentiated instruction, Academic support, Collaborative planning

| | | | | |
|---|--------------------|------------------------------|---|-------------|
| Weekly collaborative teacher meetings to discuss and/or share their progress and strategies in relation to classroom small group instruction. | Classroom teachers | Sep 23, 2016 to Jun 16, 2017 | Teacher collaboration log signature documentation | Not started |
|---|--------------------|------------------------------|---|-------------|

Instruction, Planning, Teacher reflection, Teacher capacity, Teacher leadership, Collaborative teachers, Collaborative planning

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|--|--------------|--------------|-------------|
| <p>✦ Increase correspondence by using the school's robo-call system, sending written correspondences, parent meetings displaying pertinent information on the school's marques and the school's website .</p> <p>Tags: Parent partnerships, Parent engagement, Parent involvement, Parent partnerships, Parent engagement, Parent involvement</p> | Administration and teachers will be responsible for sending out the correspondence to parents. | May 23, 2016 | May 23, 2016 | Behind |
| <p>✦ To increase parent involvement, we will provide such parent training programs. as *monthly parent trainings *monthly parent meeting additional to PAC meetings *monthly parent breakfasts and/or lunches.</p> <p>Tags: Parent partnerships, Parent engagement, Parent involvement, Parental involvement, Parent partnerships, Parent engagement</p> | Administration will be responsible for sending out the correspondence to the parents. | Sep 5, 2016 | May 31, 2017 | Not started |
| <p>✦ Weekly teacher team meetings to gauge the rigor of assessments and assignments provided by teachers.</p> <p>Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Rigorous tasks, Planning, Collaborative teachers, Rigorous instruction</p> | Classroom teachers Administration | Sep 28, 2015 | Jun 23, 2017 | On-Track |
| <p>✦ Monthly professional development meetings held by the Instructional Leadership Team.</p> <p>Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Professional Learning, ILT, Professional development, Pd planning, Teacher collaboration, Rigorous instruction, Rigorous task</p> | Administration & ILT members. | Sep 12, 2016 | Jun 23, 2017 | Not started |
| <p>✦ Collaborate with partner schools to develop school wide protocol for analyzing student tasks that teachers use bi-weekly (protocol will be based on Depth of Knowledge rubric)</p> <p>Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Collaborative teachers</p> | Administration and Department head teachers | Aug 29, 2016 | Sep 2, 2016 | Not started |
| <p>✦ Professional development is planned</p> <p>Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Professional Learning, Professional development</p> | Administration and Network 12 ISL's | Aug 29, 2016 | Sep 29, 2016 | Not started |

| District priority and action step | Responsible | Start | End | Status |
|---|---|--------------|--------------|-------------|
| <p>✚ Provide professional development to allow teacher to revisit the use of DOK rubric and to apply some of their prior knowledge to the start of bi-weekly meetings. Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Professional Learning, Professional development, Department meetings, Leadership of departments</p> | Administration and Department head teachers | Aug 29, 2016 | Sep 2, 2016 | Not started |
| <p>✚ Evaluate the DOK protocol and determine a timeline for school-wide implementation with benchmark goals and create a system for evaluating and monitoring powerful practice. Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Professional Learning, ILT, Professional development, Teacher capacity, Collaborative teachers</p> | Administration & ILT members. | Oct 11, 2016 | Nov 15, 2016 | Not started |
| <p>✚ Communicate the school-wide DOK protocol implementation plan with all instructional teachers during department meetings. Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Communication, Teacher collaboration, Department meetings, School wide trends</p> | Administration & ILT members. | Oct 31, 2016 | Dec 16, 2016 | Not started |
| <p>✚ Engage teachers in DOK protocol during department meetings to ensure implementation, progress monitoring and provide systems of support to individual teachers if necessary. Tags: Professional Learning, Teacher Teams/Collaboration, Rigorous tasks, Assessments, Progress monitoring, Teacher feedback, Teacher collaboration, Engagement teachers, Support system</p> | Administration and Department head teachers | Oct 31, 2016 | Jun 9, 2017 | Not started |
| <p>✚ Meeting with small groups and progress monitoring on a weekly basis. Tags: Curriculum, Social emotional, Academic gain, Expectations and goals, Academic mtss, MTSS, Social emotional, Differentiated instruction, Academic support, Collaborative planning</p> | Classroom Teachers, Administration | May 16, 2016 | Jun 1, 2017 | On-Track |
| <p>✚ Weekly collaborative teacher meetings to discuss and/ or share their progress and strategies in relation to classroom small group instruction. Tags: Curriculum, Social emotional, Academic gain, Expectations and goals, Academic mtss, Instruction, Planning, Teacher reflection, Teacher capacity, Teacher leadership, Collaborative teachers, Collaborative planning</p> | Classroom teachers | Sep 23, 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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

This local school unit will 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 via monthly PAC meetings in which parents will plan for overall school improvement.

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

This local school unit will hold an annual meeting in the Fall at a time convenient to parents during the first marking period to inform parents 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, parent meetings (K-8th) held quarterly, 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 via monthly PAC meetings in which parents will plan for overall school improvements. Information reports will also be presented at monthly LSC meetings. Attendance will be encouraged and promoted through a new initiative called Coles Lucky 7 Parent Card in which parents can enter for a chance to win all or a share of \$700.00 (Possible via outside partnership); Coles will also develop and implement a parent distribution list for timely communication. The projected date of our Title I Annual Meeting and Title I PAC Organizational Meeting will be in September. Actually, our Title I Annual Meeting and the Title I PAC Organizational Meeting was held on October 21, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

This local school unit 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 via our local school and unit curriculum guide that will be available in the main office, via the internet at www.colesacademy.com, parent reports for each assessment (benchmark) and bi-weekly overviews of the curriculum through visible teacher's lesson plans located in a common place available to the parents.

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.

This local school unit will evaluate and implement parents suggestions about the education of their children (when feasible). Principal will also be available at parents requests to attend monthly PAC meeting to address any concerns. Coles will also develop and implement a parent distribution list for timely communication.

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.

This local school unit will send home parents a report of their child's performance on the State assessment in math, language arts and reading for grades 4, 5, and 7 and keep available at the school for viewing by a parent at any time; for grades 3, 6, and 8 a conference will be scheduled to distribute the information/report. If after 5 days, a parent has not arrived at the school, the information/report will be sent home and kept at the school for viewing by a parent at any time. Parents will also be invited to review and reinforce non-state assessments at home via Parent Review Nights in which parents will go over district NWEA assessment 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.

This local school unit 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 if the following exists: In the event a student is being provided services by a teacher deemed not "highly qualified " this local school unit will follow all guidelines established to notify parents of this designation and service being provided.

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.

This local school unit will assist parents of 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 via monthly PAC meetings, providing parents with an abundance of opportunities to enhance their understanding of the state's academic content standards by offering free workshops for parents, Open House, and quarterly grade (K-8th) parent meetings.

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.

This local school unit 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 through monthly in-school parent workshops, parent/child in- school and out - school relationship building activities, district workshop opportunities and family instructional nights.

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.

This local school will educate call staff members as it relates to 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 through small discussion groups, working groups and large panel discussions during staff development and teacher institute days scheduled throughout the school year by the district. This local school unit will also take advantage of opportunities offered by outside agencies such as Global Girls, Metropolitan Life to enhance our partnership with parents.

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.

Coles Academy will solicit parent volunteers for field trips and classroom events, offer parent workshops focusing on tips for early childhood education, and hosts meetings and/or orientation with pre-k parents whose child will enter kindergarten. There will be a strong focus on daily attendance as our early childhood as consistently displayed the lowest attendance rates at Coles over the years.

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.

This local school unit will ensure that information related to the school and parent programs, meetings, and other activities are sent to parents in understandable and uniform formats in a folder sent home at the end of the week with information about the following week events, postings on school's website and postings on school's marquee.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

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

The mission of Edward Coles Model to Excellence language Academy is to provide a high-quality educational experience that focuses on the issues related to the diverse needs of our students, while providing our students with the intellectual skills needed to compete and succeed in our global community. It is the mission of Edward Coles Model for Excellence Language Academy that all students (general education and students with disabilities) become independent and positive, contributing members of society.

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.

This local school unit will hold parent-teacher conferences during the Fall at the beginning of the school year (Open House) so parents can meet their child's teacher and discuss first progress report face-to-face. We will also hold parent-teacher conferences five weeks after (Parent-Teacher Conference Day formerly known as Report Card Pick-Up) and during the Spring we will hold (Parent-Teacher Conference Day formerly known as Report Card Pick-Up). Also embedded in every teacher's schedule is a Home Connection period (Principal's Directed Preparation Period) in which teachers are able to correspond with parents by telephone or in person.

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

This local school will provide parents with frequent reports on their children's progress every 5 weeks. Parents may also utilize CPS Parent Portal to monitor their children's grades. Coles practices an open-door policy for parent communication.

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

This local school will provide parents access to staff via a weekly Home Connection period in which teachers are able to correspond with parents by phone or in person. Parents are also welcome to meet with teachers before and after school. Appointment is preferred but not mandatory. Teachers and parents will exchange e-mail addresses. Quarterly parental grade meetings (K-8th) to discuss school and classroom concerns.

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.

This local school unit will provide parents opportunities to volunteer and participate in their children's classes with proper documentation and background checks filed with our Parent Volunteer Coordinator and/or with prior knowledge and teacher agreement. This local school unit recognizes safety for all our students with volunteer decisions and no one is denied.

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

The parents will support their children's learning by attending quarterly parental grade (K-8th) meetings; monitoring attendance; homework completion; read, sign and return "Friday" folders; and attend school functions. Selected classrooms and grade level (not mandatory) will send home weekly, monthly and quarterly communication to parents for home-school connection/ reinforcement.

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

The parents will participate in decisions relating to the education of their children by voicing their opinions to school administration, participate in monthly PAC and LSC meetings, attend parent conferences and quarterly parental grade meeting (K-8th).

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).

The students will share the responsibility for improved student academic achievement by having good attendance, demonstrate a positive attitude, come prepared for class, complete classroom/homework assignments, attend After-School Programs and honor roll recognition.

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.

Goal is to increase parental involvement as it relates to identified parent volunteers by 100% (i.e. We want to move from 50 to 100 parent volunteers for the next school year); training topics include but are not limited to parenting skills, keeping your child on-track, effective home-school communication, healthy choices, violent behavior prevention, social and emotional parental support

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. | \$ 500 .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. | \$ | 400 | .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ | 672 | .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ | 1000 | .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ | 500 | .00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | \$ | 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. | \$ | 100 | .00 |
| 53306 | Software Must be educational and for parent use only. | \$ | 1000 | .00 |
| 55005 | Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents. | \$ | 0 | .00 |