



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/04/2016	McCarter, Rodgers, Catania, McPherson, Jones, Rodriguez, Lowe, Chester, Young, Cohen, Kamysz, Black, Morris, Ferrin, Watkins	SEF
03/18/2016	McCarter, Rodgers, Catania, McPherson, Jones, Rodriguez, Lowe, Chester, Young, Cohen, Kamysz, Black, Morris, Ferrin, Watkins, Portee, Stephenson, Bias, Jones	Selecting Priorities
03/22/2016	McCarter, Rodgers, Catania, McPherson, Jones, Rodriguez, Lowe, Chester, Young, Cohen, Kamysz, Black, Morris, Ferrin, Watkins, Portee, Stephenson, Bias, Jones	Creating Action Plans
04/14/2016	McCarter, Rodgers, Catania, McPherson, Jones, Rodriguez, Lowe, Chester, Young, Cohen, Kamysz, Black, Morris, Ferrin, Watkins, Portee, Stephenson, Bias, Jones	Feedback on Action Plans and Finalizing CIWP

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

5E Survey - scored strong in Effective Leaders and Collaborative Teachers, Daily school activities and instructional priorities align to school vision and mission, School instructional priorities, mission and vision are up in poster forms all over schools and classrooms, on meeting agendas, and discussed daily.

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:

Score

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.

1 2 3 4

Frequent meetings, using protocols, continuous improvement through data driven cycle quarter, all team members have equity of voice, celebrate small wins, teachers lead problem solving during meetings, clusters and PLCs

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:

Score

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

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Structures are in place such as assigning a new teacher a mentor, school PD plans’ scope and sequence for the year, teachers have time and opportunity to learn and collaborate together, but time is limited to try new strategies or refine skills, no quality time for peer to peer observations

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

School wide schedules are extremely detailed and shared with all staff for all school days, events and assessment periods, school day is responsive to student needs, hiring team, Outside school partnerships such as After School All Stars Strive Grow Achieve (SGA), K-8 content focused teacher, engaging community members such as doctor visits, fire fighters, and librarians.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

Quarterly Unit Plans - with essential understandings
 Quarterly Assessments = Reteach Plans
 Prediction Protocols
 Instruction priority - complex texts and tasks
 Social Emotional learning integrated
 5E Ambitious Instruction - very strong, Effective Leaders - strong, Collaborative Teachers - strong
 Lacking - curriculum maps with vertical/horizontal alignment
 Essential understanding or "big ideas" are part of unit plan template
 Engage all learners in content areas by fully integrating opportunities for all learners (ALL students are taught at grade level for wg lesson/block)
 Lacking -> classes are streamed but could be an "honors" course

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&scid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1 2 3 4

ANET
 Everyday Math
 Engage NY
 Creative Curriculum
 Reading A to Z
 MTSS Software Options
 5E Ambitious Instruction - very strong, Supportive Environment - Very strong

Guide for Instructional Materials

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

- Aligned to curricular plans and expectations of the standards.
- Varied and flexible.
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- Equitably available and accessible to all teachers and students.
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.

- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

School goal - How will we get students to college = Complex Texts & Tasks
 Complex texts/tasks aligned to multiple standards and align to shifts
 Opportunities to create authentic work - Enrichment Fridays
 5E Ambitious Instruction - very strong
 Need for more student ownership, student voice

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	✓ 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:

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)

Score

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Kindergarten through 6th grade use college and university names to label their classrooms and the student groups.
 5th-8th grade students receive weekly lessons on future planning through the "6 to 16" curriculum.
 7th and 8th grade students participate in "Spark"; a community mentor and internship.
 7th and 8th grade students have gone college trips
 All grade levels have equated their RIT to grade level.
 All classrooms are named after universities and colleges.

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	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

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

Some teachers anticipate possible student misunderstandings and communicate this in unit plans
 Most teachers plan flexible groupings regularly
 Some teachers consistently scaffold instruction to ensure all students, including diverse learners are engaged
 Some teachers consistently provide targeted supports
 Most teachers monitor progress and check and check for understanding for individual students
 Most teachers change instructional practice based on analysis of current data
 Most teachers have students cite evidence when making a claim

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

Score

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.

1 2 3 4

- Evidence of MTSS: 1st-8th grade progress monitoring data updated every 3 weeks, document of interventions by every tier, school-wide
- enrichment and intervention plans in quarterly unit plans
- twice a year student performance is evaluated for placement (flexible learning environment)

Guide for Multi-Tiered System of Support

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

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

Evidence, Measures, and Standards

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

Teachers include some evidence of question types aligned to unit standards but not entire assessments
 NWEA data exhibited throughout school and updated in online tracking document; ANet data analyzed in cluster meetings quarterly
 Grading policy is included in weekly updates; teachers 1-8 input multiple scores weekly

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.udcenter.org/aboutudl/udcurriculum>) 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

Per-our daily attendance, NWEA scores and decrease in behavior, all factors have contributed to "Culture for Learning". While using these measures we have seen an increase in our overall school rating for being a level 3 school, to now a level 1.

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

Evident by the 5-Essential survey in the measures of "Teacher-Teacher Trust", "Teacher-Parent Trust", and "Student- Teacher Trust"

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

During the 2014-2015 school year Dewey meet the enrollment capacity for our after school programing and sports. In addition our Arts endorsement allows Dewey students to be exposed to the extracurricular classes of music and art. In addition, since Dewey is part of the to AUSL southside cohort, middle school students are exposed to college and career exploration through "The Success Project". Lastly, through the "Spark" program out 7th and 8th grade students are able to work with professionals in our community.

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

Evident by the 5-Essential survey in the measures of “Student/Teacher Safety” indicates that overall more than 75% of our students and staff feels safe within the school and its surrounding area.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to 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

Score

1 2 **3** 4

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.

Per CPS Impact Data, our suspension rate has dropped more than 50% due to our Restorative Justice practices. We have engaged and empowered our students, parents and staff to become more active and have a voice with our discipline practices per the CPS Student code of conduct.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 3 4

Throughout the school year, the parents are able to participate in “data nights” to learn and discuss assessment data from their students. According to the My Voice, My School survey, 87% of teachers think of themselves as partners with parents. During the 2015-2016 school year, we developed a Parent Engagement Team that hosts parent events and daily workshops with topics including employment and job placement, health and wellness and student academic success. However, there is no formal two-way communication process between parents and the school community. The school also struggles with creating parent and teacher partnerships.

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	
	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
Suggested Evidence	<ul style="list-style-type: none"> ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus Ø= Not of focus

2 Culture of & Structure for Continuous Improvement: Professional Learning

1	2	3	4	5	Ø
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2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Parent Partnership	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 Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊗
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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National School Growth Percentile - Reading

We know that students who meet their growth targets maintain their percentile score (or the gap between themselves and their peers) and students who exceed their growth target move their percentile score up (decreasing the gap between themselves and their peers). With that said, we want as many students as possible to not only reach their targets, but surpass expected gains. We want to grow our students at the fastest rate possible and therefore, we expect that at 75% of students make these expected gains so that they will be afforded more opportunities down the road for high school and college and so that we can become a Level 1+ School.

4.00	62.00	70.00	75.00
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National School Growth Percentile - Math

We know that students who meet their growth targets maintain their percentile score (or the gap between themselves and their peers) and students who exceed their growth target move their percentile score up (decreasing the gap between themselves and their peers). With that said, we want as many students as possible to not only reach their targets, but surpass expected gains. We want to grow our students at the fastest rate possible and therefore, we expect that at 75% of students make these expected gains so that they will be afforded more opportunities down the road for high school and college and so that we can become a Level 1+ School.

31.00

69.00

70.00

75.00

% of Students Meeting/Exceeding National Ave Growth Norms

We know that students who meet their growth targets maintain their percentile score (or the gap between themselves and their peers) and students who exceed their growth target move their percentile score up (decreasing the gap between themselves and their peers). With that said, we want as many students as possible to not only reach their targets, but surpass expected gains. We expect that at 75% of students make these expected gains so that they will be afforded more opportunities down the road for high school and college and so that we can become a Level 1+ School.

55.40

(Blank)

65.00

70.00

African-American Growth Percentile - Reading

Since our school is 99% African-American, this number is based off of the number for our entire school.

3.00

64.00

70.00

75.00

Hispanic Growth Percentile - Reading

We do not have a large enough population to have a goal in this area.

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Reading

We do not have a large enough population to have a goal in this area.

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Reading

We want to ensure that our Diverse Learners are growing at the same rate as our their general education peers so that they are afforded the same opportunities. This number is based on ensuring that our Diverse Learners and general education students have the same growth percentile.

1.00

(Blank)

70.00

75.00

African-American Growth Percentile - Math

Since our school is 99% African-American, this number is based off of the number for our entire school.

33.00

67.00

70.00

75.00

Hispanic Growth Percentile - Math

We do not have a large enough population to have a goal in this area.

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Math

We do not have a large enough population to have a goal in this area.

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Math

We want to ensure that our Diverse Learners are growing at the same rate as our their general education peers so that they are afforded the same opportunities. This number is based on ensuring that our Diverse Learners and general education students have the same growth percentile.

99.00

(Blank)

70.00

75.00

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

This number is based on ensuring that we continue to push more of our students to performing on-grade level so that they can be successful at the next grade level as well as ensuring that we are able to move from Level 1 to Level 1+ SQRP Rating.

1.00

6.00

15.00

20.00

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

This number is based on ensuring that we continue to push more of our students to performing on-grade level so that they can be successful at the next grade level as well as ensuring that we are able to move from Level 1 to Level 1+ SQRP Rating.

3.00	16.00	23.00	25.00
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National School Attainment Percentile - Reading (Grade 2)

This number is based on ensuring that we continue to push more of our students to performing on-grade level so that they can be successful at the next grade level as well as ensuring that we are able to move from Level 1 to Level 1+ SQRP Rating.

3.00	32.00	45.00	50.00
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National School Attainment Percentile - Math (Grade 2)

This number is based on ensuring that we continue to push more of our students to performing on-grade level so that they can be successful at the next grade level as well as ensuring that we are able to move from Level 1 to Level 1+ SQRP Rating.

4.00	43.00	50.00	55.00
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% of Students Making Sufficient Annual Progress on ACCESS

We do not have a large enough population of students taking ACCESS in order to have a goal in this area.

(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

We know that students cannot learn if they are not in school every day, therefore our goal is to maintain 97% attendance every year to ensure that our students are getting the best education possible.

94.20	96.80	96.50	96.50
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My Voice, My School 5 Essentials Survey

Our goal is to continue to be "Well Organized" on the 5E Survey in order to ensure that we have the structures in place to move student achievement.

(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Professional Development with teachers to create vertically aligned writing rubrics at every grade level

Students developing their writing skills in a scaffolded and cohesive manner over time

Development of students who are ready to write at a rigorous high school level

Tags:
Aligned resources, Writing

Area(s) of focus:
2

Action step

Responsible

Timeframe

Evidence for status

Status

ILT analyzes sample writing rubrics from high schools

ILT

Jun 1, 2016 to Jun 21, 2016

ILT Rubric Analysis

Not started

Planning

ILT plans and presents PD to teachers

ILT

Jun 27, 2016 to Jun 29, 2016

ILT PD Decks and Agendas

Not started

Planning

ILT provides feedback on rubrics created by teachers during PD

ILT

Jun 29, 2016 to Jul 22, 2016

Writing Rubrics and Feedback Doc

Not started

Planning

Strategy 2

If we do...

Create the year's PD Scope and Sequence with input from all staff, with each cluster's interests.

...then we see...

Teacher's taking ownership of PD, engagement and feeling empowered

...which leads to...

Teachers growing and impacting student achievement.

Tags:
Professional Learning

Area(s) of focus:
2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

ILT creates PD menu and template for Scope and Sequence

ILT

Jun 1, 2016 to Jun 21, 2016

PD Menu and scope and sequence

Not started

Professional Learning

Survey teachers about options for PD Scope and Sequence

ILT

Jun 27, 2016 to Jun 29, 2016

Google Survey

Not started

Professional Learning

Analyze teacher survey data and create final PD Scope and Sequence

ILT

Jul 1, 2016 to Jul 29, 2016

Survey Data; PD Scope and Sequence

Not started

Professional Learning

Strategy 3

If we do...

Professional Development around a CCSS, vertically aligned curriculum

...then we see...

Teachers collaborate to ensure that instruction is aligned from PreK to 8th grade

...which leads to...

Students developing a depth of knowledge in mathematics and reading that will ensure that they will be successful in high school and college.

Tags:
Professional Learning

Area(s) of focus:
2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Create a sense of urgency and need for vertical alignment

McCarter/Rodgers

May 6, 2016 to May 6, 2016

PD Deck and Agenda

Completed

Professional Learning

Build a guiding coalition of ILT members to support vertical alignment work

McCarter/Rodgers

May 6, 2016 to Jun 21, 2016

Q4 ILT Decks and Agendas

Not started

Professional Learning

Develop a clear vision for vertical alignment and how it will play out in the different structures and processes of the school

ILT

May 6, 2016 to Jun 21, 2016

Q4 ILT Decks and Agendas

Not started

Professional Learning

Strategy 4

If we do...

Run structured, and planned circle meetings and advisory.

...then we see...

Student and staff increase their engagement in the school culture

...which leads to...

Decrease tardies
Increase attendances
Building student/teacher collaboration and relationships.

Tags:

Area(s) of focus:

4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Choose a system or approach for whole school	RP Team Admin	select	Curriculum	Not started
Training for whole school	RP Team	select	PD Schedule	Not started
Observation cycle/Account- ability and fidelity	RP Team	select	Outcome observation documentation	Not started

Strategy 5

If we do...

Whole school quarterly meeting to review, give feedback and discuss what's working and what's not working

...then we see...

Whole school collaboration around student and staff culture
Teacher-Teacher culture building

...which leads to...

Increased student-teacher trust, teacher-teacher trust, teacher- parent trust

Tags:

Area(s) of focus:

4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Establish the why behind RP feedback	RP team	select	Documented why	Not started
Set dates on Dewey calendar	RP team Admin team	select	Dates on calendar	Not started
Creating the feedback protocol	RP team	select	creating and then surveying teachers to see how they felt about it	Not started

Conflict resolution protocol	RP team	select	creating and then surveying teachers to see how they felt about it	Not started
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Strategy 6

If we do...	...then we see...	...which leads to...
"Peace Circles"	Student ownership in behavior and the ability to discuss issues openly	reduction in suspensions

Tags:

Area(s) of focus:
4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Training for RP team	Dean and counselor	select	Schedule training	Not started
RP team train all facilitators	RP team	select	Schedule training	Not started
Training for parents	Teachers	select	report card pick up signature pages	Not started
Video best practice "Peace circle"	RP Team	select	Videos	Not started

Strategy 7

If we do...	...then we see...	...which leads to...
Create a parent and teacher grade level team by recruiting and providing training for both parents and teachers	Parent and teacher collaboration, relational trust built between parents and teachers and increased development of parent/teacher leadership	Better communication between parents and teachers

Tags:

Parental involvement, Parent partnerships, Parent engagement

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Conduct an information session for parents who want to be involved	Parent Committee	select	Parent sign-up sheet/Applications for Grade Level Parents	Not started

Parent partnerships, Parent engagement, Parent involvement

Parents apply for position and get selected by teachers and parent team	Parent Committee	select	Applications for Grade Level Parents	Not started
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Parental involvement, Parent partnerships, Parent engagement

Conduct parent and teacher grade level team meetings and sessions before LSC meeting, which will help more people become involved in LSC	Parent Committee	select	(Blank)	Not started
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Parental involvement, Parent partnerships, Parent engagement

Strategy 8

If we do...	...then we see...	...which leads to...
Include parents as members of the Parent Engagement Team	Parents who are more involved in the decision-making process for parent engagement events	Parents who feel empowered and inspired to participate in events

Tags: Parental involvement, Parent partnerships, Parent engagement
 Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Invite parents to calendar planning meetings	Parent Committee	select	Email Invites/ Phone Calls	Not started

Parental involvement, Parent partnerships, Parent engagement

Reach out to other schools to see what they are doing to include parent involvement	Parent Committee	select	School Walk Tools	Not started
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Parent partnerships, Parent engagement, Parent involvement

Strategy 9

If we do...	...then we see...	...which leads to...
Create grade level blogs or websites to enable parents who are not able to participate in physical events feel like they have a part	Different parents will become involved in school-wide events and activities	Increase parent involvement in parent events and activities throughout the school year

Tags: Parent partnerships, Parent engagement, Parent involvement
 Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Grade Level Parents create blog/website, assign an overseer to monitor and provide event topics, and design marketing strategy to encourage parents participation in blog-incentives, parent positive feedback on flyers and other handouts, etc	Teachers	select	Blog/website	Not started

Parent partnerships, Parent engagement, Parent involvement

Grade Level Parent Partner will monitor grade level website/blog each week for homework	Parents	select	Blog/Website	Not started
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Parental involvement, Parent partnerships, Parent engagement

Strategy 10

If we do...

...then we see...

...which leads to...

Create a school wide curriculum map that is vertically and horizontally aligned with grade level big ideas, understandings, CCCS and outcomes with a PD scope and sequence for PLC to work on quarterly units using the information from the created curriculum maps.

School wide aligned instruction that builds upon each grade level. More opportunities for authentic student work, rigorous instruction that is consistently on or above grade level and a better understanding of what is being taught at all grade levels.

Grade level instruction, less intervention, parent involvement and greater understanding of student content, higher student achievement

Tags:

Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core state standards, Curriculum map

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Hold 15-16 Q4 ILT meetings focused on supporting/ planning for the vertical alignment of the content team

ILT and Admin

Apr 25, 2016 to Jun 24, 2016

List of action items for each meeting and a breakdown of when they will be completed in order to have the content teams prepared.

On-Track

Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core

Create PLC content work time schedules with objectives to craft vertical alignment within content teams with the staff

ILT, Admin

Apr 25, 2016 to Aug 31, 2016

List of action items for each meeting and a breakdown of when they will be completed in order to have the content teams prepared.

Not started

Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core, Curriculum maps

Planning out the layout of the 3 day workshop session for the Curriculum Alignment over the summer on June 28, 29, 30 2016 with agendas and outcomes.

ILT and Admin

Apr 25, 2016 to Jun 24, 2016

List of action items for each meeting and a breakdown of when they will be completed in order to have the content teams prepared.

Not started

Core Instruction, Curriculum Design, Curriculum, Curriculum maps, Common core state standards

Create a structure of how feedback will be given to content teams around curriculum plans.

ILT and Admin

select

List of action items for the feedback structure and a breakdown of what each step will be in the process of each feedback cycle.

Not started

Plan for PreK - 8th Content Cluster Meetings instead of Grade Level cluster meetings to review the effectiveness of the curriculum plan with agendas, objectives and outcomes.

ILT and Admin

select

List of action items for each meeting and a breakdown of when they will be completed in order to have the content teams prepared.

Not started

Strategy 11

If we do...

...then we see...

...which leads to...

Create a School wide Curriculum focus for each grade level and content area that will determine the big ideas that should be taught at every grade level with details on the body of knowledge, the core understandings, academic language and the skills that will be taught at each grade level.

Students building a depth of knowledge that is extended year to year. More opportunities for authentic student work, rigorous instruction that is consistently on or above grade level and a better understanding of what is being taught at all grade levels.

Students not having to start over at the start at each year and beginning to exceed their goals and working towards a more individualized learning environment.

Tags:

Core Instruction, Curriculum, Academic, Curriculum maps, Best practice, Authentic tasks, Common core state standards, Academic rigor

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Determine the grade level topic of study, skills, standards and domains created from the SAS and CCCS with the language, skills and knowledge expectations/goals for content teams (ELA and Math)	Teachers, Admin, ILT	select	Google Document with the standards that are to be covered at each grade level based on the SAS that will be given to teachers as an outline for their planning for each quarter. The document will leave space for the teachers to input the topics of study and big ideas in.	Not started

Core Instruction, Teacher Teams/Collaboration, Curriculum, Academic, Curriculum maps, Best practice, Collaboration, Authentic tasks, Common core state standards, Academic rigor

Teachers decide on the curriculum for the school wide curriculum map and the common academic language for ELA and Math from Pre K to 8th grade.	Teachers, Admin, ILT	select	A Google Doc with the selected curriculum with details of what it looks like and feels like from grade level to grade level.	Not started
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Teacher Teams/Collaboration, Curriculum, Best practice, Collaboration, Common core state standards, Academic rigor

Use PLC content work time to craft vertical alignment within content teams with other staff members.	Teachers, Admin, ILT	select	PLC Agendas with meeting detail breakdowns and signing sheets.	Not started
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Curriculum, Curriculum maps, Common core state standards, Teacher reflection

Implement a structure of how feedback will be given to content teams around curriculum plans.	Teachers, Admin, ILT	select	Feedback structure Agendas with meeting detail breakdowns and signing sheets.	Not started
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Curriculum, Feedback, Best practice, Common core state standards

Begin and attend PreK - 8th Content Cluster Meetings instead of Grade Level cluster meetings to review the effectiveness of the curriculum plan.	Teachers, Admin, ILT	select	Content Cluster Meeting Agendas with meeting detail breakdowns and signing sheets.	Not started
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Teacher Teams/Collaboration, Curriculum, Curriculum

maps, Best practice, Collaboration, Common core state standards

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ ILT analyzes sample writing rubrics from high schools Tags: Aligned resources, Writing, Planning</p>	ILT	Jun 1, 2016	Jun 21, 2016	Not started
<p>✚ ILT plans and presents PD to teachers Tags: Aligned resources, Writing, Planning</p>	ILT	Jun 27, 2016	Jun 29, 2016	Not started
<p>✚ ILT provides feedback on rubrics created by teachers during PD Tags: Aligned resources, Writing, Planning</p>	ILT	Jun 29, 2016	Jul 22, 2016	Not started
<p>✚ ILT creates PD menu and template for Scope and Sequence Tags: Professional Learning, Professional Learning</p>	ILT	Jun 1, 2016	Jun 21, 2016	Not started
<p>✚ Survey teachers about options for PD Scope and Sequence Tags: Professional Learning, Professional Learning</p>	ILT	Jun 27, 2016	Jun 29, 2016	Not started
<p>✚ Analyze teacher survey data and create final PD Scope and Sequence Tags: Professional Learning, Professional Learning</p>	ILT	Jul 1, 2016	Jul 29, 2016	Not started
<p>✚ Create a sense of urgency and need for vertical alignment Tags: Professional Learning, Professional Learning</p>	McCarter/Rodgers	May 6, 2016	May 6, 2016	Completed
<p>✚ Build a guiding coalition of ILT members to support vertical alignment work Tags: Professional Learning, Professional Learning</p>	McCarter/Rodgers	May 6, 2016	Jun 21, 2016	Not started
<p>✚ Develop a clear vision for vertical alignment and how it will play out in the different structures and processes of the school Tags: Professional Learning, Professional Learning</p>	ILT	May 6, 2016	Jun 21, 2016	Not started
<p>✚ Choose a system or approach for whole school</p>	RP Team Admin			Not started
<p>✚ Training for whole school</p>	RP Team			Not started
<p>✚ Observation cycle/Account- ability and fidelity</p>	RP Team			Not started
<p>✚ Establish the why behind RP feedback</p>	RP team			Not started
<p>✚ Set dates on Dewey calendar</p>	RP team Admin team			Not started
<p>✚ Creating the feedback protocol</p>	RP team			Not started
<p>✚ Conflict resolution protocol</p>	RP team			Not started
<p>✚ Training for RP team</p>	Dean and counselor			Not started

District priority and action step	Responsible	Start	End	Status
+ RP team train all facilitators	RP team			Not started
+ Training for parents	Teachers			Not started
+ Video best practice "Peace circle"	RP Team			Not started
+ Conduct an information session for parents who want to be involved Tags: Parental involvement, Parent partnerships, Parent engagement, Parent partnerships, Parent engagement, Parent involvement	Parent Committee			Not started
+ Parents apply for position and get selected by teachers and parent team Tags: Parental involvement, Parent partnerships, Parent engagement, Parental involvement, Parent partnerships, Parent engagement	Parent Committee			Not started
+ Conduct parent and teacher grade level team meetings and sessions before LSC meeting, which will help more people become involved in LSC Tags: Parental involvement, Parent partnerships, Parent engagement, Parental involvement, Parent partnerships, Parent engagement	Parent Committee			Not started
+ Invite parents to calendar planning meetings Tags: Parental involvement, Parent partnerships, Parent engagement, Parental involvement, Parent partnerships, Parent engagement	Parent Committee			Not started
+ Reach out to other schools to see what they are doing to include parent involvement Tags: Parental involvement, Parent partnerships, Parent engagement, Parent partnerships, Parent engagement, Parent involvement	Parent Committee			Not started
+ Grade Level Parents create blog/website, assign an overseer to monitor and provide event topics, and design marketing strategy to encourage parents participation in blog-incentives, parent positive feedback on flyers and other handouts, etc Tags: Parent partnerships, Parent engagement, Parent involvement, Parent partnerships, Parent engagement, Parent involvement	Teachers			Not started
+ Grade Level Parent Partner will monitor grade level website/blog each week for homework Tags: Parent partnerships, Parent engagement, Parent involvement, Parental involvement, Parent partnerships, Parent engagement	Parents			Not started
+ Hold 15-16 Q4 ILT meetings focused on supporting/ planning for the vertical alignment of the content team Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core state standards, Curriculum map, Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core	ILT and Admin	Apr 25, 2016	Jun 24, 2016	On-Track
+ Create PLC content work time schedules with objectives to craft vertical alignment within content teams with the staff Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core state standards, Curriculum map, Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core, Curriculum maps	ILT, Admin	Apr 25, 2016	Aug 31, 2016	Not started
+ Planning out the layout of the 3 day workshop session for the Curriculum Alignment over the summer on June 28, 29, 30 2016 with agendas and outcomes. Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core state standards, Curriculum map, Core Instruction, Curriculum Design, Curriculum, Curriculum maps, Common core state standards	ILT and Admin	Apr 25, 2016	Jun 24, 2016	Not started
+ Create a structure of how feedback will be given to content teams around curriculum plans. Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core state standards, Curriculum map	ILT and Admin			Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Plan for PreK - 8th Content Cluster Meetings instead of Grade Level cluster meetings to review the effectiveness of the curriculum plan with agendas, objectives and outcomes. Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum, Common core state standards, Curriculum map</p>	ILT and Admin			Not started
<p>✚ Determine the grade level topic of study, skills, standards and domains created from the SAS and CCCS with the language, skills and knowledge expectations/goals for content teams (ELA and Math) Tags: Core Instruction, Curriculum, Academic, Curriculum maps, Best practice, Authentic tasks, Common core state standards, Academic rigor, Core Instruction, Teacher Teams/Collaboration, Curriculum, Academic, Curriculum maps, Best practice, Collaboration, Authentic tasks, Common core state standards, Academic rigor</p>	Teachers, Admin, ILT			Not started
<p>✚ Teachers decide on the curriculum for the school wide curriculum map and the common academic language for ELA and Math from Pre K to 8th grade. Tags: Core Instruction, Curriculum, Academic, Curriculum maps, Best practice, Authentic tasks, Common core state standards, Academic rigor, Teacher Teams/Collaboration, Curriculum, Best practice, Collaboration, Common core state standards, Academic rigor</p>	Teachers, Admin, ILT			Not started
<p>✚ Use PLC content work time to craft vertical alignment within content teams with other staff members. Tags: Core Instruction, Curriculum, Academic, Curriculum maps, Best practice, Authentic tasks, Common core state standards, Academic rigor, Curriculum, Curriculum maps, Common core state standards, Teacher reflection</p>	Teachers, Admin, ILT			Not started
<p>✚ Implement a structure of how feedback will be given to content teams around curriculum plans. Tags: Core Instruction, Curriculum, Academic, Curriculum maps, Best practice, Authentic tasks, Common core state standards, Academic rigor, Curriculum, Feedback, Best practice, Common core state standards</p>	Teachers, Admin, ILT			Not started
<p>✚ Begin and attend PreK - 8th Content Cluster Meetings instead of Grade Level cluster meetings to review the effectiveness of the curriculum plan. Tags: Core Instruction, Curriculum, Academic, Curriculum maps, Best practice, Authentic tasks, Common core state standards, Academic rigor, Teacher Teams/Collaboration, Curriculum, Curriculum maps, Best practice, Collaboration, Common core state standards</p>	Teachers, Admin, ILT			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 these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

Involving parents in the process of reviewing the Title 1 plan will be implemented by inviting parents to the meeting in which those decisions are made, where parents can collaborate with teacher teams to help make the appropriate revisions.

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

Ms. McPherson will organize and communicate all logistics regarding the Title 1 Annual Meeting as well as the Title I PAC Organizational Meeting. These meetings will both take place on September 21st, 2016 (Annual Meeting) at 3:30 pm and October 19th, 2016 (Organizational Meeting) at 4:30 p.m.

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.

Parents will receive all information during the Parent Orientation Days at the beginning of the school year. Orientation days will be separated by grade levels at different times.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

All suggestions, comments and concerns will be reviewed by the Parent Programming Committee. The committee will effectively collaborate on rather the suggestions are applicable for the current school year or not and create ways in which they can be implemented. Implementations suggestions will be then brought to the Admin team for final approval.

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.

During quarterly report card parent-teacher conferences, teachers will provide parents with a data folder including data from all State assessments as well as any other additional assessments that are being given.

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.

Parents will be provided with a list of teachers with the status of their child's teachers.

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.

The Parent Resource Teacher located within the Child Parent Center will be responsible for providing parents with the necessary assistance in understanding the various aspects of the Title 1 program.

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

The Parent Resource Teacher located within the Child Parent Center will be responsible for ensuring that parents are provided with daily workshops on computer literacy training as well as workshops on how to read and understand Common Core Standards.

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.

During the beginning of the year professional development, the Parent Programming Committee will train teachers on how to work with parents through various approaches as well as consistent ways on how to communicate with parents. Teachers will also be able to collaborate with parents a "Back to School" Picnic and Ice Cream Social.

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.

Dewey's Child Parent Center Parent Resource Teacher is responsible for ensuring that all parents are participating and actively involved in their child's education. Pre-K parents are required to participate and volunteer 2.5 hours each month. The Parent Resource Teacher conducts weekly parent workshops to train parents on how to be involved in their child's learning process. There are also opportunities for the parents to attend school data nights, school assemblies and various activities that are planned for parent participation.

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.

The Parent Programming Committee along with the grade level parents will ensure that all communications are consistent and visible at all times and in all places that are accessible for parents including the school website, marquee, newsletter, robo calls and weekly Thursday folders. All information will also be communicated in both English and Spanish for our ELL families.

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.)

At Dewey School of Excellence, we are committed to always operating in excellence. We will develop all scholars into college bound graduates, and model citizens through rigorous, engaging instruction, a strong and diverse enrichment program, and a strong school, community, and family partnership. We will lean heavily on these systems to ensure we are meeting the needs of all our scholars in their journey through high school and college graduation. By establishing an inclusive Dewey School community, we will build trust, develop leaders, and promote life-long learning and success for all scholars, families, and staff.

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.

All parent-teacher conferences will be held during quarterly report card pick-up. Dewey will also host quarterly "data nights" for parents to be able to conference with teachers and get an understanding of their child's academic performance prior to the end of the quarter.

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

Parents will be able to receive weekly updates regarding their children's progress through weekly Thursday folders including graded classwork, assessments and updated data reports. Parents will also receive quarterly progress reports prior to receiving their child's report card.

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

Parents will be able to have access to staff both before and after school for consultations. Teachers will have autonomy to set their own "office hours" to collaborate with parents.

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

The school will establish a classroom volunteer and visitation protocol where parents are able to observe and participate within the classroom. The protocol will include steps of the following: teachers will inform the office of any parents that will visit that day, parents will check in with the office and be escorted to the classroom by an ESP and parents will be required to sign out and escorted out of the building.

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

Parents will be responsible for ensuring that their children are present to school on a daily basis as well as ensuring that all homework and classwork is submitted on-time. Parents will also ensure that they are reinforcing what their children are learning within the classroom.

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

There will be one grade level parent representative that represents the parents of the students within that specific grade. These parent representatives will be invited to all parent committee meetings. Grade level teams will also meet with their parent representatives on a monthly basis.

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

Students will begin to take ownership of their education and academic achievement by making sure that they are intrinsically motivated to turn in their homework and classwork, get to school on-time, participate in school activities, be a role model for students in lower grade levels and be able to speak to their data.

Parent Budget

Complete

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

Parents will participate in daily workshops that provide them with an understanding of the Common Core State Standards in both reading and math. Parents will also receive resources and materials regarding how to better support their child(ren) in their academic success. Parent-Teacher Grade Level teams will be established to promote collaboration, relationship building and academic support to better assist in the academic achievement of children.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 350 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 500 .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)	\$ 355 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 712 .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.	\$ 500 .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.	\$ 300 .00

53510 **Postage**
Must be used for parent involvement programs only.

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

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

\$	500	.00
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