



2016-2018 plan summary

Team

Name	Role	Email	Access
Kiltae Kim	Principal	kfkim@cps.edu	Has access
Gabriel Zavala	Bilingual Coordinator	gjzavala@cps.edu	No Access
Ashley Hester	School Counselor	aschoenherr@cps.edu	Has access
Jessica Christopher	Co-Principal	jchristopher1@cps.edu	Has access
Maricela Torres	Resident Principal	mtorres4@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/10/2016	Lorena Cruz, Veronica Morales, Linda Cano	parent feedback
01/19/2016	Kiltae Kim, Meghan Duffy, Gabriel Zavala, Kyle Schulte, Marjorie Garfinkle, Shawnice Young-Thomas, Kerri Thompson	new CIWP, organization, collecting information, input of information
02/04/2016	Kiltae Kim, Meghan Duffy, Gabriel Zavala, Kyle Schulte, Marjorie Garfinkle, Kerri Thompson, Shawnice Young-Thomas	progress of CIWP
12/14/2015	Kyle Schulte, Kerri Thompson	Data, After-School Programming, Tutoring
12/15/2015	Shawnice Young-Thomas, Kerri Thompson	Data, Testing, Celebrations Committee
12/07/2015	Gabriel Zavala, Kerri Thompson	Bi-Lingual Information
03/09/2016	ILT	Establish strategies for Framework Priorities
03/16/2016	ILT	Establish strategies for Framework Priorities
03/23/2016	ILT	Establish strategies for Framework Priorities
03/30/2016	Wyatt Marshall, Annemarie Thilmont, Vickie Wedster, Samantha Krambeck,	Establish strategies for Framework Priorities

03/04/2016	Coffee with the Principal- 50 parents	parent feedback on 6 categories
03/30/2016	Coffee with the Principal-50 parents	parent feedback on 6 categories

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Gunsaulus Scholastic Academy uses multiple data points through the study of NWEA, ACCESS, Fountas & Pinnell data that shaped BOY SMART goals that were set and are used to reshape and re-evaluate students at MOY. Not only is student data used but individualized plans are also developed using network aggregated attendance data sent monthly. Schoolwide SMART goals were developed BOY and are considered in each conducted meeting. Focused CIWP goals, evident on each agenda including NGSS: Science, REACH in Action, Cycle Differentiation, and SEL: Teaching and Learning SEL, illustrate an unwavering commitment to the shared vision of success which is to serve, grow, and learn. These goals encompass the whole student and their success.

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.

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The ILT meets every other week shaping and defining the weekly grade level meetings which is the formative professional development. The theories of action are around the learning cycle, science, and data analysis. The year's agenda was shaped at the beginning of the school year and while it has maintained its focus, it has been manipulated by dates to meet the needs of other school related scheduling this year.

Type Date Week Time Allotment Focus Facilitator Notes

PD 8/31/2015 0 6 hours See 1st Week PD for Details--SPED teachers at Case Mngt ILT Leader(s)+M&F Principal-directed (FD)
 PD 9/1/2015 0 6 hours See 1st Week PD for Details ILT Leader(s)+M&F Principal-directed (FD)
 PD 9/2/2015 0 6 hours See 1st Week PD for Details--Pre-K and SECA PD Off-site ILT Leader(s)+M&F Principal-directed (TID)
 PD 9/3/2015 0 6 hours See 1st Week PD for Details ILT Leader(s)+M&F Principal-directed (TID)
 PD 9/4/2015 0 3 hours See 1st Week PD for Details--Back to School Picnic ILT Leader(s)+M&F Half & Half (TID)
 ILT 9/9/2015 1 2 hours GLM Prep.; SEL: School Assessment; Final Review of SMART Goals; Cycle Planning ILT Facilitators
 GLM 9/15/2015 2 1 hour Feedback Session: Goals & Actions for SY15, SEL: Second Step and Advisory Launch, MTSS. Meghan & Fernando
 GLM 9/22/2015 3 1 hour NGSS & Science Instruction (1/6) Science Committee
 ILT 9/23/2015 3 2 hours GLM Prep.; Finalize SEL: School Assessment; Cycle Planning ILT Facilitators
 GLM 9/29/2015 4 1 hour NGSS & Science Instruction (2/6) Science Committee
 GLM 10/6/2015 5 1 hour Data Meeting: LASW, NWEA, F&P, On-Track ILT Leader(s)+M&F
 ILT 10/7/2015 5 2 hours GLM Prep.; ILT PD Rubric; Cycle Planning ILT Facilitators
 GLM 10/13/2015 6 1 hour Instructional Observation: Teaching for Learning Framework (1/6) Meghan/Fernando
 GLM 10/20/2015 7 1 hour Instructional Observation: Teaching for Learning Framework (2/6) Meghan/Fernando
 ILT 10/21/2015 7 2 hours Finalize Cycle Calendar and Plan ILT Facilitators
 GLM 10/27/2015 8 1 hour NGSS & Science Instruction (3/6) Science Committee
 GLM 11/3/2015 9 1 hour Cycle: Day 1 ILT Leader(s)
 ILT 11/4/2015 9 2 hours TBD with ILT ILT Facilitators
 PD 11/13/2015 10 6 hours SEL2 + Science + Data (Attendance/DL/ELL) + Curriculum Writing3 ILT Leader(s)+M&F Principal-directed (SID)
 GLM 11/17/2015 11 1 hour Data Meeting: LASW, NWEA, F&P, On-Track ILT Leader(s)+M&F
 PTC 11/18/2015 11 7 hours
 1st Parent-Teacher Conference (12-7pm); Q1 Ended on 11/12/15. All GSA Educators
 ILT 11/18/2015 11 1 hour 10-11am: TBD with ILT ILT Facilitators
 GLM 12/1/2015 13 1 hour Cycle: Day 2 ILT Leader(s)
 ILT 12/2/2015 13 2 hours TBD with ILT ILT Facilitators
 GLM 12/8/2015 14 1 hour Instructional Observation: Teaching for Learning Framework (3/6) Meghan/Fernando
 GLM 12/15/2015 15 1 hour Cycle: Day 3 ILT Leader(s)
 ILT 12/16/2015 15 2 hours TBD with ILT ILT Facilitators
 GLM 1/5/2016 16 1 hour Data Meeting: LASW, NWEA, F&P, On-Track ILT Leader(s)+M&F
 GLM 1/12/2016 17 1 hour Cycle: Day 4 ILT Leader(s)
 ILT 1/13/2016 17 2 hours TBD with ILT ILT Facilitators
 GLM 1/19/2016 18 1 hour NGSS & Science Instruction (4/6) Science Committee
 GLM 1/26/2016 19 1 hour Cycle: Day 5 ILT Leader(s)
 ILT 1/27/2016 19 2 hours TBD with ILT ILT Facilitators
 GLM 2/2/2016 20 1 hour Curriculum Writing3 (Reflection/Revisions) ILT Leader(s)
 PD 2/5/2016 20 3 hours SEL2 + Science + Data (Attendance/DL/ELL) + Curriculum Writing3 ILT Leader(s)+M&F Half & Half (SID)
 GLM 2/9/2016 21 1 hour Cycle: Day 6 ILT Leader(s)
 ILT 2/10/2016 21 2 hours ILT Facilitators ILT Facilitators
 PTC 2/10/2016 21 3 hours 2nd Parent-Teacher Conference (4-7pm); Q2 Ends on 2/4/16. All GSA Educators
 GLM 2/16/2016 22 1 hour Instructional Observation: Teaching for Learning Framework (4/6) Meghan/Fernando
 ILT 2/17/2016 22 2 hours ILT Facilitators ILT Facilitators
 GLM 2/23/2016 23 1 hour Cycle: Day 7 ILT Leader(s)
 ILT 2/24/2016 23 2 hours ILT Facilitators ILT Facilitators
 GLM 3/1/2016 24 1 hour Instructional Observation: Teaching for Learning Framework (5/6) Meghan/Fernando
 GLM 3/8/2016 25 1 hour Data Meeting: LASW, NWEA, F&P, On-Track ILT Leader(s)+M&F
 ILT 3/9/2016 25 2 hours ILT Facilitators ILT Facilitators
 GLM 3/15/2016 26 1 hour Cycle: Day 8 ILT Leader(s)
 GLM 3/22/2016 27 1 hour NGSS & Science Instruction (5/6) Science Committee
 ILT 3/23/2016 27 2 hours ILT Facilitators ILT Facilitators
 GLM 3/29/2016 28 1 hour Cycle: Day 9 ILT Leader(s)
 GLM 4/5/2016 29 1 hour Cycle: Day 10 ILT Leader(s)
 ILT 4/6/2016 29 2 hours ILT Facilitators ILT Facilitators
 PD 4/8/2016 29 0 hours SEL2 + Science + Data (Attendance/DL/ELL) + Curriculum Writing3 ILT Leader(s)+M&F Teacher-directed (SID)
 GLM 4/12/2016 30 1 hour Curriculum Writing3 (Reflection/Revisions) ILT Leader(s)
 PTC 4/13/2016 30 7 hours
 3rd Parent-Teacher Conference (12-7pm); Q3 Ended on 4/7/16. All GSA Educators
 GLM 4/26/2016 31 1 hour Data Meeting: LASW, NWEA, F&P, On-Track ILT Leader(s)+M&F
 ILT 4/27/2016 31 2 hours On/Off Track Data; May Assessment Landscape; Curriculum Units and Lesson Plans--1c, 1d; Learning

Walk Procedures; Cycle Prep ILT Facilitators
 GLM 5/3/2016 32 1 hour Instructional Observation: Teaching for Learning Framework (6/6) Meghan/Fernando
 GLM 5/10/2016 33 1 hour NGSS & Science Instruction (6/6) Science Committee
 ILT 5/11/2016 33 2 hours Learning Walk Data Analysis; Brainstorm Cycle Recomm. for 2015-16; Closing out the year strong (preview of final weeks) ILT Facilitators
 GLM 5/17/2016 34 1 hour Cycle: Reflection and Preparation for Learning 2015-16 ILT Leader(s)
 GLM 5/24/2016 35 1 hour Data Meeting: LASW, NWEA, F&P, On-Track ILT Leader(s)+M&F
 ILT 5/25/2016 35 2 hours On/Off Track Data; Curriculum Landscape: Cycle for 2015-16 ILT Facilitators
 GLM 5/31/2016 36 1 hour 2015-16 Design: Class Lists, Growth Reflections Meghan/Fernando
 GLM 6/7/2016 37 1 hour Close-out Procedures and EOY Surveys Meghan/Fernando
 ILT 6/8/2016 37 2 hours NWEA Spring Data Analysis; Finalize Cycle to share with staff; EOY ILT Wrap-up reflection and celebration ILT Facilitators
 GLM 6/14/2016 38 1 hour Data Deep Dive--How did we grow?; Cycle for 2015-2016 ILT Leader(s)+M&F
 PTC 6/15/2016 38 3 hours 4th Parent-Teacher Conference (4-7pm); ; Q4 Ends on 6/21/16. All GSA Educators
 PD 6/22/2016 39 6 hours SY15 Reflections + EOY Closing Procedures ILT Leader(s)+M&F Principal-directed (TID)
 PD 6/23/2016 39 6 hours Curriculum Writing Institute Day 1 ILT Leader(s)+M&F Principal-directed (FD)

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and

Score

beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Through weekly grade level meetings professional learning is guided by the ILT and its annual agenda and calendar. The learning cycle's focus this year is on the mini-lesson where teachers have studied video from the Learning Channel, filmed themselves, and studied and analyzed the strategies and protocol behind the mini-lesson. The mini-lesson, an integral part of each larger lesson taught at GSA, shapes the teaching point and helps students come to a point of independent practice. This structure helps in classroom management but also provides a starting point for developing teaching and learning habits for our teachers and students. The GLMs happen by grade band and/or subject matter weekly with a set meeting time in place since September. Safe practice is ensured by developing a climate and culture of sharing and learning together in our meetings. Professional development inside the GLMs has addressed productively and safely critiquing and analyzing lesson plans with a protocol and rubric in place.

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

SECA's, TA's, and Recess Staff are utilized for every minute they are in building. MTSS and BHT units are in place for additional provided support for students who need additional supports, but who don't have an IEP. All staff including office and support staff are monitored and encouraged to use Google Calendar. Talk around capacity, consistency, and planning, agendas, branding, and consistent organizational techniques including but not limited to format and protocol in meetings, consistently shape and move success of staff. Every parent organization (BAC, PAC, NCLB, PTO, and LSC) are utilized to their full capacity also meeting regularly without falter.

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:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access

Score

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.

Curriculum development and analysis occurs via a reading and writing coach for K-8 grades who meets twice monthly with all teachers. Novice teachers are given extra time in scheduling to aid in building foundation for curriculum and lesson development. Unit plans and development are based on Columbia Teacher's College Reading and Writing Working along with the philosophy behind UbD unit design. SMART goals are shaped by data analysis, the professional learning cycle, and weekly GLM addressing the teaching of said curriculum. SEL curriculum is in place each morning for all grades and is supplemented by monthly academy meeting for the middle school grades. Curriculum planning is ongoing with special emphasis and time being spend two-three Saturday through the school year and in the summer months.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

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Staff must write RFP grants for Promethean boards to be used in class proving their intent and motivation behind using the boards in a productive way. Curriculum orders are given careful review and consideration by principals and grade level groups. Teaching materials and professional development support are in place with Reading and Writing Workshop through coaching made available. Classroom libraries have been developed and supplemented via orders for new books and new supplies around the use of the classroom libraries. Instructional materials around SEL and Second Step are also provided and used each day.

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	<ul style="list-style-type: none">✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious instructionSupportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none">1a. Demonstrating Knowledge of Content and Pedagogy1b. Demonstrating Knowledge of Students1c. Selecting Learning Objectives1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none">A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

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)

1 2 3 4

School growth and progress could be measured by improved scores and an overall rating of a 1+ school. Data analysis and SQRP show improved scores over time, but students across grade levels are not at attainment levels. Academic rigor measures low on the 5 Essentials Survey and while there is a lot of reflection and work on teaching and instruction, there is little review of work other than looking at data analysis and results.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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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Climate and culture lend themselves to college and career readiness through initiatives like career day, spring college visits, 8th grade DC trip, overnights for 4th, 5th, 6th, and 7th graders, parent classes, and daily SEL Second Step creates an environment of college and career access and persistence.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Instruction:

Score

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

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There is a lot of work being done to hone instructional skills through Grade Level Meetings. Currently one approach is being taught and utilized and while the approach works and is a positive framework for instruction, it is only one approach to instruction. There is a lot of emphasis being put on this one approach as a means to provide positive framing. As teachers make the framework their other skills will be honed and utilized through professional development. Scaffolded instruction for DLs, ELs and gifted learners are a part of the processes and small group instruction has been a big part of addressing those needs.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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.

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MTSS systems and structures are in place with great consistency. Teachers understand the processes by which the MTSS operates. On Track data is regularly reviewed and used as part of the protocol for MTSS referrals. As right now, there is a small number of students who are under MTSS review; during School Improvement days the referral process is reviewed and reminded to educators. UN

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

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

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Unit plans and lesson plans should adopt or would be evident to show assessment and grading. Through informal grade level meetings, teachers use common planning time to discuss rubrics and grading around common core standards, expectations, and grades. REACH pre-observation meetings in domain one expect educators to address the assessment and multiple types of learners. Some teachers aptly do this; others don't.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Culture for Learning:

Score

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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.

Expectations are clearly presented, previewed and reviewed with great constancy in ILT, GLMs, through PQSs, and School Improvement Days. Monetary and time investment is made in the expectation of teachers planning and making the most of every minute in the building. This is evident in the hours of work teachers commit outside of the classroom experience. Not only are teachers expected to plan and use time well, but support staff is scheduled in such a way that each minute is spent with a student. There is a very high expectations of the teachers, where as the expectation for student is evident, but less a voice in the message of the school.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

Score

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

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On the 5 Essentials survey as well as the cultural survey taken in the fall, teachers rank trust between staff and administration and trust of teacher to student high. During PQSs and REACH observations, it is evident in many classrooms and through scores in 2A that there is high relational warmth between many teachers and students.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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.

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The junior Beta club for 8th graders is about service and civic contribution. The message of contribution and service is a philosophy that is shared by many groups and individuals in the building and its message is evident in the vision: to serve. The after school programming really speaks to extracurricular activities and runs the gambit of offerings. Rigorous course offerings are limited to the Algebra class that is offered after school for 8th graders desiring to pass out of Algebra their freshman year in high school.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests,**

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

Evidence, Measures, and Standards

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

GSA scores well on safety and order on the 5Essentials survey. School culture survey fared well as well.

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 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.

Score

1 2 3 4

Restorative justice in the school is reflected in the low rates of incidents in IMPACT. Small group sessions are used in the school through the UIC liaison, the social worker, and the school counselor. Additionally Peace Circles and other interventions are practiced in the building. Steps are still being taken moving forward to have structure and protocol in place for steps and a clear procedure utilizing better classroom management skills in the classroom and then restorative ways of teaching and reinforcing important social and emotional skills in the classroom.

Guide for Restorative Approaches to Discipline

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

- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

The LSC, BAC, PAC, and NCLB groups are all in place and meet consistently monthly. Coffee with the principal, monthly newsletter, robo calls, parent/child events happen regularly in the evening and in the daytime hours. BOY, MOY, and EOY parent teacher conferences are held quarterly. Supplemental classes are provided for parents in parenting, but also on topics they request like Zumba and sewing There is a fresh market held year round run and supported by parents of GSA. This was developed to further develop parent/school relationships in the GSA community.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

4 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

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

National School Growth Percentile - Reading

As a community, we have been learning and growing in our understanding of how to support our growing and struggling readers. The foundation for reading workshop is taking place and the resources to support this growth are in place. The last piece is the area of building strong habits for reading in and out of school. Thus, we expect growth from year to year.

48.00 62.00 68.00 73.00

National School Growth Percentile - Math

As a community, we seek to be consistent in our performance. A 25% growth from 2014-2015 to 2015-2016 is quite large and we want to work smart and hard to maintain that growth over the next two years in order to show consistency in practice for us. We are working to build habits and systems that allow us to consistently produce high or improving results year after year.

61.00 86.00 90.00 91.00

% of Students Meeting/Exceeding National Ave Growth Norms

As a community we can celebrate growth- but it is an another thing entirely to speak to and reach for attainment. Meeting and exceeding National Norms is where you start to gain credibility as a school where real results happen.

54.80 (Blank) 58.00 60.00

African-American Growth Percentile - Reading

Growth in sub-groups at GSA in Reading need deep analysis and efforts. Closer looks at literacy and work around these groups needs to be done. Classroom libraries, audio books, deeper more focused small group work, Growth Plus initiatives, and professional development around cultural competency in the classrooms. "Love of Reading" class session used as a stepping stone for fostering the love of reading. Vertical alignment where teachers are looking a curriculum as a whole school wide initiative and not isolated in grade levels is important for successes here.

2.00 73.00 78.00 80.00

Hispanic Growth Percentile - Reading

Growth in sub-groups at GSA in Reading need deep analysis and efforts. Closer looks at literacy and work around these groups needs to be done. Classroom libraries, audio books, deeper more focused small group work, Growth Plus initiatives, and professional development around cultural competency in the classrooms. "Love of Reading" class session used as a stepping stone for fostering the love of reading. Vertical alignment where teachers are looking a curriculum as a whole school wide initiative and not isolated in grade levels is important for successes here.

55.00 52.00 58.00 64.00

English Learner Growth Percentile - Reading

Growth in sub-groups at GSA in Reading need deep analysis and efforts. Closer looks at literacy and work around these groups needs to be done. Classroom libraries, audio books, deeper more focused small group work, Growth Plus initiatives, and professional development around cultural competency in the classrooms. "Love of Reading" class session used as a stepping stone for fostering the love of reading. Vertical alignment where teachers are looking a curriculum as a whole school wide initiative and not isolated in grade levels is important for success here.

(Blank) 38.00 45.00 48.00

Diverse Learner Growth Percentile - Reading

This past year 77% of our diverse learners met they growth target in reading and 79% met their growth target in mathematics. We have been building up professional learning and student based conversations for our educators of diverse learners and intend to continue this strategy.

(Blank) (Blank) 80.00 85.00

African-American Growth Percentile - Math

Growth in sub-groups at GSA in Math need deep analysis and efforts. Closer looks at strategies and finding a math instructional system that works for the instructional needs of GSA. Deepening efforts and building capacity around Growth Plus and small group instruction should provide additional supports for students. Lastly, parental involvement in understanding work at home and the role of parents is important to jumps in growth. Vertical alignment where teachers are looking a curriculum as a whole school wide initiative and not isolated in grade levels is important for successes here.

28.00

82.00

86.00

89.00

Hispanic Growth Percentile - Math

Growth in sub-groups at GSA in Math need deep analysis and efforts. Closer looks at strategies and finding a math instructional system that works for the instructional needs of GSA. Deepening efforts and building capacity around Growth Plus and small group instruction should provide additional supports for students. Lastly, parental involvement in understanding work at home and the role of parents is important to jumps in growth. Vertical alignment where teachers are looking a curriculum as a whole school wide initiative and not isolated in grade levels is important for successes here.

64.00

85.00

90.00

93.00

English Learner Growth Percentile - Math

Growth in sub-groups at GSA in Math need deep analysis and efforts. Closer looks at strategies and finding a math instructional system that works for the instructional needs of GSA. Providing professional development around ESL training and tiered academic vocabulary important in understanding struggles of these students. Deepening efforts and building capacity around Growth Plus and small group instruction should provide additional supports for students. Lastly, parental involvement in understanding work at home and the role of parents is important to jumps in growth. Vertical alignment where teachers are looking a curriculum as a whole school wide initiative and not isolated in grade levels is important for successes here.

(Blank)

69.00

73.00

76.00

Diverse Learner Growth Percentile - Math

79% of our diverse learners met their growth target in mathematics this past year. We worked over the last two years to build aligned units in mathematics and our teachers of diverse learners were integrated in that unit planning process.

*(Blank)**(Blank)*

80.00

85.00

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

48% of our students achieved attainment in reading last year. We have have been building our literacy units over time and now entering our 4th year with Chicago Literacy Group support we should see an increase.

48.00

52.00

55.00

62.00

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

58% of our students achieved attainment in math last year. Our math instruction has increased aligned to CCSS over time with the design of instructional units. We are continuing to locate and supplement with resources to meet varied needs.

68.00

78.00

65.00

72.00

National School Attainment Percentile - Reading (Grade 2)

Our 2nd graders performed better than 75% of students nationally last year on NWEA reading.

75.00

75.00

80.00

85.00

National School Attainment Percentile - Math (Grade 2)

Our 2nd graders performed better than 65% of students nationally last year on NWEA mathematics.

70.00

65.00

70.00

75.00

% of Students Making Sufficient Annual Progress on ACCESS

I would recommend conservative goals for ACCESS based on new 2016 ACCESS 2.0. testing platform. Students had to take this test for the 1st time online instead of paper and pencil. The return of 2016 ACCESS 2.0 will allow us to get a baseline for the 1st tim

34.00

52.20

52.20

55.00

Average Daily Attendance Rate

When attendance goals are his high, small increment goals are reachable and feasible. Attention to attendance this high becomes more hyper focused on a select few truant students who are affecting attendance rates.

96.90

97.30

98.00

98.20

My Voice, My School 5 Essentials Survey

95% or more response rate for educators, 4th/5th graders, and 6th-8th graders on the My Voice, My School survey. Parent response rate of 75% or higher. Maintain strong results in Involved Families, Ambitious Instruction, and Collaborative Teachers, while raising Supportive Environment and Effective Leaders from neutral to strong or very strong. Raise parent survey results in school community and parent-teacher partnership from weak to neutral or higher. Raise student safety category from neutral to strong or very strong.

(Blank)

(Blank)

(Blank)

(Blank)

Custom metrics

7 of 7 complete

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

On Demand Writing

Students need to be able to write and communicate in a credible way using academic resources to support arguments and stories they are relaying. SMART goals around

40.00

40.00

45.00

48.00

Physical Education and Health factors

Students show progress in strength, agility, balance, and endurance in their physical efforts. All students should be in Healthy Kid Zone

50.00

55.00

60.00

65.00

Science Proficiency for Diverse Learners

Diverse Learners need a lot of improvement across content areas but particularly struggles in Science.

14.00

16.00

18.00

20.00

F & P in 5th grade band

The 5th grade level needs particularly close attention to growth in Reading. F & P assessments are taken more frequently than NWEA. With these scores, progress can be tracked more aggressively and with fidelity. This is the first grade level where dips in reading scores begin to happen.

60.00

6400.00

6800.00

70.72

Science Proficiency SW

NGSS were newly applied in 2015-16 SY. Progress will be rated and with new units of study, progress should be seen

50.00

53.00

55.00

59.00

Truant attendance rates

We have a 2.6% truancy rate with students who are missing more than 9 days a year. We can improve these numbers.

2.60

2.30

2.00

1.50

High school selective enrollment will improve

Selective Enrollment increase is a testament to attainment and growth in middle school grades. To have more students attend attests to increase in academic rigor and growth in reading and math.

11.00

14.00

17.00

19.00

Strategies

Strategy 1

If we do...

If we vertically align the curriculum in all grade levels

...then we see...

we will see cohesive, streamlined instruction from grade to grade in content and grade bands

...which leads to...

which leads to better team work among teams and grade bands. It will affect student achievement because goals, content, and instruction will build appropriately from year to year. It will also allow teachers to build rigor into curriculum based on students prior knowledge.

Tags:

Academics, Aligned resources, Classroom rigor, Content

Area(s) of focus:

1, 2, 3, 4

Action step

Teachers will continue to develop and tweak unit plans. ILT will spearhead a study and charting to vertical align curriculum.

Responsible

Teachers
ILT

Timeframe

Apr 14, 2016 to
Sep 5, 2016

Evidence for status

By looking at unit plans across grade levels and developing a matrix to build curriculum vertically through the school, we should see a cohesive curriculum.

Status

Not started

Academic gain, Aligned resources, Classroom rigor, Academic expectations

Strategy 2

If we do...

research expectations of high school freshman and give professional development around rigorous instruction by implementing behavioral strategies in the classroom and vertically align curriculum in the middle school

...then we see...

a successful transitional program should be built for middle school students by not only providing rigorous instruction, but also providing students behavioral structures and resources for managing their behavior.

...which leads to...

greater success in high school which leads to college and career readiness. It also would provide needed rigor and proper preparedness for high school.

Tags:

Curriculum Design, College Access and Persistence, Academic, Classroom rigor, Behavior, Accountability

Area(s) of focus:

1, 2, 3

Action step

1. professional development for behavior and safety in the classroom
2. 8th grade teachers visit high school classrooms.

Responsible

teachers, students

Timeframe

select

Evidence for status

Arrange for times to meet with high school teachers. Research PD for behavioral strategies for classroom

Status

Not started

College Access and Persistence, Behavior and Safety, Academics

Strategy 3

If we do...

build capacity with teachers around college and career readiness

...then we see...

students becoming engaged in the process of high school applications and their academics. Students will see the importance of the cause and effect of grades

...which leads to...

students having goals and vision for their future

Tags:

College Access and Persistence, Academic, Culture of learning

Area(s) of focus:

2

Action step

Responsible

Timeframe

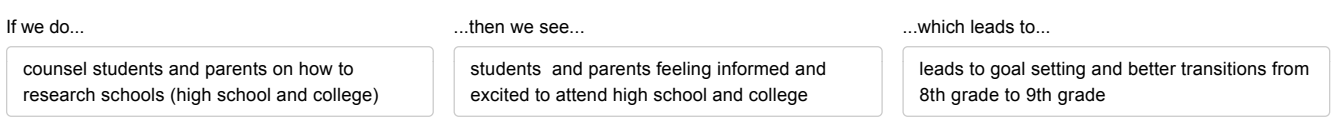
Evidence for status

Status



College Access and Persistence, Enrichment, Accountability

Strategy 4



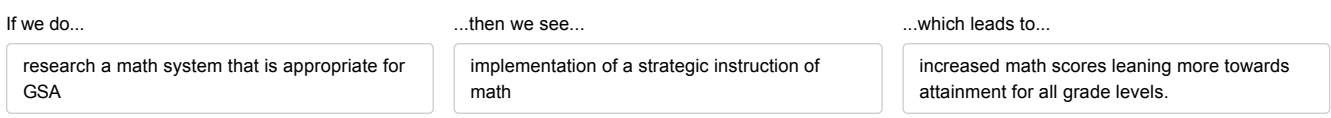
Tags: Family and Community Engagement, Formative, Expectations

Area(s) of focus: 2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
counselor will meet with teachers who will plan and build a calendar around high school applications and setting goals about college	teachers, parents, counselors	select	High School visit calendar created by teachers and parents to highlight high schools and colleges in the area	Not started

Family and Community Engagement, Academics, Goalsetting

Strategy 5



Tags: Curriculum Design, Academic gain, Instructional materials

Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
math teachers will meet and research different options for math programs and instruction	all math teachers, administrators	select	Well informed research presentation with data that supports the suggested math program	On-Track

Math, Materials, Academics, Instructional material

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>✦ Teachers will continue to develop and tweak unit plans. ILT will spearhead a study and charting to vertical align curriculum. Tags: Academics, Aligned resources, Classroom rigor, Content, Academic gain, Aligned resources, Classroom rigor, Academic expectations</p>	Teachers ILT	Apr 14, 2016	Sep 5, 2016	Not started
<p>✦ 1. professional development for behavior and safety in the classroom 2. 8th grade teachers visit high school classrooms. Tags: Curriculum Design, College Access and Persistence, Academic, Classroom rigor, Behavior, Accountability, College Access and Persistence, Behavior and Safety, Academics</p>	teachers, students			Not started
<p>✦ 1. High school counselors talk to teachers about college and career readiness 2. Teachers build knowledge base of transition between 8th grade and high school learning to set goals and the cause of effect of grades Tags: College Access and Persistence, Academic, Culture of learning, College Access and Persistence, Enrichment, Accountability</p>	counselor, teachers, students			Not started
<p>✦ counselor will meet with teachers who will plan and build a calendar around high school applications and setting goals about college Tags: Family and Community Engagement, Formative, Expectations, Family and Community Engagement, Academics, Goalsetting</p>	teachers, parents, counselors			Not started
<p>✦ math teachers will meet and research different options for math programs and instruction Tags: Curriculum Design, Academic gain, Instructional materials, Math, Materials, Academics, Instructional material</p>	all math teachers, administrators			On-Track

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.

Monthly coffee with the principals and BAC/PAC meetings will be used to review and revise the NCLB, Title 1 school parental involvement plan policy. LSC meetings will be used to finalize the ideas and put it together for the CIWP. Meetings with parents are focused and translated so families feel well represented in the process. Additionally, parents who work on the Healthy Kids Market, a large program for our school community, will be interviewed individually in the process.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The annual meeting to inform parents of school's participation in NCLB, Title 1 programs will be conducted once in the morning and once in the evening for parents to be convenient to work schedules. The LSC meetings will be held September 21 at 9:00AM and then again at 6:00PM. PAC/BAC meeting will be held the 13th at 9:00AM and once again on the 20th at 9:00AM to participate in discussion about the NCLB Title 1, but also to plan the important annual agenda and meeting topics for the monthly meetings. While the BAC/PAC and LSC are formal grounds on which the school meets, there are less formal ways of meeting like the Coffee with the Principal and other events where information is regularly gleaned. The Annual Title 1 and PAC Organizational Meetings were held on 9/21/16

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.

The Title 1 program including a description and explanation of the curriculum, academic assessment tools, and proficiency levels of students will be addressed at the annual State of School address made at either the first or second LSC meeting of the school year. In the State of the School address gains and data can be shared in a succinct, direct ways with clear information framed in a way that makes sense and provides a clear vision, and sets goals and priorities for the students and families.

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.

In these opportunities of collecting feedback and having honest discussion among parents, students, teachers, staff, and administration there must be some immediate response and action to suggestions that will build trust and prove that GSA sees parents as part of the team. Events like Healthy Kids Market, Barn Dance, Coffees With the Principal, BAC/PAC meetings, LSC meetings, will serve as events to gather suggestions and in working with parents regularly and directly, there will be many opportunities to respond to parent suggestions.

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.

Reports to parents are provided regularly at quarterly parent/teacher conferences where parents meet with teachers to talk about assessment scores in math, language arts and reading. The parent/teacher conferences happen in October, February, April, and end of May. Additionally, on and off track data is provided regularly by the network as is relayed to teachers and parents in numerous ways in reaction to data. For example, on and off track data is used to have family/parent attendance meetings.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

There is a form letter provided by CPS regarding the timely notification of a teacher who is not "highly qualified". This letter will be used and sent home directly with the student rather than mailed to notify the parent of this information.

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

Parents will be assisted in understanding the academic content standards; the state's student academic achievement standards; the state and local academic assessments the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators through the state of the school address, data meeting outreach available at the two annual report card pick ups, through and during IEP meetings for students who receive alternative assessments.

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.

Through PAC/BAC meetings as well as classes offered to parents in the mornings and evenings at GSA, parents will be provided information, resources, materials and training, including literacy training and technology to assist parents in working with their children to improve academic achievement and to encourage parental involvement. The PAC/BAC parents will democratically decide what types of lecturers they want to have come to the school for their meetings. Past lectures have been on health, banking, starting your own business, and citizenship. Introduced to a new school year's agenda will be ideas or lecture topics around literacy training and homework help at home.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Professional development at the beginning of the school year and check-ins via weekly Grade Level Meetings will solidify focused strategies in getting parents to become more equal partners in their students' academics. Coordinated parent programs happen currently in the building with Healthy Kids Market, regular volunteers in the building with lunch time, greeters at the main doors, and help in the classrooms. From here, GSA will work to focus more specifically on students' academic success and their role in it. Through expanded topics of lecture at the BAC/PAC meetings, inroads can be made with specific goals of literacy and academic focus.

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.

GSA operates a successful bilingual pre-k program for full and half day students. In the next two years, GSA will research two more ways through official programs Parents as Teacher Program or Even Start.

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.

All materials are currently translated into Spanish; but this not the only language spoken at this school. GSA will research how to get translations for all languages represented at GSA and work to involve those parents of other languages.

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)

All of them are checked.

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.)

Gunsaulus Scholastic Academy is dedicated to nurturing and developing a community of passionate, loving, and respectful life-long learners and leaders who empower themselves as global citizens. Through continued professional development through Readers and Writers Workshop and a learning cycle for educators in the building high quality curriculum and instruction will be given in a supportive environment.

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

Parent teacher conferences will be held not only at the report card pick up held twice a year but also at twice yearly mid-year conferences that are held in addition to regularly scheduled conferences. Report card pick up conferences happen in October and April and the other conferences happen in February and again in May. Pre-K through fifth grades meet individually with parents; while 6-8th grade academies meet as teams with their parents.

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

Reports to parents go out in the form of progress reports and report cards but are also issued as needed when on and off track data is released by the network every five weeks. Attendance meetings as well as additional parent conferences are held with parents as it is fit through out the year.

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

Teachers will be working with parents to communicate in a myriad of ways. Teacher websites will provide up to date grades, work, and homework for students. Teachers release students regularly to their parents. Many of the lower grades make informal use of this time to communicate with parents about daily progress. Teachers and parents communicate regularly with each other via text messaging. Weekly newsletters home as well as the website access should provide plenty of opportunity for parents to consult with teachers.

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.

Teachers will reach out to parents as well as the BAC/PAC organizations to solicit volunteers for the classroom and other opportunities in the building. Regular opportunities will be made available monthly for students to visit classroom and observe or participate in classroom activities. Invitations to parents will be issued through monthly calendars to inform parents about opportunities and activities in the classroom.

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

With improved communication with parents via websites, monthly syllabi and calendars parents should be aware to do the necessary work with students to check in. Through BAC/PAC meetings, there will be topics covered to help parents help children with homework and to help students to build routines that will build prosperous students.

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

During BAC/PAC meetings, LSC meetings, and less formal get togethers there will be ample opportunities to meet with parents and for their to be conversations about curriculum, schedules, and special opportunities for input from parents and their impact on the school.

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).

Through SEL programs and morning meetings students and teachers will build capacity for improved academic achievement. Important topics like good attendance, positive attitude, and how to be better at class participation will be among the topics discussed by teachers and children to enhance improved academic achievement.

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.

GSA is looking to expand its offerings to parents with literacy classes, citizenship classes, ESL classes, lecturers on various topics, family trips to events like Reptile fest, Southwest Coalition events, or El Dia de Los Ninos.

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.	\$ 773	.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.	\$ 487	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1264	.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)	\$ 500	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 465	.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.	<table border="1"> <tr> <td>\$</td> <td>1011</td> <td>.00</td> </tr> </table>	\$	1011	.00
\$	1011	.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.	<table border="1"> <tr> <td>\$</td> <td>250</td> <td>.00</td> </tr> </table>	\$	250	.00
\$	250	.00			
53510	Postage Must be used for parent involvement programs only.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
53306	Software Must be educational and for parent use only.	<table border="1"> <tr> <td>\$</td> <td>487</td> <td>.00</td> </tr> </table>	\$	487	.00
\$	487	.00			
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	<table border="1"> <tr> <td>\$</td> <td>505</td> <td>.00</td> </tr> </table>	\$	505	.00
\$	505	.00			