



2016-2018 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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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Through the vision planning at the beginning of the year, the administrators helped to build consensus among staff and parents. Through staff evaluations, the teachers and administrators continue to use the CPS Framework for Teaching to improve teaching and learning. The administrators do a great job of "buffering the staff from external distractions," so we can focus on improving our classroom practices.

Set the direction and create a sense of purpose by building consensus on and implementing a shared vision. -Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust. Enable staff to focus and prioritize what matters most. -Limit school improvement goals to a few high leverage activities. -Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Weekly meetings with full staff to ensure that everyone has a chance to give, suggestions and ideas and opinions.

We are still working on "steering" through challenges to make improvements and we do not do enough to really showcase students or classrooms that act in ways that reflect our school's core values.

Although he have a great foundation to build consensus and to articulate a clear vision for our school and to set high expectations for the school community, we still need to create the concrete language and school policies to make it so.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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The ILT meets regularly with clear focus on agenda. We have begun to regular inform key data and work of ILT.

Within the ILT, there is an opportunity for all team members to address concerns they have within their individual team and are able to voice those concerns and work collectively as a group to achieve an appropriate outcome.

Our teacher teams are very cohesive and are always working on what is best for the students. Our ILT is very hard working and keeps the rest of the staff informed.

The ILT would be more beneficial if all teachers were a part of the process and could have a voice during ILT meetings, if needed. Getting the information update after the ILT has been a nice improvement this year in communication. The ILT individuals should meet with their grade bands or specialties, talk about programs and curriculum challenges, and report back to the ILT to represent their grade bands and specialties and discuss.

It is hard to assess the ILT component for the reason that I do not know much of what is discussed, or spoken about in the meetings. I do think now that some of the past meetings have been as a result of the ILT direction, but it wasn't clear at the time.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

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Teachers share new practices with the staff on Friday mornings. Time has been made available for teachers to go to classes. Coverage was given for teachers to leave early to attend classes. Would love to visit other teachers' classrooms or other schools.

We are challenged by time and space yet all adults do persevere. Structures and ad hoc time is spent each week within teams and cohorts for planning and collaboration. Safe practice is encouraged in a nonjudgemental manner which promotes creativity, expression and excellence. I have personally benefited from a tremendous amount of support as a new member of the team

Diverse learning teachers and general ed teachers have opportunities to collaborate with each other in order to accommodate and modify the needs of our shared students.

Support for new teachers has not been consistent. Teachers new to CPS are not familiar with REACH, NWEA, etc. These are all new experiences and take time to learn. It would be beneficial if time and support were given to navigate these resources. Also, there is not always time for teachers to collaborate and work together. Many collaborative meetings are done in passing or on the teachers' own time. There are not opportunities to talk logistics as a whole staff or discuss challenges we are facing or to simply express any positives.

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

Score

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priority subject areas.

Excellent engagement of Friends of LaSalle and Old Town Triangle Association communities as strong financial partners to ensure instructional and collaborative resources. Library effectively maximizes print and online instructional resources in strategic partnership with Scholastic Book Fairs providing \$10,000 net profit annually.

LaSalle is constantly using all its resources to further our priorities. Teachers have multiple funds to use to gather all materials necessary for their classes. Community members are constantly involved in the school and school functions to support teachers, staff and students.

We have a school day designed to student needs. 30 minutes of gym has been beneficial for student learning and success.

Structure time for teachers to collaborate and learn together.

While teams informally support one another in attempts to implement best practices and to reflect upon work, I would like to see us adopt a more formal system.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:

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

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Our academically rigorous curriculum inspires ALL our students to think, create authentic quality work, and prepare for success in high school and beyond recognized in our Presidential Blue Ribbon status.

Our strength is our ability to reach outside the classroom for real world application through the breadth of our world language integration, overseas travel and hosting, and maximizing experiences in our world-class city as a racially, ethnic and socio-economically diverse school community.

We strive to provide appropriate learning opportunities for all students, but differentiating for so many children across so many subjects is difficult work that always could improve with more attention.

More time to share common practice among teachers who teach the same grade levels will be helpful for growing in the field and will strengthen our curriculum.

CIWP priority of differentiation

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<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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Teachers are able to use preferred and varied resources to teach content.

All students and teachers at LaSalle have access to a variety of high quality, standard-aligned instructional materials.

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 for specific instructional needs. -Student outcomes and developmental appropriateness determine when and who will use. The teacher models effective use of various materials. Students make choices about instructional materials as part of learning. Consumables are often non-print supplies that promote active, hands-on learning.

We need to purchase curriculum guides for SPED teachers and provide them copies of non-purchased curriculum materials

We need to make sure that there is equity with technology availability in the Language department and make sure that 2nd/3rd grade has the technology needed.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Many of the assignments and projects assigned to the students require them to think beyond the objectives and produce work that demonstrates their understanding of higher level of thinking.

Classroom tasks require the focus on comprehension and citing text evidence. Math tasks require mathematical/real world reasoning and critiquing of other possible solutions from students.

Every year LaSalle holds a science fair where the students have to present their experiments to a panel of judges. LaSalle also is a language school that allows students to travel overseas where they have to apply everything they have learned in the classroom into real life situations.

I think that there could be more consistency with instructional level.

Some areas of the curriculum I feel are not met with as much rigor as others. It is my perception that areas of weakness in a teachers curriculum are not met with the same degree of rigor.

Guide for Rigorous Student Tasks

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

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

We help students in the process of getting into a high school. We have algebra for 8th graders (Robert Morris), advanced math and regular math in their classes. We need to be persistent in finding opportunities to work with students to help them with their academic work and help them modify their behavior.

Transition goals are written for all diverse learners in the 8th grade in order to provide a smooth transition to high school with clear goals outlined for the upcoming school year.

Ms. Miller works diligently with students and their families on transitions to high school. The LaSalle family of teachers work closely to prepare students academically and socially/emotionally to transition from grade to grade. Additionally, I have observed language, art, music, library, PE and special education teachers engage fully to support transitions with the students they work with.

Students new to LaSalle seem to struggle more with adapting to the pace and rigor of the building. There are many descriptors of this component that are actively in place and visible with causes LaSalle to excel in most areas of the component.

This isn't an area I can speak to with great authority, it seems like LLA does a nice job with this. However, I think we could increase opportunities to expose students to academic and professional worlds more. I really loved the robotics club assembly, for example. My students got excited about that being a possible career.

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.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

We differentiate instructions by planning multiple level of rigor, creating an environment where the students are collaborating and creating a student-centered learning environment. Evidence of that: different worksheet based on the level of the students Help the students with their problem solving skills.

I am still new to the school. However, In every classroom I have observed teachers actively engage students in instruction at all times. I have also noticed them to be diligent in their efforts and effectiveness to adjust instruction as needed.

Speaking for myself as I have never seen another teacher teach a lesson here, I plan a range of approaches suitable to student learning, communicate with my students, engage students in learning through differentiation, monitor the learning going on through formative and summative assessments and adjust lessons when I need to.

We need to identify students who struggle in the early grades. We need to find resources to help them and we need to monitor their progress

This could be an area of improvement as a number of people mentioned they have never seen anyone else teach .Speaking for myself as I have never seen another teacher teach a lesson here, I plan a range of approaches suitable to student learning, communicate with my students, engage students in learning through differentiation, monitor the learning going on through formative and summative assessments and adjust lessons when I need to.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

We intervene in a timely and effective way to help students who are struggling. We provide RTI support. We monitor and plan.

Teachers use extra 30 minutes of PE time is used to meet with small groups of Tier 2 and 3 students

We differentiate instructions by planning multiple level of rigor, creating an environment where the students are collaborating and creating a student-centered learning environment. Evidence of that: different worksheet based on the level of the students Help the students with their problem solving skills.

We need help here. There are many students who struggle beside those with an IEP. We need to find resources to help students in all grades who are not making progress; this would be Tier 2. This is especially critical for students in 3rd to 8th. We need to determine appropriate intervention for students and review the effectiveness of the intervention. We need to collect data to track their progress.

We do have some form of a tiered level of support. There is a MTSS elementary teacher and the upper grades have started additional tutoring sessions. However, there needs to be a consistent plan on monitoring the progress of students and the effectiveness of the interventions.

Guide for Multi-Tiered System of Support

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

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 3 4

As a department, at the beginning of the year, we agreed on the percentage of each assessment category. We also developed different formative assessment techniques.

I have observed all teachers offer multiple assessment tools in order to facilitate the demonstration of learning by all their students. I have seen teachers use this practice on their own and in collaboration with the SpEd team members.

We use standards-based grading and allow students multiple opportunities to demonstrate mastery of specific standards. We have common assessments for 6-8 math. We use the AIMSweb MComp progress monitoring tool every six weeks to track our students' computational skills. We use NWEA results to guide our tutoring practices.

Differentiation is one of our CIWP priorities because as a staff we feel it is something that we want to focus on.

We need time to share common assessments.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.

- Work together on building common assessments within a department, course, or grade level team.
- Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

I have observed: high expectations for instruction, high expectations for learning, instruction made relevant for all students, staff encouraging students to take ownership and responsibility for their education all staff provide authentic and important feedback for students in positive ways.

The school atmosphere reflects the educational importance of the work undertaken by both students and staff.

-Students have an eagerness to learn -Consistently provide feedback to students, non-graded exit slips, homework, etc. - Students are able to retake quizzes -We discuss growth mindset in faculty meetings

To create consistent expectations, we are currently working on a rubric for school-wide speaking and listening standards.

Sometimes I am disappointed that students do not take their learning more seriously - try to take short cuts with their work etc.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 **3** 4

As teachers, we should do more to learn from each other and value each other's opinion. We all have different areas of teaching that we are experts at and can share with colleagues.

Adult-student interactions are positive, caring, and respectful. Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community. -Have mutual respect for individual differences. Support and respect one another, personally and professionally. -Respect those colleagues who are experts at their craft. - Exchanges are marked by genuinely listening to what each person has to say and even when people disagree individuals can still feel valued if others respect their opinions.

One of our CIWP goals will be focused on social emotional learning.

We could all benefit from additional trust in each other--we need to build relationships and continue to mend broken ones
Students have strong relationships with teachers and the school

We need to work in creating positive relationship among students. We need to engage more multicultural families in our school activities. In order to accomplish this, we must establish a supportive and trusting community of learners among the teachers, administration and staff.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students have equitable access to a wide range of extracurricular and enrichment opportunities. Students learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.

The morning announcements about character, courage, etc., have inspired classroom conversations about being good citizens.

Students have an opportunity to spend time with their teachers outside of school in order to build relationships that are not just academic based. ie. ski trip, basketball team, running club, softball.

We used to have a student council, but I have not seen that this year. Students do not have many opportunities, from the school, to get involved with the community.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

Score

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.

1 2 **3** 4

Students and adults alike feel safe and we actively participate in all safety drills.

Well managed classroom routines and procedures maximize instructional time.

LaSalle is a physically, socially, intellectually, and emotionally safe school with active supervision from adult staff and parent volunteers. Opportunity areas include supporting framework for positive behavior of CHAMPS, PBIS, etc...and emphasizing restorative approaches to student behavior.

One of the CIWP goals is focused on SEL, where we hope to develop a behavioral plan for the entire school.

Overall the safety at LaSalle is very good. One area of concern is during the transitions in the hallway especially during lunch/recess, where we need lot of work.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 **2** 3 4

There are different behavior management systems in each classroom and school wide approach is inconsistent.

Although we do practice many restorative approaches to discipline, we still need to come up with comprehensive disciplinary policies and procedures that the entire school can follow. That is, we need a school wide discipline plan. We used to have CHAMPS and the LaSalle Way, but I feel it is no longer being reinforced or used.

We do not seem to have a system in place school-wide, and I know we have discussed this at meetings.

We could improve in providing students with a platform so that their voice within the decision making process is heard and accounted for.

When there are issues, students are given multiple chances to work with adults in order correct and/or change behavior.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 3 4

We have come a long way, especially with frequent communication with the families and the numerous well publicized opportunities for families and the school community to engage authentically.

Our partnership with parents has improved drastically this year. Parents feel welcome and involved and are initiating interesting opportunities for their children and other students. Our weekly newsletters keep parents in the loop with classroom activities. Our homework doc allows parents to see homework expectations on a nightly basis.

Based on all the interactions I have had with parents at LaSalle thus far I have noticed that parents and families are welcomed at the school and feel that they are valued and appreciated by the teachers, staff and administrators. Opportunities for input are made by curricular teams, grade level teams, support and specialty teachers and administrators. Communication with families is always open and encouraged within the constraints of time and availability. Outreach is always present in situations when it is required.

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. Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback. Solicit family's support and engage families as partners. -Assist parents to volunteer in the school and/or participate on teams/committees. Frequently communicate with families. -Use a variety of consistent communication methods.

Many staff members do a great job of being proactive and do communicate on a regular basis to parents. I know we have parent volunteers, but it seems like it is the same parents. I would like for their to be more parent partnership opportunities to either be involved in the school or participate in something like a literacy night.

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)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 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 Quality & Character of School Life: Restorative Approaches to Discipline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

4 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Parent Partnership

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
To get to the next (and highest) level on SQRP, we need to at least attain the 90th growth percentile in Reading like we did two years ago.	99.00	87.00	90.00	95.00
National School Growth Percentile - Math				
We want to get to the next threshold for Math growth, which means surpassing the 70th growth percentile. After that, we would like to get back to exceeding the 90th growth percentile like we did two years ago.	93.00	64.00	75.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms				
If we have at least 60% of our students meet or exceed their growth targets this year and 70% the next, we should be in a good position to achieve our growth percentile goals. 60% is the benchmark for our Network.	69.70	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
To get to the next growth threshold, we need to at least be at the 70th growth percentile. We aim to be at the 90th growth percentile again like we did 2 years ago, and be at the same growth percentile as our Hispanic students.	90.00	40.00	70.00	90.00
Hispanic Growth Percentile - Reading				
To get to the next (and highest) level on SQRP, we need to at least attain the 90th growth percentile in Reading like we did two years ago.	99.00	85.00	90.00	95.00
English Learner Growth Percentile - Reading				
We do not have enough EL students to qualify for a rating.	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
We want to get to the next threshold for Reading growth, which means surpassing the 40th growth percentile. However, we aim to first have their growth at or above average, which means getting to the 50th growth percentile. After that, we would like to at least surpass the 70th growth percentile with our DL students to further close the achievement gap.	57.00	15.00	50.00	70.00
African-American Growth Percentile - Math				
We want to get to the next threshold for Math growth, which means surpassing the 40th growth percentile. However, we need to first have their growth at or above average, which means getting to the 50th growth percentile. After that, we would like to at least surpass the 70th growth percentile like we did 2 years ago.	77.00	26.00	50.00	75.00
Hispanic Growth Percentile - Math				
We want to get to the next threshold for Math growth, which means surpassing the 70th growth percentile. After that, we would like to surpass the 90th growth percentile along with all of our students.	80.00	66.00	70.00	90.00

English Learner Growth Percentile - Math

We do not have enough EL students to qualify for a rating.	(Blank)	(Blank)	0.00	0.00
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Diverse Learner Growth Percentile - Math

We want to get to the next threshold for Math growth, which means surpassing the 40th growth percentile. However, we aim to first have their growth at or above average, which means getting to the 50th growth percentile. After that, we would like to at least surpass the 70th growth percentile with our DL students to further close the achievement gap.	56.00	13.00	50.00	70.00
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National School Attainment Percentile - Reading (Grades 3-8)

We expect to maintain our 99th Reading Attainment percentile that our students have achieved for the past couple of years.	99.00	99.00	99.00	99.00
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National School Attainment Percentile - Math (Grades 3-8)

We expect to maintain our 99th Math Attainment percentile that our students have achieved for the past couple of years.	99.00	99.00	99.00	99.00
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National School Attainment Percentile - Reading (Grade 2)

We expect our 2nd Grade students to be at the 99th percentile in Reading each year.	93.00	98.00	99.00	99.00
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National School Attainment Percentile - Math (Grade 2)

We expect our 2nd Grade students to be at the 99th percentile in Math each year.	94.00	98.00	99.00	99.00
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% of Students Making Sufficient Annual Progress on ACCESS

We expect at least 55% of our EL students to make sufficient progress on ACCESS, but we also look to improve upon our high 62.5% number from last year.	51.90	62.50	63.00	64.00
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Average Daily Attendance Rate

The benchmark rate for our Network is 96%,and we have had higher than 96% over the past years. Although attendance rates can be difficult to significantly raise year after year, we are always looking to improve in attendance and we expect to improve at least 0.2% each year.	96.90	96.40	96.60	96.80
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My Voice, My School 5 Essentials Survey

We expect to be Well Organized, but look to increase one or more of the following Essentials from 'Strong' to 'Very Strong': Ambitious Instruction, Effective Leaders, Collaborative Teachers, or Supportive Environment.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Increase in student social empowerment				
We posit that one of the reasons for class disruption, disrespect and bullying is due to a lack of student social empowerment. We plan to address this explicitly through the use of Responsive Classroom and Facing History & Ourselves next year. We will measure improvement through the MVMS Supportive Environment section and the use of a BOY-MOY-EOY teacher created survey.	(Blank)	(Blank)	(Blank)	(Blank)
Improved integration of new students				

As we have very low mobility, new students are not common. After third grade, they often struggle to integrate into the culture and climate of the school. Some struggle with behavior, motivation, making good (positive) friends, etc. We plan to create a New Student/Family Mentoring Program to help integrate new students and their parents into the LaSalle culture to improve the success of these and all students.

(Blank)

(Blank)

(Blank)

(Blank)

Increase the use of effective, research-based strategies for differentiated instruction.

Based on assessment results, it is clear that strategies for improving differentiation are required. Based on teacher feedback, this is an area of concern for teachers who want help in learning new strategies. We will increase and improve our teacher toolkit for differentiated instructional practices.

(Blank)

(Blank)

(Blank)

(Blank)

Strategies

Strategy 1

If we do...

If we research, develop and implement a school wide approach to social emotional learning including a new student mentorship program

...then we see...

then we will see an observable and measurable increase in student social empowerment

...which leads to...





which will lead to an increase in student responses under the Supportive Environment section of the MVMS survey and growth in BOY-MOY-EOY student responses to teacher created survey

Tags:

MTSS, College Access and Persistence, Intervention, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Trust

Area(s) of focus:

1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Choose a plan based on teacher research and implementation	Teacher committee and staff	Apr 6, 2016 to May 27, 2016	Program Identified	On-Track
Determine a leadership team and professional development plan	ILT and teacher committee	May 27, 2016 to Aug 31, 2016	Professional Development planned and ready for implementation	Not started
Create a survey to measure student social empowerment for BOY-MOY-EOY	Teacher committee	May 27, 2016 to Aug 31, 2016	Completed survey	Not started
Implement plan as a part of a continuous cycle of improvement	All staff	Aug 31, 2016 to Jun 30, 2017	Improvement in measurable outcomes	Not started
Provide student and family orientation to program	School leadership team and staff	Sep 5, 2016 to Sep 16, 2016	Completed orientation programs	Not started
Share common updates on program and progress with community	Administration and staff	Sep 5, 2016 to Jun 23, 2017	Ongoing communication	Not started

Strategy 2

If we do...

Research and arrive at a shared understanding of best practices in differentiation, and implement strategies for effective management and instructional planning

...then we see...

then we will see an increase in student motivation, effective grouping and access to appropriate, rigorous instruction

...which leads to...

an increase in use and effectiveness of teacher-reported strategies and positive growth in math and reading average RIT scores

Tags:

Core Instruction, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Instructional practices, Curriculum

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Determine a leadership team and create and implement a PD plan	Instructional Leadership Team	May 1, 2016 to Sep 4, 2016	Team chosen and plan completed	Not started
Create and implement a research-based toolkit for differentiated planning, instruction, and assessment	Committee and Staff	Sep 5, 2016 to Jun 22, 2017	Increase in availability and use of teacher-created and research-based strategies	Not started
Gather and share information about learning modalities for teachers and students	All staff	Sep 5, 2016 to Dec 23, 2016	Data collected, shared and discussed	Not started
Implement structured learning groups	All teachers	Sep 5, 2016 to Jun 23, 2017	Protocols in place and re-visited over time	Not started

Strategy 3

If we do...

Create opportunities to learn and implement co-teaching models

...then we see...

Collaborative planning for differentiated instruction and assessment

...which leads to...

More inclusive community and increase in number of DLs who are meeting growth goals

Tags:

MTSS, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Personalized Learning, Cycles of professional learning, Academic gain, Academic, Differentiated instruction, Scheduling, Instruction, School climate, Ccss, Community, Cognitive demand, Classroom rigor, Teacher-teacher trust & support, Culture of learning, Academic expectations

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Determine a leadership team & PD plan	Instructional Leadership Team	Sep 5, 2016 to Nov 30, 2016	Team chosen and plan completed	Not started
Learn about models for best practice in co-teaching	Committee and all staff	Sep 5, 2016 to Jun 23, 2017	Understanding and implementation of appropriate co-teaching models	Not started

Implement and experiment with collaborative planning, instruction, and assessment	Committee and all staff	Sep 5, 2016 to Jun 23, 2017	Understanding and implementation of collaborative instructional plans	Not started
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Implement structured learning groups	Committee and all staff	Sep 5, 2016 to Jun 23, 2017	Protocols in place and re-visited over time	Not started
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Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Choose a plan based on teacher research and implementation</p> <p>Tags: MTSS, College Access and Persistence, Intervention, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Trust</p>	Teacher committee and staff	Apr 6, 2016	May 27, 2016	On-Track
<p>✚ Determine a leadership team and professional development plan</p> <p>Tags: MTSS, College Access and Persistence, Intervention, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Trust</p>	ILT and teacher committee	May 27, 2016	Aug 31, 2016	Not started
<p>✚ Create a survey to measure student social empowerment for BOY-MOY-EOY</p> <p>Tags: MTSS, College Access and Persistence, Intervention, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Trust</p>	Teacher committee	May 27, 2016	Aug 31, 2016	Not started
<p>✚ Implement plan as a part of a continuous cycle of improvement</p> <p>Tags: MTSS, College Access and Persistence, Intervention, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Trust</p>	All staff	Aug 31, 2016	Jun 30, 2017	Not started
<p>✚ Provide student and family orientation to program</p> <p>Tags: MTSS, College Access and Persistence, Intervention, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Trust</p>	School leadership team and staff	Sep 5, 2016	Sep 16, 2016	Not started
<p>✚ Share common updates on program and progress with community</p> <p>Tags: MTSS, College Access and Persistence, Intervention, Behavior and Safety, Climate and Culture, SEL, Student Health & Wellness, Restorative approaches, Trust</p>	Administration and staff	Sep 5, 2016	Jun 23, 2017	Not started
<p>✚ Determine a leadership team and create and implement a PD plan</p> <p>Tags: Core Instruction, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Instructional practices, Curriculum</p>	Instructional Leadership Team	May 1, 2016	Sep 4, 2016	Not started
<p>✚ Create and implement a research-based toolkit for differentiated planning, instruction, and assessment</p> <p>Tags: Core Instruction, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Instructional practices, Curriculum</p>	Committee and Staff	Sep 5, 2016	Jun 22, 2017	Not started
<p>✚ Gather and share information about learning modalities for teachers and students</p> <p>Tags: Core Instruction, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Instructional practices, Curriculum</p>	All staff	Sep 5, 2016	Dec 23, 2016	Not started
<p>✚ Implement structured learning groups</p> <p>Tags: Core Instruction, Diverse Learners, English Learners, Specialized Academic Programs - Magnet, Curriculum Design, Intervention, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Instructional practices, Curriculum</p>	All teachers	Sep 5, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>+ Determine a leadership team & PD plan</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Personalized Learning, Cycles of professional learning, Academic gain, Academic, Differentiated instruction, Scheduling, Instruction, School climate, Ccss, Community, Cognitive demand, Classroom rigor, Teacher-teacher trust & support, Culture of learning, Academic expectations</p>	Instructional Leadership Team	Sep 5, 2016	Nov 30, 2016	Not started
<p>+ Learn about models for best practice in co-teaching</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Personalized Learning, Cycles of professional learning, Academic gain, Academic, Differentiated instruction, Scheduling, Instruction, School climate, Ccss, Community, Cognitive demand, Classroom rigor, Teacher-teacher trust & support, Culture of learning, Academic expectations</p>	Committee and all staff	Sep 5, 2016	Jun 23, 2017	Not started
<p>+ Implement and experiment with collaborative planning, instruction, and assessment</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Personalized Learning, Cycles of professional learning, Academic gain, Academic, Differentiated instruction, Scheduling, Instruction, School climate, Ccss, Community, Cognitive demand, Classroom rigor, Teacher-teacher trust & support, Culture of learning, Academic expectations</p>	Committee and all staff	Sep 5, 2016	Jun 23, 2017	Not started
<p>+ Implement structured learning groups</p> <p>Tags: MTSS, Core Instruction, Diverse Learners, Assessment, Curriculum Design, Professional Learning, College Access and Persistence, Climate and Culture, Teacher Teams/Collaboration, Personalized Learning, Cycles of professional learning, Academic gain, Academic, Differentiated instruction, Scheduling, Instruction, School climate, Ccss, Community, Cognitive demand, Classroom rigor, Teacher-teacher trust & support, Culture of learning, Academic expectations</p>	Committee and all staff	Sep 5, 2016	Jun 23, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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

Not 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.

School does not receive Title I funding.

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

School does not receive Title I funding.

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.

School does not receive Title I funding.

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.

The school holds parent coffee talks and individual meetings with parents as requested.

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.

Assessment reports are sent home with students at the end of the testing window.

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.

All teachers are highly qualified.

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.

School does not receive Title I funding.

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 Open House, parent meetings, LSC meetings and FOL meetings. Individual teachers also hold meetings with parents. Regular newsletters are sent home by principal and every teacher with information about how parents can support children 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.

Through regular meetings and conversations. This is our highest score on the MVMS survey.

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.

Our school starts at kindergarten.

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.

Weekly newsletters from principal and every teacher using Mail Chimp. Backpack mail also used for critical information.

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)

(Blank)

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.)

LaSalle's Mission is to provide a rigorous, comprehensive education, an appreciation of diverse cultures and languages, and opportunities to acquire effective communication skills. We will use best practices and authentic experiences to meet the needs of the whole child by fostering a community with high expectations, structured support and dedication.

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.

Conferences based on CPS schedule and as-needed.

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

The school sends home progress reports, report cards and assessment reports, as well as using Gradebook regularly.

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

Before/After school as well as during prep periods.

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.

We have very high levels of parent interaction and volunteerism in the school, throughout the building, grade levels and content areas.

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

Monitoring attendance, homework completion, classroom projects, and preparation for assessments.

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

Through the LSC, Friends of LaSalle, and parent coffee talks.

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).

Good attendance, preparation for class, assessments and activities, etc.

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.

School does not receive Title I funding.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .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.	\$ Amount .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.	\$ Amount .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .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.	\$ Amount .00