



2016-2018 plan summary

Team

| Name | Role | Email | Access |
|-----------------------|---------------------------|----------------------------|------------|
| Edward Collins | Assistant Principal | ECCollins1@cps.edu | Has access |
| Elizabeth Sellke | Teacher | esellke@cps.edu | Has access |
| Laura Cardiff | Teacher | lcardiff@cps.edu | Has access |
| Kyle Radcliff | Teacher | kgradcliff@cps.edu | Has access |
| Mia Morris | Teacher | mmmorris4@cps.edu | Has access |
| Jamie Reis | Teacher | jjohnson5@cps.edu | Has access |
| Joshua Greenberg | Teacher | jlgreenberg@cps.edu | Has access |
| Laura Bianciotto | Teacher | ldbianciotto@cps.edu | Has access |
| Retonyar Ringold | Teacher | rlringold@cps.edu | Has access |
| Najette Keller | Teacher | nmtokarz@cps.edu | Has access |
| Miriam Rodriguez-Ruiz | Case Manager | mcrodriguez-ruiz@cps.edu | Has access |
| Kevin McGuire | Teacher | kcmcguire@cps.edu | Has access |
| Nicole Corbiere | Counselor | nacorbieri@cps.edu | Has access |
| Timothy Kramer | LSC Parent Representative | timothy.s.kramer@gmail.com | No Access |
| Chris McGuire | LSC Parent Representative | chris.c.mcguire@gmail.com | No Access |

Team meetings

| Date | Participants | Topic |
|------|--------------|-------|
|------|--------------|-------|

| | | |
|------------|---|--|
| 02/03/2016 | Linda Foley, Edward Collins, Elizabeth Sellke, Kyle Radcliff, Laura Cardiff & Mia Morris | Introduction to the CIWP process and understanding the SEF |
| 02/05/2016 | Admin & Whole Staff | Overview of the CIWP process and soliciting leadership teams |
| 02/10/2016 | ILT & Teacher Leaders | Overview of the SEF and evidence |
| 02/17/2016 | Joshua Greenberg, Laura Cardiff, Retonyar Ringold, Laura Biancciutto, Jamie Reis and Elizabeth Sellke | SEF |
| 03/02/2016 | ILT | SEF review |
| 05/04/2016 | ILT | Goals and Strategies review/input |
| 03/21/2016 | Linda Foley, Edward Collins, Liza Campbell | Review of strategies and action items thus far |
| 03/15/2016 | Edward Collins, Joshua Greenberg, Retonyar Ringold | Strategy One and action items |

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

We have a set direction and have started creating a shared sense of purpose. According to our survey of challenges that we face, our two lowest areas were commitment and accountability. We are beginning to use informal and formal opportunities to articulate a shared vision. We are beginning to capitalize on the leadership skills of staff. We need work on employing the skills that effectively manage change. While our new Leader in Me initiative seems to be a positive change, we have lost some of the momentum with which we started the school year. The staff retreat was an amazing opportunity for those who attended but more team building activities are necessary to make sure that teachers are implementing the habits that they are trying to teach. Our TLIM vision seems to be clearer now as we begin to saturate the environment but making sure that all decisions are rooted in the TLIM vision is something in which we hope to improve. We seem to be somewhere between a two and a three, but seem to be closer to a 2.

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 | ✓ Five Essentials |
| Five Essentials | Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management |

Instructional Leadership Team:

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

Score

1 2 3 4

ILT uses protocols and asks probing questions. It is comprised of a variety of members throughout the school but maintains a math focus. These members include teachers from all levels of our school (elementary, intermediate, and middle school) as well as diverse learner specialists, reading and math specialists, and administration. We have spent time on narrowing our focus to things that are within our sphere of control instead of working on issues that we cannot change. We gathered data on our teachers and how they felt about their team of teachers at our school. We are following the cycles of learning that are being presented at the TLI's (Teacher Leader Institutes). We are working on how to look at data and how that can inform our meetings and practice. We meet twice a month and have an agenda with a clear focus, but the meetings sometimes are not actively engaging. Each member of our team has equal opportunity to participate and to give ideas. Members of the ILT consistently work with the staff in small groups to spread the knowledge gained from discussions in meetings. Focus on creating and implementing theories of change is needed within the mathematical domain.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

1 2 **3** 4

PL opportunities are open to anyone who wants to improve their practice. We have been having Principal-Directed Preps that have focused on specific areas in math and reading. The teachers participate in these and work to advance student learning. While we are working to make our practice more public with our colleagues, safe practice is a part of our learning. Teachers discuss successes and struggles with their reading and math instructional leaders as well as with each other. We are trying to improve our monitoring of the implementation of professional learning but have created opportunities for discussions about new learning. New teachers could be supported better in a more consistent way and we are working to improve that. The Math team is working to improve the problem solving strategies of the students through Math Talks.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 **3** 4

We purchased Study Island for Grades 3-8. We purchased "Reading Eggs" for K-2. Grade levels have common Prep Time and common lunch. Using the data to reach the need for differentiation, money was allocated for Literacy and Math Coaches. To streamline instruction, coaches lead weekly professional development. Rental income is oftentimes used to send teachers to professional development.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 3 4

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

Ambitious instruction is strong from the five essentials. There is a strong culture for learning. Evidence is in our attainment and growth. Attainment is far above and growth is above. The school website is updated to show integrated academics. Everyday Math curriculum is aligned and there is coherent scope and sequence. Social Studies and Science curricula is consistent K-5 and is geared toward ELLs because of the visual components in the program. Our Balanced Literacy program meets the needs of all students through the differentiation at the student level.

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 | ✓ 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)

1 2 3 4

When viewing cross section of materials, scaffolding and differentiation is evident across the content/skills. At each grade level materials are purchased to meet the most up to date requirements of the CPS Framework. Materials support student learning . Ambitious Instruction is strong on the Five Essentials. Technology is a large part of instruction. All classrooms have Smart Board technology that is used to enhance the content. Variability and flexibility is maintained through students' access to the computer lab. Individual Chrome Books provide multimedia support and allows direct access to teachers and instructional materials. All teachers have access to a leveled book room that includes both fiction and non-fiction titles that can be used during Balanced Literacy small group instruction. Social Studies and Science curricula is consistent K-5 and is geared toward ELLs because of the visual components in the program.

Guide for Instructional Materials

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

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

interest and motivation – for engaging and learning.

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none">✓ Cross-section of materials from a variety of content areas and grade levels✓ Evidence of scaffolding and differentiation for all students to access the content/skills✓ Description of materials in curriculum and/or lesson plans✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction Supportive Environment |
| 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

1 **2** 3 4

The PPLC monitors and discusses student work across grades and content. Tasks are examined for rigor and adherence to school wide initiatives. PPLC Meeting Minutes indicate in-depth exploration of texts, use of text and the tasks students experience. SQRPs identify Student Growth is above average. Ambitious Instruction is strong. Attainment is far above average. During Principal-Directed Preps, teachers look at work samples and differentiation for grade levels K-5.

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-%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-%20%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|--|--|
| Suggested Evidence | <ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students |
| Measures | <ul style="list-style-type: none"> ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | <ul style="list-style-type: none"> 1.d. 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)

Students participate guidance lessons regarding future planning, including college and career exploration. The students will complete tasks in Naviance to assist in creating goals. Students have participated in high school explorations, including a Network wide high school fair. Student have visited to neighborhood high schools with career academies to expose them to future apprenticeships and career pathways. Teachers regularly refer to different colleges and universities, including identifying classrooms as specific universities. College pennants are displayed in the hallways. Students are highly focused on the application process to high school, because their families see the importance of high school as a preparation for post-secondary options.

Guide for Transitions, College & Career Access & Persistence

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

process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with:

- Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

The evidence from our 5 Essentials Survey scored strong in the Ambitious Instruction category. Instruction is focused, challenging and engaging. Our student data supports this with 'above average' growth and 'far above average' student attainment.

Need administrative input from school wide CPS Framework for Teaching Domain 3 results.

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

Teachers fully implement academic and social emotional support systems. All students receive Tier 1 supports for both academic and social emotional learning. Teacher provide Tier 1 SEL support through our Second Step program. Teachers identify students who may require additional supports, and complete a request for assistance. The RFA is submitted to our MTSS team with additional data, including, but not limited to, a list of strategies and interventions used along with the resulting data, a communication log, and an A-B-C chart. The MTSS team reviews the information and identifies what additional supports are required. These supports will range from strategies and recommendations for the classroom teachers to intensive interventions from members of the MTSS team. After implementing these interventions, students who are determined to require additional academic or SEL support will be participate in Tier 2 interventions, such as small groups. Furthermore, students who have not made adequate academic or SEL progress with Tier 2 supports will then receive intense supports and have one-on-one check-ins with a member of our MTSS team. Our MTSS team meets weekly to discuss the academic and social emotional needs of students identified and enrolled in program. This information is then disseminated to the teachers through the primary and intermediate MTSS interventionist.

The MTSS team also tracks students who have been promoted with supports or retained from the previous school year. These students have also been identified by our Network as requiring a Personal Learning Plan. Through the PLP, the MTSS team is able to track the behavior, academic progress (Math & Reading), and attendance. Every five weeks, the PLP is reviewed and progress is noted for each student. If student is making adequate progress, their PLP will continue as planned. If the student has not made adequate progress in the previous 5 weeks, the team updates the strategies to address the area of need.

The school counselor informs the parents of students with PLPs every 5 weeks with updates. Their parent is also given a copy of the most current PLP at that time.

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 Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating knowledge of content and pedagogy |
| | 1b. Demonstrating Knowledge of Students |
| | 1d. Designing Coherent Instruction |
| | 2d. Managing Student Behavior |
| | 3d. Using Assessment in Instruction |
| CPS Performance Standards for School Leaders | 3e. Demonstrating Flexibility and Responsiveness |
| | 4b. Maintaining Accurate Records |
| | B3. MTSS Implemented Effectively in School |

Balanced Assessment & Grading:

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

Score

1 2 3 4

Grading categories are consistent school-wide. Teachers use multiple forms of assessments including tests projects, presentations etc. Rubrics are used and grading expectations are clearly communicated to students. Grade level or subject area teachers discuss and create assessments collaboratively alongside diverse learner specialist.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Supportive Environment was rated weak.
 Ambitious instruction was rated strong.
 Collaborative Teachers was neutral.
 School culture and climate was rated partially organized.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

Collaborative teachers was neutral and parent teacher relations was neutral. Supportive environment was weak.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult

- and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Extra curricular life is strong. We have numerous sports activities and clubs . Stellar Girls, basketball, chess, etc.
 Student survey response was 94.7%, which is above CPS average.
 Supportive environment is weak.
 Middle school and upper middle school students choose electives.
 Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning. Examples; differentiation, MTSS, Guided Math, Guided reading, Ability grouping in the middle school, Development of the mentoring program.

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 | ✓ 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 |
| Measures | ✓ MVMS Student Survey completion rates and results |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilizes Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Social Science 3.0 Social Emotional Learning Standards |

Safety & Order:

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

Score

1 2 3 4

Emergency response procedures for evacuation, etc. – All teachers were trained

Supportive environment is weak. Safety score is neutral. CHAMPS- All teachers have been trained end of 2016. Leader Me is the foundation and guiding principal for our school culture.

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 | ✓ MVMS score – “Safety” |
| | ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? |
| | ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. |
| | ✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score |
| | ✓ My Voice, My School Survey “Safety” score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport |
| | 2c. Managing Classroom Procedures |
| | 2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |

Restorative Approaches to Discipline:

Score

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

We use Champs, MTSS, Leader in Me, Compliment Rings, Bobcat Bucks.
 We do not have restorative responses to discipline problems.
 Supportive environment is weak. Parent teacher partnership is neutral.
 Parents feel welcome and included the score was strong.
 We are over the District average for out of school suspensions 4.9%
 District is 3.8%.

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:

Score

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

1 2 3 4

Survey Results:

Parents feel welcome and included in the school with a strong rating.
 Parents feel teachers partner with them to support student success has a neutral rating.
 Involved families was neutral-does the school partner with families and communities
 Monster Math fund raising
 Bilingual and Title 1 Parent meetings
 Black history show
 Wax Museum
 Performances
 Open House is well attended
 PTO is active
 LSC is proactive and supportive

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | ⊘ |
|---|---|---|---|---|---|

4 Expectations for depth & breadth of Student Learning: Instructional Materials

| | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | ⊘ |
|---|---|---|---|---|---|

Goals

Required metrics (Elementary)

18 of 18 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---------------------|---------------------|-------------------|-------------------|
| National School Growth Percentile - Reading | | | | |
| Incremental growth over the next two years and being at the 90th percentile will add one more point onto our School Quality Rating | 92.00 | 80.00 | 90.00 | 94.00 |
| National School Growth Percentile - Math | | | | |
| We have utilized a model whereby instructional coaching is in place K-5 to support teacher development; K-3 has split teacher-student ration this year by half; Grades 6-8 have implemented a tracking / ability-grouping model so personalize instruction. | 83.00 | 48.00 | 70.00 | 80.00 |
| % of Students Meeting/Exceeding National Ave Growth Norms | | | | |
| Our goal is to ultimately have 100% of our students be college and career ready. This set of goals supports that work. | 62.50 | (Blank) | 65.00 | 70.00 |
| African-American Growth Percentile - Reading | | | | |
| Our goal is to have all subgroups growing at a pace that leads to college and career readiness. | 77.00 | 43.00 | 50.00 | 55.00 |
| Hispanic Growth Percentile - Reading | | | | |
| Our goal is to have all subgroups growing at a pace that leads to college and career readiness. | 95.00 | 93.00 | 96.00 | 98.00 |
| English Learner Growth Percentile - Reading | | | | |
| Does not apply to Newberry per SQPR | (Blank) | (Blank) | 0.00 | 0.00 |
| Diverse Learner Growth Percentile - Reading | | | | |
| Our goal is to have all subgroups growing at a pace that leads to college and career readiness. | 38.00 | 18.00 | 30.00 | 40.00 |
| African-American Growth Percentile - Math | | | | |
| Our goal is to have all subgroups growing at a pace that leads to college and career readiness. | 76.00 | 28.00 | 34.00 | 40.00 |
| Hispanic Growth Percentile - Math | | | | |
| Our goal is to have all subgroups growing at a pace that leads to college and career readiness. | 78.00 | 60.00 | 70.00 | 80.00 |
| English Learner Growth Percentile - Math | | | | |
| Does not apply to Newberry per SQPR | (Blank) | (Blank) | 0.00 | 0.00 |
| Diverse Learner Growth Percentile - Math | | | | |
| Our goal is to have all subgroups growing at a pace that leads to college and career readiness. | 72.00 | 27.00 | 35.00 | 42.00 |
| National School Attainment Percentile - Reading (Grades 3-8) | | | | |

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is that students are attaining grade level standards and beyond so as to reach college and career readiness | 89.00 | 90.00 | 93.00 | 96.00 |
|--|-------|-------|-------|-------|

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

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is that students are attaining grade level standards and beyond so as to reach college and career readiness | 95.00 | 91.00 | 93.00 | 95.00 |
|--|-------|-------|-------|-------|

National School Attainment Percentile - Reading (Grade 2)

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is that students are attaining grade level standards and beyond so as to reach college and career readiness | 83.00 | 88.00 | 90.00 | 92.00 |
|--|-------|-------|-------|-------|

National School Attainment Percentile - Math (Grade 2)

| | | | | |
|--|-------|-------|-------|-------|
| Our goal is that students are attaining grade level standards and beyond so as to reach college and career readiness | 73.00 | 77.00 | 80.00 | 83.00 |
|--|-------|-------|-------|-------|

% of Students Making Sufficient Annual Progress on ACCESS

| | | | | |
|--|-------|-------|-------|-------|
| Incremental growth on this assessment shows that students are translating English Language acquisition skills into their general education classrooms. | 32.00 | 46.20 | 48.00 | 50.00 |
|--|-------|-------|-------|-------|

Average Daily Attendance Rate

| | | | | |
|--|-------|-------|-------|-------|
| Through school-wide attendance improvement celebrations and initiatives mixed with increased accountability measures, families will work to send students to school in a more timely manner. | 95.20 | 95.10 | 96.00 | 96.30 |
|--|-------|-------|-------|-------|

My Voice, My School 5 Essentials Survey

| | | | | |
|---|---------|---------|---------|---------|
| We are working with our teachers on developing Ambitious Instruction through such measures as curriculum planning and developing cycles of assessment review. We want to move from Partially Organized to Organized so that curriculum and instruction moves students towards college and career readiness. | (Blank) | (Blank) | (Blank) | (Blank) |
|---|---------|---------|---------|---------|

Custom metrics

3 of 3 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|------------------|------------------|----------------|----------------|
| Restorative Practices | | | | |
| We will learn, use and implement restorative and talking circles, thereby reducing school discipline and suspension rates. We will monitor this custom goal through the percentage of staff members who have received training in the usage of restorative practices as well as implementation in their classrooms. | 20.00 | 40.00 | 60.00 | 100.00 |
| 3rd-8th On-Track % | | | | |
| Through attendance initiatives, decreases in student discipline, cross-curricular collaboration of grade level & subject area teachers, and ongoing personalization of instruction through intervention, students will be further on track with the skills and dispositions to graduate. | 61.00 | 75.00 | 85.00 | 95.00 |
| TRC Proficiency | | | | |
| TRC 100% of students will be tested by deadlines BOY, MOY, and EOY. 100% of students (that fall in yellow and red categories) will be progress monitored by deadlines and number of times determined by CPS guidelines. All Red and Yellow students will have a small group read daily with their teacher. | 70.00 | 80.00 | 90.00 | 95.00 |

Strategies

Strategy 1

If we do...

If we develop a common structure that supports school-wide norms and practices around physical and emotional safety in which positive behaviors are taught and reinforced ...

...then we see...

... then we see consistency in teacher/student understanding of improved safety, behaviors and school climate ...

...which leads to...

... which leads to a decrease in suspensions and office referrals and increased satisfaction in the 5 Essentials.

Tags:

Behavior and Safety, School climate, Shared leadership

Area(s) of focus:

1, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Create a procedures guidebook for all staff, which explicitly states procedures, routines and expectations.

Principal, AP,
Teacher volunteers

May 16, 2016 to
Aug 26, 2016

A completed guidebook of procedures for transitions and conduct

Completed

Behavior and Safety

Have a final copy of the guidebook available digitally for parents, community members and students via the school website. This allows all stakeholders to be aware of procedural and safety expectations.

AP

Aug 26, 2016 to
Aug 27, 2016

The guidebook is posted onto the website for public view

Completed

Behavior and Safety

Identify student tasks such as Safety Patrol, Hallway/Classroom monitors, etc.

Teacher & Student
Leadership
Committee

Jun 1, 2016 to
Nov 4, 2016

Students in leadership tasks across the school. Staff members oversee student leaders and provide feedback.

On-Track

Behavior and Safety

Classroom teachers develop a system of management defining protocols according to the CHAMPS model

Administration &
individual teachers

Aug 31, 2016 to
Nov 18, 2016

Structures, classroom organization and student roles/responsibilities reflective of 'CHAMPS: A Proactive & Positive Approach to Classroom Management'

On-Track

SEL, Management, Shared leadership

Develop a progressive and restorative discipline system in which restorative practices are used to build community, resolve conflict, and repair relationships.

Administration,
School Counselor
and Teacher
Committee

Jun 1, 2016 to
Oct 29, 2016

Discipline & Restorative Practices 'roadmap' for all school staff to be aware of protocol. Development of progressive and restorative discipline system that includes Administration and all school staff.

Not started

Restorative approaches, Restorative justice, Shared leadership, Discipline

Use talking circle structure in classrooms to teach and reinforce positive behaviors

School Counselor,
Administrative Team
& Teachers

Sep 5, 2016 to
Mar 6, 2017

Participation in talking circle professional development and implementation of this strategy

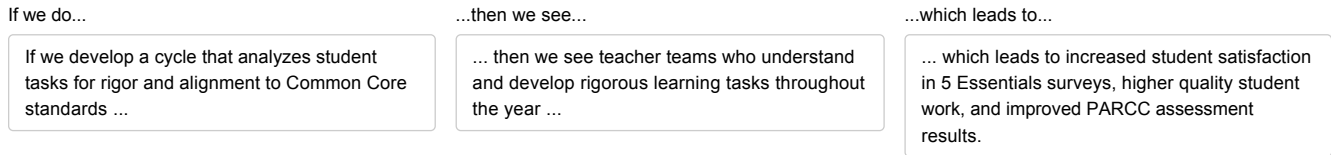
Not started

Restorative approaches

| | | | | |
|---|--|-----------------------------|--|----------|
| Establish a clear system within the MTSS structure to refer, screen and assign students to tier two and tier three behavioral interventions | Administrative Team, School Counselor, MTSS Team members | Sep 5, 2016 to Dec 16, 2016 | MTSS training/overview to staff members, MTSS guidelines document given to all staff, regular MTSS team meetings to review system and student progress | On-Track |
|---|--|-----------------------------|--|----------|

MTSS, Interventions

Strategy 2



Tags:
Curriculum, Assessments, Shared leadership

Area(s) of focus:
2, 3

| Action step ? | Responsible ? | Timeframe ? | Evidence for status ? | Status |
|---|---|-----------------------------|--|----------|
| Curriculum planning scope and sequence that focuses on content, but empowers teachers to differentiate according to student groupings | School administration, Curriculum planning content area leaders | May 2, 2016 to Aug 31, 2016 | Grade-by-grade document identifying quarterly content foci | On-Track |

Instruction, Shared leadership, Curriculum maps

| | | | | |
|---|--|-----------------------------|--|-------------|
| Define and evolve expectations for high quality writing in all content areas using an instructional planning model. | School administration, Writing Committee members | May 2, 2016 to Jun 16, 2017 | Grade band writing rubrics, Writing scope and sequence for school year, define expectations for teachers to develop this action item | Not started |
|---|--|-----------------------------|--|-------------|

Instruction, Shared leadership, Curriculum maps

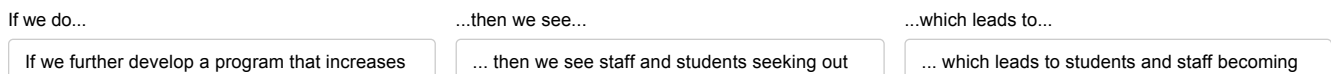
| | | | | |
|---|-----------------------------|-----------------------------|--|-------------|
| Develop a system for ILT to lead learning rounds in classrooms to occur in order to collect data on writing development | ILT & School administration | Sep 5, 2016 to Jun 16, 2017 | ILT leadership in school-wide learning rounds, ILT graphic organizer | Not started |
|---|-----------------------------|-----------------------------|--|-------------|

ILT, Shared leadership

| | | | | |
|---|---|------------------------------|---|----------|
| Support the delivery of Math, Science and English Language Arts instruction through ongoing professional learning | Administrative Team, ILT, Teacher-Leaders | Aug 30, 2016 to Jun 16, 2017 | PD agendas and minutes, PD calendar, grade level team meeting agendas | On-Track |
|---|---|------------------------------|---|----------|

Instructional Coaching, Instructional practices, Curriculum, Professional development

Strategy 3



teacher and student leadership, responsibility and social-emotional learning ...

leadership and support roles within the school and their community ...

more self-confident and equipped with skills to increase their personal effectiveness as measured by 5 Essentials and school surveys.

Tags:
SEL, Shared leadership

Area(s) of focus:
3, 2

| Action step | Responsible | Timeframe | Evidence for status | Status |
|--|--|-----------------------------|---|----------|
| Offer opportunities for students to be leaders and put into practice The Leader in Me skills they have been taught | Staff Lighthouse Team & classroom teachers and staff | Sep 5, 2016 to Nov 14, 2016 | Student Lighthouse Team and student leadership roles in the classroom and across school | On-Track |

Shared leadership, Student ownership

| | | | | |
|--|---|------------------------------|---------------------------------|----------|
| Hold events that give students the opportunities to practice leadership skills as event planners, performers and audience participants | Staff Lighthouse Team, Student Lighthouse Team & individual staff members | Aug 31, 2016 to Jun 16, 2017 | Student lead school-wide events | On-Track |
|--|---|------------------------------|---------------------------------|----------|

Shared leadership, Student ownership

| | | | | |
|--|--------------------------|------------------------------|--|-------------|
| Develop the leadership of ILT members by assigning ownership and monitoring of CIWP action items | Administration Team, ILT | Aug 31, 2016 to Jun 16, 2017 | ILT members assigned to and monitor action items of CIWP | Not started |
|--|--------------------------|------------------------------|--|-------------|

Shared leadership

| | | | | |
|---|--|-----------------------------|---|----------|
| Ensure fidelity of implementation of Second Step system through monitoring, sharing of best teacher practices, and communication with parents | School Counselor, Administrative Team, individual teachers | Sep 5, 2016 to Jun 16, 2017 | Second Step taught weekly, inclusion and elaboration of Second Step lessons identified in lesson plans, weekly communication between homeroom teacher and parents | On-Track |
|---|--|-----------------------------|---|----------|

SEL

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|--|--|--------------|--------------|-----------|
| <p>✚ Create a procedures guidebook for all staff, which explicitly states procedures, routines and expectations.</p> <p>Tags: Behavior and Safety, School climate, Shared leadership, Behavior and Safety</p> | Principal, AP, Teacher volunteers | May 16, 2016 | Aug 26, 2016 | Completed |
| <p>✚ Have a final copy of the guidebook available digitally for parents, community members and students via the school website. This allows all stakeholders to be aware of procedural and safety expectations.</p> <p>Tags: Behavior and Safety, School climate, Shared leadership, Behavior and Safety</p> | AP | Aug 26, 2016 | Aug 27, 2016 | Completed |
| <p>✚ Identify student tasks such as Safety Patrol, Hallway/Classroom monitors, etc.</p> <p>Tags: Behavior and Safety, School climate, Shared leadership, Behavior and Safety</p> | Teacher & Student Leadership Committee | Jun 1, 2016 | Nov 4, 2016 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|--|---|--------------|--------------|-------------|
| <p>✦ Classroom teachers develop a system of management defining protocols according to the CHAMPS model</p> <p>Tags: Behavior and Safety, School climate, Shared leadership, SEL, Management, Shared leadership</p> | Administration & individual teachers | Aug 31, 2016 | Nov 18, 2016 | On-Track |
| <p>✦ Develop a progressive and restorative discipline system in which restorative practices are used to build community, resolve conflict, and repair relationships.</p> <p>Tags: Behavior and Safety, School climate, Shared leadership, Restorative approaches, Restorative justice, Shared leadership, Discipline</p> | Administration, School Counselor and Teacher Committee | Jun 1, 2016 | Oct 29, 2016 | Not started |
| <p>✦ Use talking circle structure in classrooms to teach and reinforce positive behaviors</p> <p>Tags: Behavior and Safety, School climate, Shared leadership, Restorative approaches</p> | School Counselor, Administrative Team & Teachers | Sep 5, 2016 | Mar 6, 2017 | Not started |
| <p>✦ Establish a clear system within the MTSS structure to refer, screen and assign students to tier two and tier three behavioral interventions</p> <p>Tags: Behavior and Safety, School climate, Shared leadership, MTSS, Interventions</p> | Administrative Team, School Counselor, MTSS Team members | Sep 5, 2016 | Dec 16, 2016 | On-Track |
| <p>✦ Curriculum planning scope and sequence that focuses on content, but empowers teachers to differentiate according to student groupings</p> <p>Tags: Curriculum, Assessments, Shared leadership, Instruction, Shared leadership, Curriculum maps</p> | School administration, Curriculum planning content area leaders | May 2, 2016 | Aug 31, 2016 | On-Track |
| <p>✦ Define and evolve expectations for high quality writing in all content areas using an instructional planning model.</p> <p>Tags: Curriculum, Assessments, Shared leadership, Instruction, Shared leadership, Curriculum maps</p> | School administration, Writing Committee members | May 2, 2016 | Jun 16, 2017 | Not started |
| <p>✦ Develop a system for ILT to lead learning rounds in classrooms to occur in order to collect data on writing development</p> <p>Tags: Curriculum, Assessments, Shared leadership, ILT, Shared leadership</p> | ILT & School administration | Sep 5, 2016 | Jun 16, 2017 | Not started |
| <p>✦ Support the delivery of Math, Science and English Language Arts instruction through ongoing professional learning</p> <p>Tags: Curriculum, Assessments, Shared leadership, Instructional Coaching, Instructional practices, Curriculum, Professional development</p> | Administrative Team, ILT, Teacher-Leaders | Aug 30, 2016 | Jun 16, 2017 | On-Track |
| <p>✦ Offer opportunities for students to be leaders and put into practice The Leader in Me skills they have been taught</p> <p>Tags: SEL, Shared leadership, Shared leadership, Student ownership</p> | Staff Lighthouse Team & classroom teachers and staff | Sep 5, 2016 | Nov 14, 2016 | On-Track |
| <p>✦ Hold events that give students the opportunities to practice leadership skills as event planners, performers and audience participants</p> <p>Tags: SEL, Shared leadership, Shared leadership, Student ownership</p> | Staff Lighthouse Team, Student Lighthouse Team & individual staff members | Aug 31, 2016 | Jun 16, 2017 | On-Track |
| <p>✦ Develop the leadership of ILT members by assigning ownership and monitoring of CIWP action items</p> <p>Tags: SEL, Shared leadership, Shared leadership</p> | Administration Team, ILT | Aug 31, 2016 | Jun 16, 2017 | Not started |
| <p>✦ Ensure fidelity of implementation of Second Step system through monitoring, sharing of best teacher practices, and communication with parents</p> <p>Tags: SEL, Shared leadership, SEL</p> | School Counselor, Administrative Team, individual teachers | Sep 5, 2016 | Jun 16, 2017 | On-Track |

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

We will distribute the Parent Involvement Policy of all Title 1 parents at the upcoming PAC meeting and solicit their input in making the policy a document that is upheld and followed with fidelity. We will place the our Title 1 PAC as a standing item on LSC agendas and seek out representation from the PAC to speak to at LSC meetings.

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

Our Principal-led Annual meeting took place in September 2016 and the first PAC Organizational meeting took place on November 15, 2016. Subsequent meetings will take place the second Tuesday of each month at 8am in the school library. Meeting dates and agendas will be posted on the school's website as well as paper copies posted at the front and back entrances to the school at least 48 hours prior to meetings. Notices and agendas will be distributed electronically via CPS Blackboard system as well as robo-calls to inform families of upcoming meetings. Paper copies of upcoming meeting dates and/or agendas will be given to students in Title 1 so that their parents have multiple ways of learning about an upcoming meeting.

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.

We will have an up-to-date copy of our CIWP available for review on the school website and have a copy readily available in the Main Office. We will notify all parents of the CPS Elementary Promotion Policy as well as provide parents with information about standardized tests employed to assess academic progress.

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.

We will respond in writing to individual parents who submit suggestions. In addition, oral responses will be made by the Principal at PAC and LSC meetings as well as other parent-based meetings in which our Title 1 Program is discussed.

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.

We will distribute and explain to each parent a report provided by NWEA of their child's individual performance on the MAP math and reading tests (for grades 2-8). Parents in K-1st grades will receive paper feedback reporting outcomes from ...

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.

When a child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined by the Title 1 Final Regulations, we will send a notice letter to each parent home with the student. To date, all Newberry teachers are considered "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.

Newberry's Principal or designee will host parent workshops/meetings at various times in the school year to assist parents within the school-wide Title 1 program. During PAC meetings, we will discuss how to monitor their children's progress and how to work with educators. Additional information may be accessed via the school's website.

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.

To assist parents in working with their children to improve academic achievement and to encourage increased parental involvement, Newberry interventionists assigned will provide parents with information on specific literacy strategies, curriculum, and contents for parents to use at home. Information will be included on the school's website as well as newsletters distributed by the Main Office.

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.

To the extent available, Newberry Academy Principal or designee will provide professional development and/or in-service focused on utility of contributions by parents, how to reach out to, communicate and work with, parents as equal partners in the education of their children and how to implement/coordinate external community partners to provide free and/or affordable programs to parents.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

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.

We will provide notices and information related to the school, parent programs, meetings and other activities in the school via posting in the main lobby at least 48 hours in advance and will distribute notices via website and/or book-bag flyers.

Policy Implementation Activities

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

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

N/A applies to the one box regarding Pre-School. Newberry's Pre-School is a tuition-based program. Funding and parent programs are part of the tuition they already pay.

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.)

Through the integration of technology, with an emphasis on reading, math and science, our school will provide all its students, including those with disabilities, a program of the highest standard. Our goal is to challenge all students to develop their talents and prepare them to succeed in future education. As a result of the 'Newberry' experience, all students will realize that school and the world of work are different stages of the same activity, 'learning.' The Newberry family is aware of life's opportunities and maintains high expectations for its students, teachers, parents, administration and community.

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.

Newberry follows the regular calendar approved by the CPS Board of Education and will hold Parent-Teacher Conferences as scheduled on the regular calendar for Quarters 1 and 3. Report cards are printed in English, Spanish, Polish and other languages at the request of the parent or for those enrolled in the ELL program. Teachers and parents may request additional conferences, as needed and mutually arranged, usually occurring before or after school. The Principal may hold additional conferences with parents to review and discuss the attendance and promotion policy, specifically of students in benchmark grades: 3rd, 6th, and 8th.

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

We will provide parents with frequent reports on their children's academic progress available in their native languages. Progress reports will be distributed and sent home to parents during the 5th, 15th, 25th, and 35th weeks of school. Additional progress reports may be made by teachers, as needed, by calling or sending individual student reports. Additionally, the principal will distribute and send home additional notification to parents of students in benchmark grades (3rd, 6th, 8th) of possible failing grades in reading and/or math which may lead to mandatory summer school attendance.

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

We will provide parents access to staff. There are a number of ways parents can communicate: 1) through the student's agenda, 2) by leaving a message on the school's voicemail, 3) sending a separate note or emailing the teacher, 4) or by making a personal request to the principal or her designee. The school is open every day when students are in attendance from 7:30am-2:30pm. Teachers and staff are available based on mutually agreed upon dates and times, usually before or after the school day. Additionally, appointments can be scheduled during the school day at the teacher/staff member's discretion.

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.

CPS requires all volunteers and chaperons to complete a volunteer packet before the volunteer/chaperon is able to participate. The packet is available in the Main Office as well as electronically via the school website and is to be submitted to the principal. The process includes a TB test, background check and finger-printing. We provide parents opportunities to volunteer as parent helpers in classrooms and recess. Teachers regularly invite parents/guardians to participate in class activities, classroom helpers/readers/tutors, chairperson, etc. Parents/Guardians are always invited to attend assemblies, open house, science fair, history fair, High School fair, and graduation.

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

We will support the children's learning by reviewing agendas, regularly inquiring with teachers about student reading and math assignments, accessing Parent Portal, providing notes to school for excused absences, attending IEP meetings, Coffee with the Principal, Title 1-sponsored workshops, attending Parent/Teacher conferences during Report Card Pick-Up, and advocating for the children's needs.

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

Newberry parents will participate in decisions relating to the education of their children/ The principal will send home calendars notifying parents of the LSC meetings, NCLB-PAC, BAC, and Parent-Teacher Organization meetings.

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).

Our students will share the responsibility for improved academic achievement by providing feedback on surveys, sharing their honest thoughts on how to improve the learning environment, and put forth their best on a daily basis. Students will be knowledgeable of and support the school's mission and vision, read daily, have good attendance, complete all work and assignments as provided by their teachers., follow school rules including behaving in accordance with the SCC, participate in extra-curricular activities, seek out the counselor or trusted staff member for social and emotional support, be respectful to all adults, value their relationships with their family and friends, commit to healthy lifestyle, respect private property, and contribute positively everyday in every way.

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.

We will seek out approved vendors to train parents on health and nutrition, conflict resolution, college readiness and motivation for children's success. Parent trainings will be ongoing this school year.

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. | \$ | 2563 | .00 |
| 53205 | Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | \$ | 500 | .00 |
| 54125 | Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | \$ | Amount | .00 |
| 54505 | Admission and Registration Fees, Subscriptions and memberships For Parents use only. | \$ | 4230 | .00 |
| 54205 | Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel 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 |