Columbia Explorers Elementary Academy (/school-plans/100) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	Columbia Explorers Staff and LSC Members	Climate and Culture
02/08/2016	Eileen Considine, Veronica Barrera, Beth West, Samantha Saqri, Scott Pasieka	Overall CIWP

02/09/2016	Eileen Considine, Veronica Barrera, and Beth West	Curriculum and Instruction
02/10/2016	Eileen Considine, Jennifer Madden, and Scott Pasieka	MTSS and Restorative Justice
02/13/2016	Eileen Considine and Beth West	Overall CIWP
02/15/2016	Eileen Considine and Beth West	Overall CIWP
03/22/2016	Eileen Considine and Samantha Saqri and SPED Team	Diverse Learners
03/28/2016	ILT	CIWP Strategies
04/04/2016	N8TLs	CIWP Strategies
04/05/2016	Eileen Considine, Beth West, Veronica Barrera, Jennifer Madden	CIWP Strategies
04/08/2016	Columbia Explorers Staff	Curriculum and Instruction
04/26/2016	Columbia Explorers Staff	Culture and Climate
10/21/2015	Bilingual Teachers	WIDA Standards and Unit Planning
11/04/2015	Bilingual Teachers	ACCESS 2.0
02/08/2016	Bilingual Teachers	Parent Mentor Engagement
09/14/2015	N8TLs and Administration	Unit Planning
10/19/2015	N8TLs and Administration	Unit Planning and Assessments
11/30/2015	N8TLs and Administration	Unit Planning
01/25/2016	N8TLs and Administration	Unit Planning
02/22/2016	N8TLs and Administration	Unit Planning
03/28/2016	N8TLs and Administration	Unit Planning
05/09/2016	ILT, N8TLs and Administration	LASW
05/16/2016	ILT, N8TLs and Administration	LASW
09/01/2015	Columbia Staff	Unit Planning
09/02/2015	Columbia Staff	Culture and Climate

11/04/2015	Administration and LSC	Budget
03/09/2016	Administration and LSC	Budget
05/04/2016	Administration and LSC	Budget, Climate and Culture
03/02/2016	Behavioral Health Team	BHT Request Forms, Discussion of Tier I and Tier II implementation, Outside Agency Resources
03/09/2016	Behavioral Health Team	Introductions and Intentions, Capacity Needs Assessments, Behavioral Supports
03/23/2016	Behavioral Health Team	Review of Network PD, Anger Coping Group Status, Menu of interventions
04/06/2016	Behavioral Health Team	Student Updates, Anger Coping Group Status
04/27/2016	Behavioral Health Team	New Referrals, Anger Coping Group Status, Check In/Check Out Data, BHT Student Discussion Template
05/11/2016	Behavioral Health Team	New Referrals, Anger Coping Group Status, CICO Data, BHT Student Discussion Template
05/26/2016	ILT	Teacher PD and Summer Planning for 2016-2017
09/16/2015	Special Education Team	ISBE Audit, REACH Scores Analysis, Special Education Bilingual Students
10/28/2015	Special Education Team	IEP Revisions
11/12/2015	Special Education Team	ISBE Audit, Special Education Students' NWEA Data Analysis
12/02/2015	Special Education Team	Paraprofessional Support, NWEA MOY Data Analysis
01/07/2016	Special Education Team	ACCESS, NWEA, ESY Criteria
02/19/2016	Special Education Team	MOY Data Analysis
03/10/2016	Special Education Team	Inclusion, Autism Group (SEL support), Interventions
05/12/2016	Special Education Team	Co-Teaching
03/23/2016	Special Education Team	ESY, Powerful Practice of Scaffolding

School Excellence Framework

Leadership & Collective Responsibility:

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

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> The principal shares the State of the School Address with the Local School Council, Bilingual Advisory Committee, Parent Advisory Committee, and the staff on an annual basis. Administration, teachers, and parents work together on a regular basis at bimonthly meetings, conferences with teachers and administration, weekly newsletters, and monthly calendars. Administration and teachers work collaboratively on a regular basis. All teachers meet once a week as a staff at 7:30AM, which is a sign of a dedicated staff. These meetings consist of some face to face time for teachers and administration as well as professional development on English Language Learners, Social Emotional Learning, powerful practices, diverse learners, etc. Teachers plan as grade level teams and share lessons and ideas in order to achieve success for all students. Administration meets with teachers to review grade level unit plans to provide feedback for teachers that will allow teachers to improve their instruction and assessment practices. According to the 5Essentials Survey, for Effective Leadership, Columbia Explorers scored as strong, with the highest indicator in program coherence and then instructional leadership.
> Every grade level has a grade level chairperson who is the liaison between administration and the teachers. The ILT and the N8TLs are the teacher leaders within the school who work closely with the administration to plan, develop, and implement professional development. These teachers are also teachers who model lessons for other teachers and allow teachers to observe them in order to better their own practice.

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	✓ 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

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evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Every year Columbia Explorers Academy's ILT reviews the ILT Effectiveness Rubric. Currently, CEA feels confident that overall the ILT is proficient. ILT members create a calendar over the summer for the entire year, agendas are created at the end of every ILT meeting, and roles and responsibilities rotate for every meeting. The ILT meets twice a month with administration to plan and implement professional development. The ILT members provide feedback to their grade levels that enables them to implement safe practice that leads to more effective instruction. The ILT collaborates to develop powerful practices that are designed to improve teacher practice that will lead to student success. CEA's powerful practices are determined based on analysis of NWEA, PARCC, DIBELS/IDEL, TRC, ACCESS, and On Track/Off Track data through problem analysis in order to identify the root cause of areas in need of growth. Teachers observe each other to have exposure to different techniques and strategies as well as to provide peer feedback and support. CEA's first powerful practice of implementing mini-lessons took place last year, and continues into this year proving to be an effective tool for all teachers to use on a weekly basis to review and develop those skills that students still need support in order to master at grade level. Currently, CEA is in the beginning stages of a new powerful practice: If teachers implement scaffolding effectively, then teachers will reach all students at the grade level standards. PD has been given to the entire staff regarding the new powerful practice, and teachers are currently conducting safe practice within their classrooms. Our ILT is composed of a variety of stakeholders in order to have equity in voice with instructional practice decisions, these include a representative from each grade level, the ELPT, bilingual teachers, special education teachers, resource teachers, the MTSS coordinator, and administration.

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	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

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If CEA administration continues to work collaboratively with teachers and staff to plan and implement professional development, administration, teachers and staff will continue to grow and develop professionally. Over the summer, the ILT and N8TLs meet to develop a PD Plan for the entire year. This plan is reviewed and revised at the monthly ILT and N8TL meetings in order to meet the needs of teachers and staff. PD agendas are made for each PD and teachers and staff receive an exit slip in order to evaluate and reflect on the learning that was done. ILT and N8TL members read the exit slips with administration to reflect and determine next steps.

As a staff, administration guides teachers through an analysis of data for their students. As an ILT, we analyze the entire school's data in order to identify trends across grade level, within grade levels, etc. The data and discussions lead to a problem analysis to identify the root cause of areas of deficiency. Based on the results of our problem analysis, the ILT and N8TLs, along with administration develop PD for grade levels, grade bands, and whole staff.

Every year, we alternate teachers to attend the annual NABE Conference, all EL teachers attend the annual statewide bilingual Conference. Teachers have the opportunity to attend at least one conference and/or workshop outside of CPS that is paid for through CEA.

We have implemented a CEA New Teacher Mentor Program that meets once a month to provide 1st year teachers with the necessary support to be effective in the classroom. 1st and 2nd year teachers also observe veteran teachers with an administration in order to identify new strategies and techniques that they can utilize in their classrooms.

Through the direction of the ILT, teachers conduct safe practice and teachers observe each other after safe practice to provide constructive feedback on powerful practices.

Administration conducts non-REACH observations to provide teachers with coaching and actionable feedback.

Grade level teams meet before and after school on their own time in order to collaborate and meet the needs of their students. When asked to meet as grade bands after school, teachers meet to discuss the trends across the grade levels as well as areas that are in need of more cohesiveness.

The MTSS meets before school twice a month to monitor the MTSS Program, make changes, and determine PD for para-professionals and teachers.

The EL teachers meet once a month after school to analyze Access data, review WIDA Standards, determine areas of growth in lesson and unit planning, discuss strategies, etc.

Currently, every grade level is participating in Looking at Student Work (LASW) protocol to determine areas of improvement in creating student performance tasks.

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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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.

Columbia Explorers has a dedicated staff of teachers and paraprofessionals. All grade levels have at least 4 common planning periods per week, most have 5. Teachers meet daily to discuss lesson plans, strategies, students, student work, etc. CEA works with a large variety of partners to benefit students and meet the needs of families. The list of partners is as follows: St. Anthony Hospital, Tropical Optical, Universal Family Planning, St. Xavier University, UIC Educator Program, UIC College of Dentistry, Loyola University, PRAA, Barrel of Monkeys, Hyde Park Art Center, The Chicago Sun-Times, The Chicago White Sox, Communities in Schools, Junior Achievement, The National Museum of Mexican Art, The Mexican Consulate, SSA 39, Alderman Burke, Senator Sandoval, Alderman Munoz, Alderman Cardenas, Brighton Park Neighborhood Council, Communities in Schools, Do The Write Thing, Ravinia, UIC Asthma Van, The Israeli Consulate, Chicago Fire Soccer, Museum of Contemporary Art, and The New Teacher Center.
Teachers collaborate every year to determine their daily instructional time to maximize learning and to engage students. Teachers are encouraged every year to obtain their ESL and/or Bilingual endorsement, and at this time approximately 80% of teachers hold their ESL endorsement, including 100% of administration.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

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The teachers at Columbia Explorers design rigorous unit plans collaboratively to address the learning needs of all students, including diverse learners, English language learners, and advanced learners. We use UBD (Understanding by Design) to create our units, which include essential questions and enduring understanding based on grade level standards. We incorporate literacy into all of our content areas and our unit plans are developed so that students can make connections throughout all subject areas. Our unit plans include both formative and summative assessments that assess the Common Core Standards being taught. We use both formal and informal assessments to help us drive instruction and meet our students' individual needs. Currently, we are working on vertically planning more together within grade bands to make our school curriculum more cohesive. All teachers continue to use "mini-lessons" and differentiated instruction to help meet the various needs of students, since we have found this effective. All teachers also incorporate SEL (Social Emotional Learning) into their everyday curriculum. We use Second Step, Yoga in the classroom, and various techniques based on the age/grade level of students.

Diverse learners and ELL students are exposed to the curriculum in the general education classroom as well as the special education classroom/resource rooms. Special education teachers work with the general education teachers to modify assignments and assessments. Bilingual teachers use the WIDA standards in planning and implementing instruction.

Columbia Explorers incorporates technology into their curriculum to enhance student learning. We use such programs as Odyssey Learning, Study Island, Imagine Learning, Reading Eggs, Moby Max, RAZ KIDS, and Khan Academy. These programs support English Language Learners and Diverse learners. They also challenge our advanced learners by exposing them to more rigorous, higher grade level curriculum. Another means of teaching our students real world learning is through field trips. We plan both in-school field trips and out of school trips based on our unit plans. This provides students with real world application and motivates them to learn.

Every year, teachers write a grant for 7th grade students to attend the Holocaust Museum. Students visit this museum as part of their Social Studies curriculum.

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

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Columbia Explorers provides a variety of instructional materials that are aligned to the Common Core State Standards for every grade level. These materials include: Making Meaning, Words Their Way, guided reading sets, Reading A-Z, Imagine Learning, Scholastic News, SCOPE, Highlights for Kids/High Five Bilingue, Wilson Learning, GO MATH, and Studies Weekly for Science and Social Studies.

Teachers use novels, leveled readers, SRA Kits, Odyssey, RAZ KIDS, and the basal to supplement their instruction and meet the needs of students at varying performance levels. We incorporate technology into our daily instruction and every teacher has a class set of IPADS, along with desktop computers in their classrooms. It is imperative to continue to upgrade our technology as district and state assessments are conducted through computers and laptops. Consumables are provided for students to practice basic skills that will provide them with rigorous tasks as well as to enhance their test taking skills. All materials are in English and available in Spanish for English Language Learners. Other than textbooks and consumables, we also provide manipulatives for Math and Science that provides hands-on learning. Teachers describe the materials/resources they will be using in their unit plans and weekly lesson plans.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

Columbia Explorers hold high expectations for all students and believes that all students can learn and succeed. Every teacher meets with each individual student in their homeroom to discuss their assessment data and set personal target goals they should meet by the end of the school year. Students complete a goal setting worksheet that identifies their areas of strength and weakness in both Reading and Math. This information is also shared with the parents throughout the year during conferences so they are aware of their child's current level, progress they are making, and what is expected of them. All teachers make the students accountable for their learning and set high, yet realistic goals for them.

When unit planning, teachers use grade level standards and DOK (Depths of Knowledge) to challenge students and engage students in the learning process. We create authentic projects and assessments in order to motivate students and meet the grade level standards. Teachers provide rubrics to the students so they are aware of the expectations throughout the task given. We encourage students to help their peers by working together, teaching each other, and learning from one another. We are working on analyzing student work together more often as a grade level as a part of professional learning. This will help us to meet the needs of our students and also to design more rigorous unit plans, performance tasks, and performance assessments. Also, our Administration team, ILT team, and all staff members conduct learning walks in order to determine our powerful practice, observe the impact of student learning, and to learn best practices and effective strategies from each other.

According to the 5 Essentials Survey, CEA received a rating of very strong for ambitious instruction. Teaches design units that students can relate to and make connections to their home life and the real world, students are given opportunities on a daily basis to discuss and debate in a constructive way with their peers and teachers.

CEA is currently in the beginning stages of LASW in order to improve the rigor of student performance tasks.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge rigor 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)

Columbia Explorers hosts a High School Fair for our 6th, 7th, and 8th grade students and parents. We invite our neighborhood schools, local charter schools, military school and private schools. This provides an opportunity for our students and parents to be exposed to the options that have for high school. The high schools that attend our fair also provide Open House dates and Shadow Day information so the students can come visit their school. Our counselor speaks to all of the 8th grade students to describe the different programs offered at CPS high schools (IB, CTE, AVID, etc.). He also meets with students and parents individually to assist them with high school applications. If students are eligible for the selective enrollment, they are encouraged to apply and take the exam.

One of our goals is to get our students ready for college and careers. First, we must prepare them to be successful in their high school years. Our 7th and 8th grade students are offered Pre-Algebra and Algebra classes before and after school in order to prepare them for 8th grade Math. The 8th Grade students who plan to attend our neighborhood high schools, Kelly & Curie, take part in High School Investigation Days. They also participate in the Freshman Connection over the summer. In addition, our counselor conducts Middle School Support groups for girls & boys after school. They work on study skills, organizational skills, and time management skills. They also discuss social emotional issues and coping skills. College and careers are a focus in this group. They learn about the different types of colleges (universities, junior colleges, city colleges, etc.) and they discuss the various majors that lead to different careers. This better prepares our students for success in future.

Our middle school students will be going on college visits this Spring. We will be visiting UIC (University of Illinois at Chicago) and St. Xavier University. They will be able to tour the campus, attend a class, and learn about the different programs and extra-curricular activities the school offers. We also organize a Career Day, where various professionals visit the classrooms to talk about their careers, the education and training required, and answer any questions the students have. It is important to educate and expose students to postsecondary education.

Parents are invited and encouraged to attend citywide college fairs in order to expose parents to the FAFSA process and options for their children.

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	✓ 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	✓ 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

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

Teachers at Columbia Explorers consistently work on increasing their capacity as educators. They employ a wide variety of instructional techniques and strategies daily to meet the needs of their classes. Teachers utilize data to create flexible groupings and deliver differentiated instruction. Through intentional and deliberate scaffolding of lessons, teachers are able to provide grade level standards curriculum to all students. Teachers utilize the depths of knowledge to continually assess where there students are and need to be. Teachers conduct peer observations to improve practice, give feedback, and model lessons. Learning walks are also implemented in order to increase instructional cohesiveness across grade levels. ILT and N8TL discussions are currently including analysis of student performance tasks and assessments in order to increase the rigor and appropriate grade level tasks within instruction.

Teachers purpose all lessons for students, and identify the objectives that are expected to be met by the end of each lesson, i.e. understanding, application, mastery. Teachers also create their unit plans with their students' interests in mind, creating connections for students based on their background knowledge and daily life experiences. Teachers incorporate cognates within their lessons in order for students to make those connections to their first language, Spanish. Word walls are in every classroom designed to encourage students to use academic language in their daily conversations.

Giving students opportunities to engage in constructive conversations with their peers and their teachers is continuing to improve. Teachers build time into their lessons for students to talk with their classmates in order to have voice within the classroom, express their opinions, and to learn from each other.

Across the content, students are provided with examples and teacher modeling of how to provide evidence for their answers. Then given are opportunities to work with a partner or group to cite evidence so that independently, students are able to provide evidence for their responses.

Teachers are provided with paraprofessionals throughout the day who work with students in small groups and/or one on one. All teachers provide supports for DL and EL students through the use of paraprofessionals, push in teachers, inclusion, modifed lesson plans and tests, flexible groupings, etc.

CEA hosts Saturday School and After School Classes. Saturday School provides students with extra computer time, and After School Classes provided students with more time on task based on student abilities.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Multi-Tiered System of Support:
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Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students:
Insight Pram taught school wide in three sessions. Teachers implement strategies and tools within the classroom with their students.
Second Step implementation throughout all grade levels, and with ancillary staff.
Yoga throughout all grade levels.
Grade level meeting to analyze data and support students (weekly)
NWEA Bootcamp after school program,
PAARC Bootcamp after school program,

Additional targeted academic and SEL supports (Tier 2) where needed:
Referral form to place students with Tier 2 needs into differentiated groups within the classroom setting (students are progress monitored bi-weekly)
PLPs are set up throughout City Span and are updated within the 5 week time frames. MTSS coordinator, counselor, teacher, assistant principals and principal participate in creating the plans.
NWEA/TRC/DIBELS data are analyzed and instruction meets the needs of students and aligns to the Common Core Standards.
May I have this Dance dance class where students with SEL needs are able to work together and dance as a couple. Dance competition at Cultural Center at the end of the session.
GEMS program for the 6th and 7th grade girls.
Girls on the run after school program.
Check In/Check Out program will be implemented with students needing extra support with behavior. Students will be monitored through the City Span database.
MTSS monthly meeting (includes MTSS Coordinator, school counselor, school psychologist, special education teacher/case manager, social worker and Assistant Principal) where we go through student referrals and look at data and check to see if students are in need of Tier 2 or Tier 3 accommodations.
Grade level meeting to analyze data and support students (weekly)

Deep and intense supports (Tier 3) based on individual and small group needs:
Referral form to place students with Tier 3 needs into differentiated groups outside of the classroom with MTSS coordinator support. Students are progress monitored weekly. Parents receive a summary and graph of data at every Progress Report and Report Card Pick Up distribution. Parents must sign and return the form.
MTSS monthly meeting (includes MTSS Coordinator, school counselor, school psychologist, special education teacher/case manager, social worker and Assistant Principal) where we go through student referrals and look at data and check to see if students are in need of Tier 2 or Tier 3 accommodations.
BHT monthly meeting (happens the week after the MTSS meeting) to discuss students in need of small group or individual group counseling sessions.
School counselor works with small groups and individual students based on referral form he has created.
Grade level meeting to analyze data and support students (weekly)
Universal Family Connection Counselor works two days a week with students and parents.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

> Teachers at Columbia used a variety of assessments to measure student learning. Teachers utilize standardized tests such as NWEA, PARCC, and Access to measure growth of students academically and linguistically compared to national and state norms. Teachers also utilize benchmarks assessments, MARS tasks, cumulative, and summative assessments to measure how students are meeting the standards set for each unit. Assessments are both teacher created as well as teacher selected.
> K-2 teachers utilize DIBELS/IDEL and TRC at the beginning, middle and end of the year. Targeted students are progress monitored as well.
> All grade levels have materials in English and Spanish in order to provide accommodations for students.
> Teachers input at least 2 grades per subject weekly into Gradebook. Teachers turn their hard copy gradebooks into administration at least 8 times per year. Gradebooks are analyzed by administration with teachers in order to implement a cohesiveness with assignments within and across grade levels. There is cohesiveness within grade levels with categories and weights of assignments and assessments. We are currently working on cohesiveness across grade levels with categories of assignments and weights as well.
> Administration works with new teachers on grading in order to make sure that grading is fair for all students.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

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

If CEA teachers and administration continue to embrace unit planning and UbD, instructional strategies will reinforce and cultivate student curiosity and curriculum goals and objectives will be directly tied to CEA students. Teachers meet with everyone of their students individually at least three times per year to review and set their personal learning goals. These goals are also communicated to parents. Instruction is scaffolded and differentiated so that all students are working at their ability and receiving grade level instruction. Teachers are incorporating more student discourse into the classroom instruction as well as modeling how to self assess which instills a sense of ownership among students. Teachers regularly establish a culture for leaning as they purpose their lessons, provide students with information on how the work inside the classroom connects to and has an effect on their home and personal lives. Teachers are also working on informing students of the specific goal of each lesson as they make sure that students are aware of the teacher's expectations by the end of the class period, i.e. awareness, understanding, application, or mastery. As a staff, we are concentrating on providing students with regular constructive feedback that will begin to empower students and make them feel positive about their progress in the classroom. Through our SEL program, our counselor meets with groups of students to develop positive mindsets and behaviors towards learning.

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

If interactions between teachers and students and among students are highly respectful, continuous academic and personal connections will be established. Teachers and staff highly respect each other for their hard work and dedication. Although there are times when there is a difference of opinions, teachers are still respectful and feel comfortable to voice their opinions and concerns in staff meetings, grade level meetings, and ILT, N8TL, and MTSS meetings. Teachers meet once a week for mandatory grade level meetings, but also meet on their own time to develop unit plans as teams in order to benefit all students.

CEA continues to revise its check in program with students. Teachers recommend students for the program based on lack of motivation, attendance issues, lack of home support, etc. All teachers have volunteered to be a part of the check in program as adults who are mentors for specific students. We also have 8th grade students who are mentors for younger students. It is our goal to increase and improve this program as the year progresses.

CEA has a partnership with Communities in Schools. Through CIS, we bring programs to CEA to speak to students about bullying, gangs, drugs, self-esteem, etc. We also partner with Barrel of Monkeys, which is a program that teaches fundamental writing skills, provides consistent nurturing attention to each student over a period of time, and builds students' confidence in self-expression and self-esteem. Our Girls on the Run and Girls on Track Teams also empower girls in grades 4 and up and provide girls opportunities to develop positive relationships with their peers and the teacher coaches. GEMS is another program that we provide our "at risk" 5th, 6th, and 7th grade girls with in order to build their self- esteem and learn about respecting themselves and creating a better life.

If CEA administration continues to respect the classroom teachers, and acknowledge them for their expertise in curriculum design, classroom management, instructional techniques, then CEA teachers will continue to excel at their craft which will create successful students in and out of the classroom.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

CEA students have access to a variety of extracurricular activities and programs. Students have opportunities to participate in Student Council, Violin and Cuatro, Art, basketball, volleyball, track, cross country, soccer, Girls on the Run, Girls on Track, Dance, Pre Algebra and Algebra, Yearbook, Chess, Science Fair, etc. CEA also invites students and families to participate in attending events during the evening and on the weekend such as UIC basketball games, Day of the Child, PRAA Three Kings Event, Misericordia, neighborhood clean ups, etc. Students participate in assemblies throughout the year performing on stage for their peers, families and the community.

We are working on improving our student council in order for students to have more of a voice and to be more active within the school community. Currently, student council helps plan and implement the annual PBIS Assembly and Spirit Week. Girls on the Run and Girls on Track participate in a service learning project annually where the girls are responsible for choosing a specific community group to assist. These two teams have focused on acknowledging teachers and the military for their service, planning and implementing a book drive for tornado victims, and promoting positive behavior throughout the school by sharing uplifting messages for all students and staff.

Through Unit Planning, teachers design lessons that are tailored to individual students' and/or class interests.

CEA hosts Saturday School where students have the opportunity to participate in art classes, open gym, time on the computer, and read in the library. CEA also provides students with before and after school programs. These programs are designed to engage students at their ability levels for an extra hour a day.

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 ✓ 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

According to the 5 Essentials Survey, 80% of students feel safe in their classrooms, the majority of students feel very safe or mostly safe in the bathrooms and the hallways as well as outside around the school and traveling between home and school. Teachers and paraprofessionals are extremely observant and conscious of our students in the classroom, in the lunchroom, at recess and before and after school. Teachers have positive relationships with their students which makes students feel comfortable to let teachers know if anyone is bothering them, causing harm, or if they are in need of speaking to a counselor or social worker. Teachers also recommend their students to the counselor or social worker based on classroom behavior, student and/or parent requests. Teachers dismiss their students everyday, and wait outside until a parent or adult pick them up. Administration, security officers, and paraprofessionals are stationed around the school at school entry and dismissal to provide a sense of safety for parents and students. Administration and paraprofessionals are also stationed in the lunchroom for the entire lunch period daily, and paraprofessionals, administration, and security monitor recess daily.

School wide fire drills, tornado drills, allergy drills, and lockdown drills are conducted on a monthly basis. ELSA(Evacuation, Lockdown, Shelter in Place, All Clear) signs are posted on every floor, in every classroom, in every building. When middle school students are switching classes, all teachers are in the hallways supervising students' movement.

Columbia Explorers implements a school wide PBIS Program. All staff is trained on the CEA PBIS System at the beginning of every school year. The MTSS Team revisits and revises the system on a quarterly basis to meet the needs of CEA students. The PBIS program encourages teachers and staff to praise and acknowledge students for their positive behaviors in the classroom, in the hallways, at lunch, and in recess. Students receive PBIS tickets for personal as well as classroom behaviors. Students are able to cash in their tickets weekly for a prize and classroom also win monthly prizes based on tickets. The token system allows students to work together positively to earn tokens. These tokens can also be redeemed for class rewards continually throughout the year. CEA's approach to discipline is restorative. We are working diligently to refine this approach through our counseling and social emotional programs in and out of the classroom. Our percentage of students suspended continues to decrease. Our first response is counseling and parent communication.

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

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

1 2 **3** 4

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.

Social Emotional Learning is part of our culture at Columbia Explorer's Academy. Our school goal of educating children in a holistic manner remains our top priority, and our social emotional practices are a pillar in that foundation. One of the many important concepts within our social emotional framework is the idea of restorative justice. Classroom lessons from teachers and counselor introduce students to restorative justice by explaining the process of conflict resolution via reconciliation between opposing parties. In these sessions, restorative practices are modeled for students, then role played by the students. This ideology is then reinforced through group counseling frameworks which teach students conflict resolution skills, anger management, and forgiveness. In these groups students are also given stress balls, taught deep breathing techniques, and practice voice volume and tone to begin learning how to manage their own behaviors. Educator-facilitated peace circles and meetings between students are other tools used to guide the process and ensure it is done with fidelity. To be sure our practices are effective we utilize programs such as check-in-check-out to guarantee that peace has been restored or determine when further interventions must take place. Finally, parent outreach and education is enacted to create consistency with the child's problem solving skill development.

The school dean works with teachers of students who have a pattern of misbehavior. Procedures are in place so that students do not lose on instruction.

MTSS is in place as the MTSS coordinator, the school counselor, the school dean, the school psychologist work together to address social, emotional, and behavioral growth.

The schoolwide approach to positive behavior is kicked off at the beginning of every school year with teachers and the student council working together to plan and implement an assembly.

Guide for Restorative Approaches to Discipline

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

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1   2   3   **4**

Columbia Explorers utilizes a variety of communication methods to inform parents. We use the school website to share information including the monthly calendar, PAC meetings and members, BAC meetings and members, LSC meetings and members, events, resources, and links. Every month there is a minimum of two parent meetings held in the school with workshops selected by expressed needs of parents. There is a monthly calendar that goes home in both languages that informs parents of all events held within the school, as well as, the current attendance rate at the school. Columbia also uses robocalls to inform parents of ongoings at the school. Robocalls are also sent in both English and Spanish. There is a parent communication board in the main hallway so that parents have access to upcoming meetings and workshops within the network and across the city. All communication sent home is also in both languages. Parent portal participation has increased from 6% to 38% within 4 months. Columbia Explorers continues to score high on the My Voice , My School Survey in all areas. Teachers respect their students, keep the communication lines open with parents, and are available to parents on a daily basis. Our CEA Title I parents, their families and our community residents are encouraged and invited to attend our monthly family and community partnership meetings. Information about our School Improvement Plans, the Parent Portal, the school website, assessments, and the Illinois Common Core Standards are shared at the meetings, during report card –pick-up and during their requested workshops. Parents are also invited to attend CIWP meetings with the teachers and staff. We hold workshops and hands-on activities to inform and educate parents about our Title I Programs. We hold a workshop to specifically inform parents about the assessments their children will take throughout the school year, how they are taken, when, and what these assessments measure. We sponsor educational field trips such as visits to City of Chicago Museums to expose our parents to resources that will meet the literacy needs in the home.

At our Open House, Family Literacy Nights, and our report card pick-up school days, our teachers talk one on one with our parents about our curriculum and their children's grade – level progress. Teachers also give parents information on how to support their children at home based on assessment reports. All events involve having teachers and/or paraprofessionals interpret the information to parents if need be.

CEA has incorporated a Parent Mentor Program with the assistance of Brighton Park Neighborhood Council. Parent mentors work side by side with teachers to plan and deliver instruction in classrooms daily.This program is successful as it provides teachers with assistance and gives our parents a sense of pride and ownership. The parent mentors are present everyday, and are a wonderful addition to CEA.

Our attendance clerk works hand in hand with teachers, administration, and parents. The attendance clerk calls parents daily and keeps track of those students who are regularly absent and/or tardy. Administration, the counselor, the dean, and security all conduct home visits for students who are regularly absent.

CEA hosts a Saturday program for parents to learn English, learn computer skills, and use the library as a resource for them and their children.

CEA parents are invited to help plan, facilitate, and volunteer at all of our school wide events such as Fun Fair, International Night, Literacy Night, etc. Parents are also invited to Awards Assemblies, a Mothers' Day Event, Publishing Parties, Grade Level Created Museums, Science Fair, High School Fair, Book Fairs, etc.

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
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 **4** 5 ⊘

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Columbia Explorers Academy teachers will use NWEA, PARCC, ACCESS, TRC, DIBELS/IDEL assessment data to drive instruction, develop powerful practices, and differentiate their instruction so that students are able to meet their individual growth targets in Reading.This will result in our school-wide goal of 87% national growth in Reading.	86.00	87.00	88.00	89.00
National School Growth Percentile - Math				
Columbia Explorers Academy teachers will use assessment data to drive instruction, develop powerful practices, and differentiate their instruction so that students are able to meet their individual growth targets in Math. This will result in our school-wide goal of 82% national growth in Math.	70.00	82.00	83.00	84.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Columbia Explorers teachers will continue to provide rigorous instruction so that students will meet and exceed national growth norms. Guided Reading and Guided Math groups will be used in order to meet student's needs according to both their strengths and weaknesses in both Reading and Math. Odyssey Learning allows them to receive extra targeted instruction according to their individual RIT bands in both Reading and Math. Throughout the year, teachers conference with both students and their parents to set personal end of the year learning goals.	59.60	(Blank)	61.00	62.00

African-American Growth Percentile - Reading

Not applicable.	*(Blank)*	*(Blank)*	0.00	0.00

Hispanic Growth Percentile - Reading

The majority of our students at Columbia Explorers are Hispanic and English Language Learners. Our goal for Reading growth this year is 89%. In order to meet this goal, teachers will use assessment data to drive their instruction, develop powerful practices, and differentiate their instruction so that students are able to meet their individual growth targets in Reading. We use a variety of resources including leveled readers, SRA Kits, Common Core textbooks, magazines across content areas, Odyssey Learning, Study Island, and iPads. Teachers group students by reading levels and skills in order to form guided reading groups and plan Data to Instruction lessons.	86.00	89.00	90.00	91.00

English Learner Growth Percentile - Reading

Columbia Explorers bilingual and ESL teachers will provide differentiated instruction in or to meet their students needs. Through the use of MPI's in unit planning teachers will be able to scaffold instruction to help EL's acquire and utilize the language of literacy. Teachers will continue to utilize can do descriptors to ensure that students have access to reading content and can demonstrate their learning in the four domains of Reading, Writing, Listening, and Speaking. Data from the ACCESS assessment will inform teachers instruction continually which will lead to EL students attainment in Reading.	15.00	83.00	84.00	85.00

Diverse Learner Growth Percentile - Reading

Special education teachers and general education teachers meet regularly to plan Literacy units so that special education students have access to the general education curriculum and are able to meet or exceed the goals stated in their IEP. Special education teachers also meet twice a week after school for professional development. Special education students use Odyssey, Study Island, Reading A-Z, and Raz KIds to help improve their literacy skills. Teachers will use assessment data throughout the year in order to help students meet the required growth and attainment goals for Reading.	1.00	11.00	12.00	13.00

African-American Growth Percentile - Math

Not applicable	*(Blank)*	*(Blank)*	0.00	0.00

Hispanic Growth Percentile - Math

The majority of our students at Columbia Explorers are Hispanic and English Language Learners. Our goal for Math growth this year is 83%. In order to meet this goal, teachers will use assessment data to drive instruction, develop powerful practices, and differentiate their instruction so that students are able to meet their individual growth targets in Math. We use a variety of resources including SRA Math Kits, Common Core Math, Math magazines, Odyssey Learning, Study Island, and iPads. Teachers group students by Math skills in order to form guided Math groups and plan Data to Instruction lessons.	70.00	83.00	84.00	85.00

English Learner Growth Percentile - Math

Columbia Explorers bilingual and ESL teachers will provide differentiated instruction in or to meet their students needs. Through the use of MPI's in unit planning teachers will be able to scaffold instruction to help EL's acquire and utilize the language of mathematics Teachers will continue to utilize can do descriptors to ensure that students have access to mathematical content and can demonstrate their learning in the four domains of Reading, Writing, Listening, and Speaking. Data from the ACCESS assessment will inform teachers instruction continually which will lead to EL students attainment in Math.	31.00	92.00	93.00	94.00

Diverse Learner Growth Percentile - Math

Special education teachers and general education teachers meet regularly to plan Math units so that special education students have access to the general education curriculum and are able to meet or exceed the goals stated in their IEP. Special education teachers also meet twice a week after school for professional development. Special education students use Odyssey, Study Island, and Ipads to help improve their Math skills. Teachers will use assessment data throughout the year in order to help students meet the required growth and attainment goals for Math.	64.00	3.00	10.00	11.00

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

Teachers will use the BOY and MOY NWEA data to help students reach proficiency by the end of the year. Columbia Explorers Academy teachers collaborate with each other to write their Literacy unit plans. Unit plans are written based on assessment data to help teachers group students and differentiate instruction. Teachers design authentic assessments in order to measure student growth and proficiency. We also use the Data to Instruction Framework based on NWEA data to reteach skills, help students master skills, and challenge high achieving students.	63.00	71.00	72.00	73.00

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

Teachers will use the BOY and MOY NWEA data to help students reach proficiency by the end of the year. Columbia Explorers Academy teachers collaborate with each other to write their Math unit plans. Unit plans are written based on assessment data to help teachers group students and differentiate instruction. Teachers design authentic assessments in order to measure student growth and proficiency. We also use the Data to Instruction Framework based on NWEA data to reteach skills, help students master skills, and challenge high achieving students.	71.00	78.00	79.00	80.00

National School Attainment Percentile - Reading (Grade 2)

2nd grade teachers will use the BOY and MOY NWEA data to help students reach proficiency by the end of the year. Columbia Explorers Academy teachers collaborate with each other to write their Literacy unit plans. Unit plans are written based on assessment data to help teachers group students and differentiate instruction. Teachers design authentic assessments in order to measure student growth and proficiency. We also use the Data to Instruction Framework based on NWEA data to reteach skills, help students master skills, and challenge high achieving students.	73.00	80.00	81.00	82.00

National School Attainment Percentile - Math (Grade 2)

2nd grade teachers will use the BOY and MOY NWEA data to help students reach proficiency by the end of the year. Columbia Explorers Academy teachers collaborate with each other to write their Math unit plans. Unit plans are written based on assessment data to help teachers group students and differentiate instruction. Teachers design authentic assessments in order to measure student growth and proficiency. We also use the Data to Instruction Framework based on NWEA data to reteach skills, help students master skills, and challenge high achieving students.	32.00	87.00	88.00	89.00

% of Students Making Sufficient Annual Progress on ACCESS

Teachers will differentiate instruction according to student's individual language proficiency levels. We will continue to use technology including Imagine Learning, Study Island, Odyssey, and Ipads to increase English language development. Curriculum will be available to the students in both English and Spanish. Bilingual teachers will align their units to the CCSS, WIDA, ELD, and SLA Standards. Bilingual teachers will meet monthly for professional development, weekly with their grade level team, and attend bilingual conferences throughout the school year. Teachers will analyze ACCESS data to further differentiate instruction based on language needs. As a result, our students will continue to make adequate gain on ACCESS.	57.00	49.00	57.00	58.00

Average Daily Attendance Rate

We will continue to monitor attendance on a daily basis for all students. For chronically absent/truant students we will hold parent conferences, conduct home visits, and communicate regularly with parents. We will continue to instill a positive attendance culture by providing monthly incentives for students and reward students with perfect attendance. Our school counselor works with students who have a lower attendance rate than their grade level peers. Through a supportive school-wide focus on attendance, our student attendance will continue to increase each year.	96.00	96.20	96.00	96.00

My Voice, My School 5 Essentials Survey

Columbia Explorers Academy continues to score high on the My Voice, My School Survey. Teachers and administration continue to establish positive relationships with the students, parents, and fellow teachers. Our students are respectful to both the adults and their own peers. We strive to make sure our students feel safe at school. Teachers and parents work together to improve our school and this community.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If Columbia Explorers Academy's administration continues to work diligently with teachers through their ILT and N8TLs to create schoolwide Powerful Practices	teacher practice and Unit Plans improve.	increased rigor, scaffolded lessons, students meeting required growth and attainment goals.

Tags:
Core Instruction, Diverse Learners, English Learners, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, Instructional practices, Curriculum, Academic gain, Differentiatied instruction, Common core, Literacy, Feedback

Area(s) of focus:
1, 2, 3, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Meet once a month with ILT to develop, plan, and implement Powerful Practices.	Principal ILT APs	Aug 20, 2015 to Jun 30, 2016	Google docs with agendas, minutes from meetings, professional readings, sample lessons, survey results, student assessment results, etc.	On-Track

ILT, Instruction

| Provide staff with PD during weekly Faculty Meetings, grade level meetings, and quarterly PDs. | Principal and APs | Aug 20, 2015 to Jun 30, 2016 | Agendas, Exit Slips from Teachers | On-Track |

ILT, Professional development, Feedback

| Complete the Cycles of Continuous Improvement schoolwide-ALL teachers-all grades-all subjects twice within a school year. | ILT, Principal and APs | Aug 20, 2015 to Jun 30, 2016 | ILT Meeting Notes, Teacher share outs, Teacher observations, rubrics, Google docs | On-Track |

Instructional practices

Strategy 2

If we do...	...then we see...	...which leads to...
If Columbia Explorers Academy administration works with staff through the ILT and N8TLs to collaborate to plan assessments and assignments as grade level teams	grade level appropriate assignments and assessments that provide rigor and challenge students to meet their needs	cohesive assignments and assessments within and across grade levels, vertically aligned curriculum, student centered classrooms

Tags:
Diverse Learners, English Learners, Curriculum Design, Academics, Grading, Aligned resources, Common core, Resources, Ccss, Planning, 21st century skills, Assessments, Depth of knowledge

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Meet at least once a month to review Unit Plans and provide feedback to grade level teams.	Principal APs ILT N8TLs	Sep 14, 2015 to May 16, 2016	Meeting agendas, meeting notes, feedback on Unit Plans, meetings with individual or teacher groups monthly	On-Track

Aligned resources, Formative, Feedback, Assessments

Develop and implement PD around the needs of teachers with regards to Unit Planning, developing performance assessments, etc.	Principal APs N8TLs	Sep 14, 2015 to Jun 17, 2016	Meeting agendas, Unit Plans, performance assessments, teacher feedback	On-Track

Curriculum Design, Aligned resources, Assessments

Continue to analyze assessment data and on track/off track data in order to guide instruction.	Principal APs Teachers	Aug 20, 2015 to Jun 30, 2016	data assessment templates on track/off track data templates, teacher discussion, grade level meetings	On-Track

Data Use, Cognitive demand

Strategy 3

If we do...	...then we see...	...which leads to...
provide students with social emotional supports during and after school as well as on Saturdays	students who can concentrate on learning and teachers who can concentrate on teaching	student engagement, student achievement and attainment, student ownership over their learning, students who are ready for high school and beyond.

Tags:
Behavior and Safety, Family and Community Engagement, Social emotional, Parental involvement, Incentive

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Continue to develop MTSS program school wide, along with a BHT.	Principal MTSS Coordinator Counselor	Sep 7, 2015 to Jun 30, 2016	data for Tier II and Tier III students, Check in and Check out system. Menu of interventions.	On-Track

Behavior and Safety, Incentive, Tier 2 & 3

Continue to provide extracurricular activities after school and on Saturdays for students.	Principal APs	Sep 1, 2015 to Jun 30, 2016	student participation in sports, Girls on the Run, yoga, dance, cuatro, Sat. gym, art	On-Track

Intervention, Behavior and Safety, Climate and Culture, Social emotional, Incentive, Grants, Fine arts

Meet monthly as a BHT to evaluate ongoing referrals and interventions for Tier 2 and Tier 3.	Principal MTSS Coordinator Related Service Providers Counselor Case Manager	Sep 1, 2015 to Jun 30, 2016	Menu for Interventions at Tier 2 and Tier 3, Data for Interventions, Cityspan dashboard, agendas. and minutes.	On-Track

Intervention, Behavior and Safety, Climate and Culture, Social emotional, Tier 2 & 3, Behavior supports;

Strategy 4

If we do...	...then we see...	...which leads to...
continue to collaborate with teachers on the	teacher morale develop, teachers who are	teacher leadership and ownership of teaching

instruction and learning that is taking place within the classrooms	invested in their students and their teacher practice	and learning.

Tags:
Instructional Coaching, Instructional practices, Instructional materials, Grade level meetings

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Continue to provide teachers with common grade level planning periods so that they can meet weekly.	Principal	Sep 1, 2015 to Jun 30, 2016	grade level meeting agendas and notes	On-Track

Curriculum, Grade level meetings

Continue to support teachers by providing them with materials and supplies at the beginning of the year and throughout the year as needed.	Principal APs	Sep 1, 2015 to Jun 30, 2016	5 essentials Survey Minutes from Meetings	On-Track

Curriculum, Materials, Instructional materials, Teacher feedback, Allocations of funds for purchasing materials for instruction and professional development
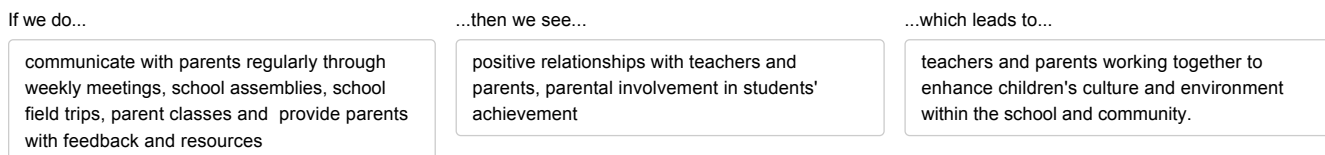
Continue to work with teachers to plan and implement professional development quarterly.	Principal APs ILT	Sep 1, 2015 to Jun 30, 2016	Agendas Minutes 5 Essentials Survey	On-Track

Professional development, Allocations of funds for purchasing materials for instruction and professional development

Continue to provide teachers with opportunities to observe each other in a non-evaluative climate monthly.	Principal APs	select	grade level meetings, templates Artifacts-Powerful Practice Observation Schedules	On-Track

Teacher-teacher trust & support, Approaches to teaching and learning, Safe practice

Strategy 5

If we do...	...then we see...	...which leads to...
communicate with parents regularly through weekly meetings, school assemblies, school field trips, parent classes and provide parents with feedback and resources	positive relationships with teachers and parents, parental involvement in students' achievement	teachers and parents working together to enhance children's culture and environment within the school and community.

Tags:
Climate and Culture, Family and Community Engagement, Bilingual, Parental involvement, Feedback, Community

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Continue to hold monthly parent meetings with the BAC, PAC, and the parent patrol based on the parent learning requested by the parents.	AP/Bilingual Coordinator	Sep 1, 2015 to Jun 30, 2016	Meetings take place every month, parents have input as to what is on the agendas. Minutes from each meeting. 5 essentials Survey	On-Track

Family and Community Engagement, Communication

| Continue to utilize parents as parent mentors within the classrooms weekly. | AP | Sep 1, 2015 to Jun 30, 2016 | Parent mentors are in attendance everyday and are invested, teachers work with parent mentors to provide assistance to students. Daily sign in logs. Teacher Feedback. Mentor Schedule. | On-Track |

Mentorship, Collaboration

| Continue to increase school partnerships in order to provide resources to students and parents. Partnerships currently include St. Anthony Hospital, Lurie's Children's Hospital, Asthma Van, Vision Program, Dental Program, etc. | Principal APs Counselor MTSS Coordinator | Sep 1, 2015 to Jun 30, 2016 | We have over 30 partners and continue to increase every year. Partnership Logs with collaboration dates | On-Track |

Family and Community Engagement, Partnerships, Communication, Fine arts

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Meet once a month with ILT to develop, plan, and implement Powerful Practices. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, Instructional practices, Curriculum, Academic gain, Differentiatied instruction, Common core, Literacy, Feedback, ILT, Instruction	Principal ILT APs	Aug 20, 2015	Jun 30, 2016	On-Track
✚ Provide staff with PD during weekly Faculty Meetings, grade level meetings, and quarterly PDs. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, Instructional practices, Curriculum, Academic gain, Differentiatied instruction, Common core, Literacy, Feedback, ILT, Professional development, Feedback	Principal and APs	Aug 20, 2015	Jun 30, 2016	On-Track
✚ Complete the Cycles of Continuous Improvement schoolwide-ALL teachers-all grades-all subjects twice within a school year. Tags: Core Instruction, Diverse Learners, English Learners, Assessment, Teacher Teams/Collaboration, ILT, Cycles of professional learning, Instructional practices, Curriculum, Academic gain, Differentiatied instruction, Common core, Literacy, Feedback, Instructional practices	ILT, Principal and APs	Aug 20, 2015	Jun 30, 2016	On-Track
✚ Meet at least once a month to review Unit Plans and provide feedback to grade level teams. Tags: Diverse Learners, English Learners, Curriculum Design, Academics, Grading, Aligned resources, Common core, Resources, Ccss, Planning, 21st century skills, Assessments, Depth of knowledge, Aligned resources, Formative, Feedback, Assessments	Principal APs ILT N8TLs	Sep 14, 2015	May 16, 2016	On-Track
✚ Develop and implement PD around the needs of teachers with regards to Unit Planning, developing performance assessments, etc. Tags: Diverse Learners, English Learners, Curriculum Design, Academics, Grading, Aligned resources, Common core, Resources, Ccss, Planning, 21st century skills, Assessments, Depth of knowledge, Curriculum Design, Aligned resources, Assessments	Principal APs N8TLs	Sep 14, 2015	Jun 17, 2016	On-Track
✚ Continue to analyze assessment data and on track/off track data in order to guide instruction. Tags: Diverse Learners, English Learners, Curriculum Design, Academics, Grading, Aligned resources, Common core, Resources, Ccss, Planning, 21st century skills, Assessments, Depth of knowledge, Data Use, Cognitive demand	Principal APs Teachers	Aug 20, 2015	Jun 30, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Continue to develop MTSS program school wide, along with a BHT. Tags: Behavior and Safety, Family and Community Engagement, Social emotional, Parental involvement, Incentive, Behavior and Safety, Incentive, Tier 2 & 3	Principal MTSS Coordinator Counselor	Sep 7, 2015	Jun 30, 2016	On-Track
✚ Continue to provide extracurricular activities after school and on Saturdays for students. Tags: Behavior and Safety, Family and Community Engagement, Social emotional, Parental involvement, Incentive, Intervention, Behavior and Safety, Climate and Culture, Social emotional, Incentive, Grants, Fine arts	Principal APs	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Meet monthly as a BHT to evaluate ongoing referrals and interventions for Tier 2 and Tier 3. Tags: Behavior and Safety, Family and Community Engagement, Social emotional, Parental involvement, Incentive, Intervention, Behavior and Safety, Climate and Culture, Social emotional, Tier 2 & 3, Behavior supports;	Principal MTSS Coordinator Related Service Providers Counselor Case Manager	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Continue to provide teachers with common grade level planning periods so that they can meet weekly. Tags: Instructional Coaching, Instructional practices, Instructional materials, Grade level meetings, Curriculum, Grade level meetings	Principal	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Continue to support teachers by providing them with materials and supplies at the beginning of the year and throughout the year as needed. Tags: Instructional Coaching, Instructional practices, Instructional materials, Grade level meetings, Curriculum, Materials, Instructional materials, Teacher feedback, Allocations of funds for purchasing materials for instruction and professional development	Principal APs	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Continue to work with teachers to plan and implement professional development quarterly. Tags: Instructional Coaching, Instructional practices, Instructional materials, Grade level meetings, Professional development, Allocations of funds for purchasing materials for instruction and professional development	Principal APs ILT	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Continue to provide teachers with opportunities to observe each other in a non-evaluative climate monthly. Tags: Instructional Coaching, Instructional practices, Instructional materials, Grade level meetings, Teacher-teacher trust & support, Approaches to teaching and learning, Safe practice	Principal APs			On-Track
✚ Continue to hold monthly parent meetings with the BAC, PAC, and the parent patrol based on the parent learning requested by the parents. Tags: Climate and Culture, Family and Community Engagement, Bilingual, Parental involvement, Feedback, Community, Family and Community Engagement, Communication	AP/Bilingual Coordinator	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Continue to utilize parents as parent mentors within the classrooms weekly. Tags: Climate and Culture, Family and Community Engagement, Bilingual, Parental involvement, Feedback, Community, Mentorship, Collaboration	AP	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Continue to increase school partnerships in order to provide resources to students and parents. Partnerships currently include St. Anthony Hospital, Lurie's Children's Hospital, Asthma Van, Vision Program, Dental Program, etc. Tags: Climate and Culture, Family and Community Engagement, Bilingual, Parental involvement, Feedback, Community, Family and Community Engagement, Partnerships, Communication, Fine arts	Principal APs Counselor MTSS Coordinator	Sep 1, 2015	Jun 30, 2016	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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

> Our CEA Title I parents, their families and our community residents are encouraged and invited to attend our monthly family and community partnership meetings. Information about our CIWP, the Parent Portal, the school website, assessments, and the Illinois Common Core Standards are shared at the meetings, during report card –pick-up and during their requested workshops. Parents are also invited to attend CIWP meetings with the teachers and staff.

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 Annual Principal Meeting and our Organizational Meeting will be held in September 2016. Principal Considine will hold our 2016 Title I Annual Informational Session Wed. Sept. 14, 2016 followed by the organizational meeting.
> Our Title I parents, their families and our community residents will receive information in the following areas:
>
> o The 2016-2018 *Continuous Improvement Work Plan (CIWP)
> o The CPS Guidelines for our Title I Parental Involvement Program.
> o The Chicago Public Schools District 299 Policy on Parental Involvement.
> o The 2016-2017 Title I Program and Oracle Program 390030 Parent Training Budget.
> o Section 1118 – Parental Involvement of the ESEA / NCLB Act.
> o Our 2016-2017 Title I PAC, LSC and BAC meeting dates.
> All materials are available to parents and the community in English and Spanish.

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 hold workshops and hands-on activities to inform and educate parents about our Title I Programs. We will hold a workshop to specifically inform parents about the assessments their children will take throughout the school year, how they are taken, when, and what these assessments measure. These assessments include NWEA, PARCC, Access, TRC, DIBELS/IDEL, and REACH.

We sponsor educational field trips such as visits to our Bilingual Parent Resource Center and our City of Chicago Museums to expose our parents to resource support that will meet the literacy needs in the home.

At our Open House, Family Literacy Nights, and our report card pick-up school days, our teachers talk one on one with our parents about our curriculum and their children's grade – level progress. Teachers also give parents information on how to support their children at home based on assessment reports.

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.

Our partnership education parent meetings are held monthly following the organizational meeting and the parents select their meeting dates. Parents have the opportunity to provide feedback and give suggestions about topics for upcoming workshops and meetings. PAC members meets regularly with the Family and Community Engagement Coordinator to collaborate on ongoing plans. Our parent meeting calendar is edited and revised with the input of parent and community members to reflect the needs and suggestions of our members.

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.

Our Bilingual Advisory Committee and our Title I ESEA / NCLB Parent Advisory Council also receive surveys to ensure their input is included as we review our *CIWP year round. Parents receive assessment reports regarding their children's progress at least three times per year. PARCC results will be shared with parents in the early fall. Parents of students who are enrolled in the Bilingual program receive a report annually detailing their child's performance on the annual statewide language assessment. Parents are provided with suggestions for improvement, material, and strategies on how parents can help at home.

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.

Every parent receives a letter explaining highly qualified teachers as specified in the Title I Final Regulations. Parents have the option to receive information regarding their children's teachers being highly qualified. When the Board of Education sends letters to Columbia Explorers regarding teachers' highly qualified status, these letters are sent home to the parents.

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.

Our LSC will hold two (2) public Bi -Annual meetings to share our Continuous Improvement Work Plan. (ILCS Article 34)

A copy of our school report card and our CIWP 2014-2016 is available for parents and the community to view in the school office. Our Title I PAC training sessions are designed to assist and support our parents requests to get information on how they can help their children at home. Our policy and compact is also subject to revisions as parents would request.

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.

Our primary education partners, Frida Kahlo, The Bilingual Parent Resource Center, and our FERNEY workshops assist our parents by providing activities they have requested at their Title I PAC meetings, our surveys and their evaluations. Resources selected by parents will be shared at family literacy nights, parent teacher conference days, and available in the main office. Parents are also welcome to attend ESL and Computer Classes on Saturdays that are held at Columbia Explorers.

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.

Our staff professional development sessions also cover information about our Title I PAC program activities for our parents and the community. Columbia Explorers reaches out to the parents and community through regular meetings, Open House, Report Card Pick-Up, Literacy Night, International Night, Book Fairs, etc. Parents meet regularly with the Family and Community Engagement Coordinator to plan and organize ways to facilitate ongoing contributions from parents. A parent volunteer team is available for all events and needs of teachers and the school. Ou parent mentors form a focus group to provide feedback and ways to increase the partnership as educators. Parents are always welcome in Columbia Explorers.

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

Our partnership education activities includes all grade-levels. Columbia Explorers provides students entering Kindergarten with an opportunity to attend Step Up to Kindergarten over the summer prior to Kindergarten in the Fall. Parents also attend Literacy Night which gives parents an opportunity to observe lessons provided by teachers on how to read and ask questions with their children, how to check their homework, how to use flashcards with their children, etc. Our preschool program also participates in our Literacy Night, Open House, and parent teacher conferences. Parent workshops are coordinated with the office of Early Childhood.

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.

Our school has an annual Parental Involvement Overview that details all Parental Involvement Programs throughout the school year including all workshops. The parents receive our 2016-2017 Title I PAC, LSC and BAC meeting dates. Flyers and agendas are sent home seven days prior in both English and Spanish. Our school website is updated regularly to inform parents of all meetings, programs, and other activities. Parents are sent monthly calendars detailing all meetings, programs, and events in both languages. Seven (7) days before all meetings we send home the notice of our Title I PAC, LSC and BAC meetings. All meeting agendas are posted on the school doors 48 hours before all meetings. Columbia Explorers regularly sends home fliers as well as a monthly calendar for parents in English and Spanish. Parents are well informed and are welcome to call or come to school to ask questions.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

N/A

Parent Compact   Complete

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

We are committed to providing a rigorous academic program that supports literacy and learning in all areas of education, and for all students. Through sound teaching practices and professional development involving all stakeholders, community members, and parents, we will join together to help produce high school ready and college bound students.

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.

OurParent Teacher Conference Days are after the First and Third Quarters:
First Quarter Date: Wed. Nov. 9, 2016 & Third Quarter Date: Wed. April 19, 2017
Report Card Distribution Days:
Quarter Two: February 10, 2017 & Quarter Four: June 20, 2017
Parent – Teacher Conference Days: Parents may view their child's grades and classroom work by utilizing the CPS Parent Portal and they may also meet with teachers to address any concerns as appointments are confirmed.

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

Our Progress Report Distribution Days are the sixth (6th) week of each marking period.
Quarter One (1) Oct. 7, 2016 Quarter Two (2) - Jan. 9, 2017, Quarter Three (3) Mar. 10, 2017 Quarter Four (4) May 19, 2017. Progress Reports will be sent home with students. If students are in jeopardy of failing any subjects, parents will receive a remediation plan with their child's progress report.Teachers also send home weekly reports of how students are progressing academically.

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

Parents may call the office to speak with teachers or set up a time to speak to their child's teacher.

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.

Parents are invited to visit their children's classrooms for special presentations and/or activities. Parents may also visit their children's classroom if the visit is approved by administration. Parents are also encouraged to participate in the parent mentor program, volunteering in classrooms four times a week.

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

Parents are responsible for checking their child's homework agenda on a daily basis. Parents are responsible for calling the school as well as sending a note to school if their child will be absent. Parents are encouraged to use the parent portal to monitor their child's progress.

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

Communication between home and school happens regularly. Parents have the opportunity to speak with teachers before school and after school, during report card pick-up, etc. Teaches discuss students' progress and how parents can assist with learning at home.

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

Students are accountable for their own learning. Students must take ownership of their learning as they are aware of their strengths and weaknesses as well as their target growth scores. Through the use of weekly reports and CICO students set their own learning goals and are able to self monitor. Students take pride in their learning and achievements and want to please their teachers and parents.

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.

1. Provide informational meetings and activities for all CEA families.
2. Educational field trip(s) to meet the literacy and cultural needs of the home.
3. Purchase supplies and materials that will support parents helping their children meet the CCSS, make grade level progress, and meet the social and emotional needs of their children.
September 9-14-2016 Principals Title I Annual Meeting /Title I Election and Organizational Meeting (PAC)
October 10-5-2016 Assessments & Common Core Standards Workshop
November 11-2-2016 Family First Workshop with Dr. Ferney-Literacy
December 12-2016 Field Museum Trip-Exposing your child to history
January 1-25-2017 Family First Workshop with Dr. Ferney-Reading and Writing
February 2-1-2017 Family First Workshop with Dr. Ferney-Analytical Thinking
2-2017 NCLB Parent Conference
March 3-1-2017 Frida Kahlo Workshop- Homework
April 4-5-2017 Frida Kahlo Workshop- College Ready
4-2017 Educational Field Trip
May 5-3-2017 Family First Workshop with Dr. Ferney-Learning through Play
5-2017 Bilingual Parent Conference
June 6-7-2017 End of the Year Title I PAC Meeting-Evaluation

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.	$ 0	.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.	$ 2333	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 2100	.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)	$ 2000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 2004	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 356	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1	$ 0	.00

Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

53510	**Postage** Must be used for parent involvement programs only.	$	0	.00
53306	**Software** Must be educational and for parent use only.	$	0	.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 by used only by parents.	$	0	.00