



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/08/2016	Susan Daly-Rodriguez, Marie Sullivan	N8 CIWP Training
02/01/2016	Susan Daly-Rodriguez, Marie Sullivan	Setting Agenda and Team Selection
02/08/2016	Susan Daly-Rodriguez, Marie Sullivan	Confirming agenda, ppt, SEF Planning
02/09/2016	MTSS members, Susan Daly-Rodriguez, Marie Sullivan, Michael Pacourek, Marian Santor	Initial Roll out of CIWP Planning Process
02/10/2016	CIWP Team	CIWP Planning Process
02/17/2016	Network 8 Training	CIWP Planning
02/17/2016	Costello, Sullivan, Vilchis, Breen, Masen, Ramos	SEF-Instruction/Leadership
02/18/2016	Carmona, Batres, Mendez, Parent Representatives	SEF-Parent Partnership
02/19/2016	Costello, Sullivan, Vilchis, Batres, Vazzana	SEF-Leadership/Balanced Assessment
02/22/2016	MTSS team, Technology Team, Mendez, Vilchis, Vazzana	SEF-MTSS, Techology, Relational Trust, Curriculum
02/23/2016	Koclanis, Anzo, Ski, Batres, Vazzana, Sullivan	SEF-Student Tasks, Balanced Assessment
02/24/2016	Vazzana, Batres	SEF-Balanced Assessment

03/03/2016	CIWP Team	Prioritize Categories, Action Phase Overview
03/18/2016	CIWP Team	Action Phase
03/31/2016	CIWP Team	Action Phase/Strategies
04/04/2016	Administration	Overview of Complete Document
04/08/2016	Administration	Overview of Complete Document

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

5Essentials

- 96% of staff feels that the principal communicates a clear vision for our school.
- 98% of the staff feels that the principal makes clear to the staff the leadership's expectations for meeting Instructional Goals.
- Staff shared a strong sense of responsibility for student development and school improvement
- An average of 90%+ of our staff agreed that they feel responsible when students fail, to help each other do their best, help maintain discipline in the entire school, take responsibility for improving the school and that all students learn.
- Staff feel that they have influence in broad range of decisions regarding school policies and practices

Shared Vision

Shields School has a school wide vision that was written by our veteran staff who know the students serviced at our school and is consistently focused on college and career readiness.

- The vision is displayed in each building for all stakeholders (staff, parents and students) to acknowledge and is shared yearly in the State of the School for the LSC. Expectations are shared with parents during grade level Open Houses and parent teacher conferences.
- The vision is reviewed bi-yearly by the whole staff to monitor the progress made and to evaluate the programs and initiatives chosen to meet the school goals.
- Staff has implemented two powerful practices: text-dependent questions and purposing

Collective Responsibility

- ILT and MTSS teams have representation of all stakeholders to make instructional and behavioral decisions for all of Shields students.
- All staff members consistently enforce our PBIS program.

Shared Leadership

In order to build a school culture of leadership, all staff members are expected to fulfill a commitment to being part of one of the school committees whose work supports our vision and CIWP. The principal in conjunction with the ILT and PPLC, has identified school based teams that will move the school towards achieving its vision.

These committees include:

- ILT
- Grade level chairs
- MTSS
- PPLC
- PPC
- College and Career
- Technology
- Fundraising/Grants
- Attendance
- Family and Community
- Reading Week
- Spirit Week
- Social Committee
- Healthy Schools Committee

Teachers represent our school for the Network initiatives as Literacy and Math Leads, ILT, Coaching, N8tls, N8pls, Healthy School Initiatives, Fine Arts, Bilingual/Family Engagement and Union Leader.

Each new staff member is assigned a mentor. At the beginning of the year, an informational meeting is held with all new teachers and a veteran teacher. New teachers are scheduled to observe veteran teachers around school wide instructional practices. Representatives from grade levels share with administration thoughts and concerns regarding instruction and students behavior through many avenues such as grade level meetings, ILT, PPLC with joint solutions.

Employ the skills to effectively manage change

ILT conducted two Continuous Cycles of Improvement focused on text-dependent questions and purposing lessons. ILT constantly elicited feedback from teachers on improving cycle work.

Professional Development exit slips are reviewed by administration, instructional coach and teacher presenters to provide further support, plan next steps and implement changes.

Implementation of Daily 5 and CAFE was a 2 year process with a grade level piloting the practices to provide suggestions on whole school roll out.

CIWP provides the long and short term goals. Small groups of teachers looked at each priority to identified milestones accomplished yearly and create the list of improvements for the upcoming year.

Coherent instructional program

- CCSS scope and sequence created by each grade level shared with SPED and Resource teachers
- Resource teachers created a scope and sequence for discipline for each grade level
- Unit scope and sequence created by each grade level shared with SPED and resource teachers.
- Literacy Units written across all grade levels focusing on CCSS and College and career expectations following UbD format.
- School wide instructional practice: Daily 5/CAFE, guided reading, text-dependent questioning, Reading workshop
- Representatives from each grade level attended Network Math book selection fair and coordinated to choose a series fit for our students.
- PLP development

CPS Framework for Teaching

Every teacher received a copy of the all subject frameworks and encouraged to reference for unit models, sample lessons and best practices.

The content found on the Knowledge Center is used for implementation of best practices and videos have been used during professional development and coaching session by the instructional coach.

Teachers, administration and instructional coach frequently meets with our Network ISL.

At network meetings, teachers and administrative leaders collaborate with other schools around our powerful practice.

Staff Focus and Priorities

Administration buffers as much as possible outside distractions by creating all class and testing schedules.

Data dictates the instructional decision made as a school. Data sheets including NWEA Rti scores, grades, reading levels, attendance and off track data are compiled for each teacher by administration. The data is analyzed as a grade level quarterly by identifying students who are succeeding with evidence to support growth and students who are struggling and creating action plans to address these needs.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

5 Essentials:

Performance: STRONG

89% of the teachers feel that the ILT team know what's going on in my class

92% of the teachers feel that the ILT provides me with useful feedback to improve my teaching

90% of teachers feel that the ILT has provided me with the support I need to improve my teaching

92% of teachers feel that the ILT presses teachers to implement what they have learned in PDs

96% of teachers feel that the ILT communicates a clear vision for our school

98% of teachers feel that the ILT makes clear to the staff the leadership expectations for meeting instructional goals

Engage in on-going inquiry as a basis for improvement

- ILT has a systematic way to monitor completion of action items and consistently uses evidence to monitor success and implementation

- Powerful practice describes pedagogical practice that will lead to improved teacher instruction

- Cycle calendar is fully developed and loosely outlines ILT and teacher teams activities within the cycle. Our team follows the protocol of professional reading, safe practice, peer observations and feedback, and learning walks

Share leadership for improving teaching and learning with representative school members

- 100% of ILT members share a common understanding of the team's purpose and priority

- All relevant teaching and learning specialties are represented on the ILT (SPED, bilingual, Literacy, resource, all grade levels), including principal and assistant principals.

- Team members demonstrate trust in one another and have tough conversations when necessary due to work styles of particular members

- Team was streamlined to crucial members and is very transparent within the team

Use protocols and ask probing questions

- Action items focus on improvements to teaching and learning and are within the ILTs sphere of influence

- Theory of action has evolved to teacher/teacher

- Various ways to gather data and evidence of completion

- Continuously address root causes of incompleteness of powerful practice and what could be the next steps for ILT team and or GL representative

Use timely and relevant data/evidence sources

- Conversations are rooted in relevant evidence both qualitative and quantitative from multiple sources (learning walks, walk throughs, surveys, questions, school based data, grade level discussions)

- ILT conducts learning walk to capture evidence that is explicitly focused on powerful practice schoolwide.

Schedule and structure frequent meetings

- There is a set schedule for meetings-60 minutes 2x a month and two 90 minute meetings

- Network trainings for entire team quarterly

- Each meeting is guided by an agenda with clear objectives and intended outcomes

- Shared responsibility (time keeper, facilitator, minutes)

- Meeting ends with setting next agenda and confirming action items

Collaborate effectively, value transparency and inform/engage stakeholders

- Everyone has equity of voice including administration and actively engage in meeting

- More celebratory actions knowing that the team is growing and constantly addressing how to improve

- Minutes are shared schoolwide

- Cycle progress and actions shared at PDs throughout the year and at grade level meetings

- Questions answered by all ILT members

Build the capacity of teacher teams to lead cycles of learning

- ILT researches and selects relevant professional texts and articles related to the powerful practice and engages staff in discussion about text to improve teacher practice.

- Teachers observe another teacher implementing powerful practice. Observations occur within and across content, grades and language strands.

- PQS feedback provide and at grade level meetings

- Modeling of powerful practice by but not limited to ILT members

- Teachers reflect on how to improve their practice, identify misunderstandings or areas of improvement and leverage other teachers as they familiarize themselves with the new strategy

- After learning walks, ILT identifies additional trainings and supports teachers may need during or after cycle.

- Cycle closure-going over powerful practice, comparing baseline data, presented results to whole staff, shared what worked and what need improvement, reviewed content and cycle with staff.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.

- Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
- Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Score

1 2 3 4

5 Essentials:
 Collaborative Practice-STRONG
 93% of teachers take responsibility for improving school
 80% of teachers feel that there is enough time to think, try and evaluate new ideas
 96% of teachers feel closely connected to school's improvement plan
 90% of teachers feel that they have opportunities to work productively with colleagues
 89% of teachers worked on instructional strategies with other teachers
 80 % of teachers have gone over student assessment data with other teachers to make instructional decisions

Select and design professional learning (PL) to achieve school-wide improvement

- ILT Cycle of Continuous Improvement
- Benchmark assessments and running records were analyzed to choose practice
- Learning Walk data
- Powerful practices (text-dependent questions/purposing)
- Professional articles through PD for practices
- Research gather on best practices for powerful practice
- School plan for district scheduled PD Days
- Number talks
- UbD
- Powerful practice (purposing)
- Conferring
- Bilingual (program model, WIDA, instructional supports)
- Network Based at School level
- N8tIs
- Lead Teachers (literacy/math)
- ILT
- Solicit feedback through surveys for powerful practice exit slips for all PD sessions
- Members of ILT planned Pd Days
- Differentiated PD-workshop model, departmental focus, coaching opportunities

Implement and sustain on going professional learning

- Opportunities for peer observation (new teachers-mentor, teacher who has mastered a practice)
- School based instructional coach
- Sharing Network PD opportunities via email
- Teachers have attended:
 - o UIC Literacy Workshops
 - o Saturdays with OLCCE
 - o Foss Kit Training
 - o PreSchool Head Start PD on Teacher Institute Days
 - o Network 8 Fine Arts, Literacy, Math, ILT N8tIs, PD
 - o Ready, Set, Go (preK-2nd) summer Institute
 - o Writing Workshop with Lucy Calkins
 - o Tech Talk
 - o Kindergarten Workshop (CPS)
 - o Kindergarten Report Card (CPS) PD
- o Outside contributors:
 - * Erin's Law
 - * Garden Club
 - * First Move
 - * GREAT
 - * Safe Touch

Structure time for collaboration

- Peer observations (instructional and powerful practice)
- Feedback meetings after peer observations
- Weekly grade level meetings
- Scheduled PD days
- Common preparation periods scheduled
- ILT meetings twice a month
- Problem Solving Process implemented with student data
- Safe Practice feedback
- One on one instructional coaching

Make safe practice an integral part of professional learning

- Safe practice provided for continuous cycle of learning
- School based literacy coach
- ILT members represent each grade level and provided support
- N8tIs represented for each grade level and provide support with unit planning

Monitor implementation to ensure staff uses new knowledge to improve practice

- PQS
 - Data talks
 - Learning walks
 - Walk-throughs
 - Daily 5/CAFE in class observation during launch
- Provide induction and support for new teachers
- Mentor for each new staff member
 - SPED-after school meetings twice a month
- o Meetings with new SPED teachers
- Beginning of the year orientation for new hires
 - PD offered based on individual needs/grade level specific

Guide for Professional Learning

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

- Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Design a school day responsive to student needs:

- Staggered time to accommodate middle school
- Time distribution for all classroom
- Block schedules for ELA, Math and resource
- Departmentalization in 3rd and 4th grade
- Appropriate minutes for Art/PE
- All students attend resource classes (fine arts, PE, health, technology)
- Walking math program

Align the budget to CIWP priorities/mission of the school

- Budget allocations are aligned to the CIWP priorities.
- Purchased materials are utilized immediately upon delivery
- Annual evaluation of purchased outside vendor resources
- Art and Physical Fitness grant used for materials to enhance instruction

Streamline purchase procedures to minimize lapses between ordering and receiving materials

- Once POs are created they are quickly approved.
- Calls are placed to the vendor to check on availability and estimated shipping date
- Materials are delivered promptly

Evaluate the consequences for student learning of resource allocation

Hiring team consists of Principal and appropriate personnel

- Utilize student teacher candidate pool
- Include relevant department personnel in interview process
- Build a pool of candidates to fill leave position
- Contact references
- Review REACH ratings
- Use interview protocol specific to vacancy (i.e. SPED, bilingual, SECA)
- Cadre spends time with leave teacher to ease transition/observe candidate

Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths

- Honor teacher preferences and build an effective team

Effectively utilize Related Service Providers at the classroom level

- Social worker groups
- School psychology
- Speech pathology screenings

- MTSS

Use data including teacher evaluation and exit interviews to inform a retention strategy

- You've Been Mugged-teachers receive treats from colleagues
- I AM...make positive comments about colleagues
- Teacher of the Month
- ILT
- Leadership Teams
- Grade level chairs

Making outreach efforts to engage community members as partners and resources

- Alderman, senator, Chicago Cares, Target, Zemsley's

Partner with one or more organizations that share the values of the school and have a complementary missions to the school's vision

- BPNC Counselor and Success and Stability Program Case Manager
- BPNC Mesriow Field Day during Summer Programming
- Chicago Cares
- Chicago Blackhawks
- ISBE and CDBG after school programming
- Academic and Enrichment programs after school and summer
- Programs for parents (Fitness, computers, and Arts and Crafts)
- Partnership with United Way, Mesriow Financial, Chicago Cares
- Adopt-A-Family Gift Distribution during Winter Break
- Target/Mesriow Paint Project
- United Way Book Sets and School Supply Donations
- CHISPA Science Program
- APEX Science curriculum in Partnership with NCLR and The Chicago Children's Museum
- Parent Component of Science program that focus on STEM careers and college Readiness.
- Parent Mentors
- Parent Patrollers
- Recess Facilitators

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

Adhere to the CPS Content Frameworks to ensure alignment of scope and sequence.

- All teachers have CPS frameworks guides and knowledge it's on the Knowledge Center
 - Suggestions taken into consideration while creating grade level scope and sequence
- Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
- Grade levels have created units per quarter- LA that integrate science and social studies.
 - 3rd-4th have created Social Studies, Math, Science
 - Units and lessons are aligned to the scope and sequence based on quarterly standards
 - Resource teachers collaborate with homeroom teachers to extend classroom learning

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.

- Units contain performance task to determine mastery of the standards thought the unit
- UBD's contains essential questions as well as EU's to focus on a big idea for the unit
- Purposing lessons- student friendly to understand what they are learning for the day

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.

- Read alouds, students are exposed to grade level complex fictional text.
- Each classroom has a classroom library that is leveled to meet students' reading ability in each classroom

Engage all learners in content areas by fully integrating opportunities for all learners, including:

- School wide implementation of Daily 5/CAFÉ- students are reading at their own level
- Special education and ELL teachers work closely with general education teachers by attending weekly grade level meetings. For inclusion and pullout program lessons are aligned to grade level goals and students are exposed to grade level material. Special education teacher and general education teacher coordinate subjects so they do not overlap.
- IEP academic goals and objectives are aligned to CCSS to ensure the same curriculum as their non-disable peers.

Integrate academic and social emotional learning.

- Talk about Touch
- Girls on the Run (social emotional lessons)
- Speech Therapy
- School based counseling

Reach outside the classroom for real world (or simulated) application.

- Toew's Fitness Challenge
- Girls on the Run (5K at Grant Park)
- BPNC academic enrichment programs
- Field trips are aligned to current or previous units of study.
- Chicago Trolley (Chicago Unit)
- Parents at UIC
- GREAT Program
- Asthma Van
- Dental and Vision (glasses)
- Chris Fascione
- Ronald McDonald

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.

- Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 **3** 4

Aligned to curricular plans and expectations of the standards

- replace basal readers with complex texts that address the literacy shifts for CCSS
- incorporation of nonfiction texts to teach informational standards
- Scholastic magazines for all grades
- Cricket, Cobblestone, Ladybug for each classroom
- class sets fables, folktales, fairy tales, novels provided
- texts available for close reading/text dependent questioning

Varied and flexible

- book selection made by grade levels including SPED classes to meet the needs of teachers created CCSS units
 - various levels of books chosen to meet multiple reading levels in classrooms
 - manipulative kits for new math series in every classroom and supplements available upon request
 - book bins, chart paper, classroom rug, book carts provided to ensure the success of workshop instruction/Daily 5
- Intentionally planned/Equitably available Include tools and support needed
- class sets of picture books to author studies and unit instruction available to teacher check out
 - leveled readers in English and Spanish in resource room in both buildings for teacher/student need
 - comparable Spanish titles provided to meet unit needs if English titles not available
 - instructional materials provided for bilingual program in Spanish after evaluating the program model (bilingual audit)
 - Computer lab usage schedule for class specific projects
 - Books on CD in both languages available to check out
 - Library check out
 - Revamping science scope and sequence-switching materials between grade levels that match standards
 - Gradual release employed when instructing students on all types of materials (fiction, nonfiction books, ppt, charts, programs)

Alternative pathways

- Students choose books for their book bins for independent reading according to their reading level and interest for read to self
- Paired students select the books for read to some one
- Math manipulatives are used daily to address the mathematical shifts for CCSS
- To show learning, students create posters to explain mathematical concepts, STEM project employed in 3rd grade where students choose materials to use
- Words their way materials for exploring word patterns

Technology Instructional Materials

- School has three computer labs consisting of 32-37 computers in each lab. Compass and classroom instruction projects.
- Headphones in computer labs
- Compass Learning- skills students are working on are aligned with NWEA scores.
- Classrooms have access to iPads and tablets.
- Apps for iPads
- All classrooms have printers or access to a printer.
- 4 interactive whiteboards (Smartboards)
- Classrooms each have 2-4 PC's for student use.
- Each classroom has a laptop, projector, document camera
- Safari Montage videos
- Programs and software for school use (Insight, Kidspiration, MS Office)
- Free Educational Websites (StarFall, ABCYa, Brownbear typing)
- Some 4th grade students are signed up for LearnStorm (Khan Academy)
- Multimedia supports for instruction from McGraw Hill Math Series.
- Access to Scholastic on line for all purchased magazines in English and Spanish
- You Tube videos incorporated into instruction
- Access to Leveled readers on line and print through Reading A-Z, Science A-Z
- Access to RAZ kids for below level students for listening to reading

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 2 **3** 4

Begin with the belief that all students can learn

- Powerful Practice
- Rubrics
- PBIS
- IEP

Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning

- Gallery Walk: Teachers meet 3 times a year
- Part of professional learning teachers across grade levels discuss and reflect on student work in discussing/sharing results from each grade level's literacy assessments (tasks) to showcase student's strengths and weaknesses; sharing out instructional plans to target student growth.
- UBD & N8TLs-planning PD's
- DoK
- Scope and sequence
- Cross curricular planning

Tasks reflect the key shifts in literacy

- Powerful Practice: Text Dependent Questions used in reading
- Teachers engage in professional learning in order to gain knowledge on how to develop TDQ, having students closely read, cite evidence and annotate complex texts.
- Units containing performance tasks to determine mastery of standards taught within units.
- Scholastic News in classrooms
- Departmental Literacy/Writing Coherence

Tasks the key shifts in mathematics

- Math Series: McGraw Hill- My Math K-4
- Tasks reflect a curricular and instructional focus on the Common Core Standards
- Math Series provides a multi-grade progression with key beginnings and end points
- Observation of Math Talks
- Compass Learning
- Math Lead PD's
- Math Scope and sequence

Create opportunities for students to create authentic work for real audiences to motivate them to meet

- Math Talks
- 3rd grade Reading Club
- 3rd Grade Science Workshops
- Drama
- Art
- Music

Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant to students

- Discussion among teachers across grade levels occurs to reflect on student work and discuss/share results from each grade level's literacy assessments (tasks).
- Gallery Walk
- Diverse Learners/ELL in planning

Guide for Rigorous Student Tasks

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

- to think strategically as speakers, listeners, readers, and writers.
- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

TRANSITIONS

4th Grade participates in Middle Transition Program where students and their parents visit the middle school
Middle school students come and speak to the 4th graders about expectations
Step Up to Kindergarten for all incoming kindergarteners
Students and teachers participate in end of the year transitions where students visit next year teacher and review expectations
Grade Levels hold Open Houses at the beginning of each school year for families
Bilingual coordinator and bilingual department monitor transition of students exiting bilingual program
Counselor meets with retained 3rd grade students quarterly to address concerns and review progress
BPNC offers summer academic and enrichment programs
Teachers encourage students to participate in summer reading programs at the library etc.
Students not meeting expectations in grade 3 attend summer Bridge
Qualifying special education students attend ESY
PLP Team meets every 5 weeks to review on track data for PLP students
Golden Eagle Bootcamp bi-annually to address behavior during physical transitions in the school
-4th gr students have lockers to get them ready for middle school
-College awareness program

SQRP DATA

English Learner Growth Percentile – Reading 77th percentile
English Learner Growth Percentile – Math 72th percentile
% of Students Making Sufficient Annual Progress on ACCESS- 62%

AWARENESS

Counselor conducts classrooms lessons for students including: 1st & 2nd Grade Strength Identification, 3rd & 4th Grade Interest Inventories, K-4th Grade College awareness lesson.
Students are aware of grade level expectations and personal progress and goals
Career Week speakers and activities
Junior Achievement
Morning Announcements College related
College bulletin boards
Door decorating
College wear Mondays

READINESS

NWEA MAP Growth Indicators
National School Growth Percentile – Reading 78th percentile
National School Growth Percentile – Math 90th percentile
% of Students Meeting/Exceeding National Average Growth Norms 64.1 percent
95.5% Daily Attendance in 2014/2015 School Year

GREAT Program

Counselor conducts classrooms lessons for students including: 1st & 2nd Grade Strength Identification, 3rd & 4th Grade Interest Inventories, K-4th Grade College awareness lesson, 3rd & 4th Grade Test Taking Skills and small groups based on social skill development, self-esteem, goal setting, self-control
Girls on the Run

SUCCESS

Researching and comparing colleges and careers relating to interests and academic benchmarks
Junior Achievement works with students on money management

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.

- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Plan a range of effective pedagogical approaches suitable to student learning
Units include various approaches to learning

Effectively Communicate with Students

- Communication of learning objective is consistent and aligned to the standards
- School Wide Powerful Practice – Purposing
- Professional Development on benefits of purposing for students and teachers, PD on writing and delivering high quality purpose statements

Use Questioning and Discussion as Techniques to Deepen Student Understanding and Challenge

- Questioning is more heavily aimed at assessing higher order thinking skills
- Questioning is focused on student questions and discussion during math number talks and strategy groups to promote student thinking and understanding
- 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.
- Continuation of last year's powerful practice of using text dependent questions as a method for students to deepen understanding of the text and provide text evidence

Engage Students in Learning

- Instruction is delivered whole-group as well as targeted instruction that is conducted in guided reading or strategy groups. With the implementation of CAFE, teacher conferences with students to maximize on student strengths, identify weaknesses, set goals and progress monitor using running records
- Teacher target student strengths and weaknesses using NWEA Data and the Learning
- 2nd Grade Walking Math
- 3rd Grade departmentalized
- 4th Grade departmentalized
- Compass / BPNC / RAZ Kids / After school classes

Monitor the Effect of Teaching on Student Learning and Integrate Formative Assessments into Instruction

- Teacher Developed Unit Planning aligned to Common Core Standards including curriculum based assessments and performance tasks aligned to standards
- Grade Level Benchmarks monitored and assessed 3x a year
- Current Benchmark assessments are rigorous in which students have to compare two texts and cite text evidence from both texts when demonstrating understanding
- ACCESS testing
- Performance tasks for all grade levels

Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
Some teachers include misunderstandings in lesson plans/units and/or display in classroom.

SQRP DATA

- 82nd percentile in NWEA reading growth
- 89th percentile in math growth
- 77th percentile for ELL growth in Reading
- 72nd percentile for ELL growth in Math

There is consistency in curriculum instruction in learning materials among teachers in the same grade level -79% agree/strongly agree that

We follow up a new program to make sure it's working - 85% agree/strongly agree.

Guide for Instruction

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

- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

TIER 1

- Established well organized systems in place
- MTSS Team includes- Psychologist, Social Worker, Speech Path, Case Manager, Counselor and Teacher
- Grade Level workshop conducted by MTSS Team at beginning of the year
- MTSS Documents including: intervention samples/strategies and resources uploaded in Drive Folder for all staff
- MTSS Documents include progress monitoring data and student profiles
- Students are aware of grade expedencies, their achievement levels and their goals
- Second Step piloted in classrooms with intent to have school-wide social emotional curriculum
- YWCA conducts school-wide Talking about Touching program for students and staff per Erin's Law requirement
- PBIS Handbook shared with entire staff
- Golden Eagle Bootcamp conducted bi-annually
- Golden Eagle and Purple Power awarded by entire staff
- Weekly Golden Eagle winners at each grade
- Student of the Month celebration monthly
- Kindness Week in October

ON TRACK

- School works to maintain a 96% attendance rate, students who are off track are monitored closely by attendance clerks and administration
- Parent meetings are held as needed throughout the school year as well as during report card pick up for students with excessive absences and tardies
- Teacher make calls home daily for absent students
- Attendance policy in school handbook outlines procedures for absences
- Highest classroom attendance announced weekly
- Teacher and administrations meet with students/parents as needed and are referred to counselor if determined additional supports are needed

TIER 2 & 3

- School has established referral process for requesting documents
- MTSS folders are distributed in timely manner upon referral from teacher
- Student progress is logged and kept up to date bi-weekly
- School has MTSS Progress Monitoring Calendar shared with whole staff
- MTSS Team meets bi-weekly to review data, grades, attendance, behavior, teacher/parent notes to determine interventions
- MTSS Team emails/meets with teachers to discuss next steps for students
- Parents are informed via letter and teacher meetings that their child is participating in MTSS
- GREAT Program for 4th grade students
- Junior Achievement for PK-2nd grade
- Classrooms Lessons by Counselors: Strength Identification 1st-2nd Grade, Test Taking Strategies 3rd-4th Grade, Learning Styles 3rd-4th Grade
- Lunch Bunch Groups for 3rd and 4th Grade students focusing on self-esteem and social skills
- Kindergarten Group for self-control
- SS Grin
- Anger Coping
- Check In Check Out
- Individual Counseling provided as needed based on data and referral
- Counseling Referrals given to parents in need of additional or intensive services
- PLP Team meets every 5 weeks to update PLP Plans and adjust plans as needed
- Plans are shared with staff every 5 weeks if changes are needed
- PLP Team has 100% completion rate

Guide for Multi-Tiered System of Support

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

- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP** (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) **goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

Formative Assessment:

Shields Elementary School utilizes the NWEA assessment because it provides immediate results that help teachers create unique plans that individualize the students' performance in Reading and Math. The results of this assessment helps the teachers make decisions that promote academic growth for each student. In Addition to the NWEA, Shields also utilizes the PARCC assessment to ensure that the students have equal access to prepare them for success after high school. This tool provides a valid and a reliable evaluation of each student's progress that will get them ready for college/or career. Furthermore, Shields administer the ACCESS assessment if for our ELLs which is design to measure English Language learners socially and academically. We test four domains: Listening, speaking, Writing and Reading. This serves us to determine whether the students are ready to exit the bilingual program. Gallery Walk Assessment is utilized internally school-wide by teachers and administrators to build a common instructional effectiveness. This data helps us improve the quality of task to ensure the students meet the expectations set up by the grade levels. Other assessment are the Reach Performance task, NAEP, and running records (Reading A-Z). Throughout grade specific units such as checklist, rubrics, exit slips, quizzes and tests.

Use screening, diagnostic, PM assessment

-To identify gaps and monitor improvement, teachers utilize running records, K-1 sight word list, Access and school-wide Benchmark assessments.

-School wide procedure to target students for Tier 2.

- Request of referral form (red folder) to follow interventions.

- Progress monitoring forms for teacher.

- Schedule for MTSS to look at folders to evaluate Tier 3 work.

Make Assessments Available

-Grade level assessments are made accessible to all students.

-Modification/accommodations are made to assessments according to IEP with keeping the standards the same including questions and texts used.

-ELs receive the assessments in Spanish.

-School-wide benchmark assessments-Administration protocols, assessments and scoring tools created by grade level to ensure validity.

-NWEA/ACCESS/PARCC-Proctor information universal, schedule created.

Assessments reflect shifts in Literacy and Math

-Follow Ubd unit backward plan with end in mind when creating assessments.

-Assessment assess CCSS for Reading and Math

-Benchmark assessment change to incorporate assess standard 9 (fiction or nonfiction texts)

-Students are required to cite evidence for all assessments.

-Departmental SC/SS focus on CCSS informational standards.

-Assessment require students to apply skills.

-Math fluency texts? For math facts – competitions?

-Math assessments for new curriculum (My Math)

Assessment that Measures the Development of Academic Language for ELLs

-PD offered to bilingual teachers focused on reading ACCESS reports to determine ESL lessons and evaluate current bilingual instruction model to ensure proper level of exposure to 2nd language

-WAPT Screener administered to identified students for appropriate placement and identify the language of instruction

-WIDA MODEL (Measure of Developing English Language) shared with all staff members

Access and analyze school wide data

-Data Sheets created for each classroom and SPED teacher that includes NWEA R/M Rti, reading levels, off track (grades) which are analyzed quarterly at GLMs

-Problem Solving Process implemented around reading level data by all classroom teachers including bilingual and SPED teachers

-Benchmark assessments are evaluated three times a year looking for strengths and areas of growth to create an instructional plan. Plan is reflected upon depending on students' progress

Improve and Promote Assessment Literacy

- Benchmark Assessment and rubrics were created by grade level.

- Review the outcome and plan for future instruction.

- Teachers collaborate to create units and assessments, and decide on the percentages to assign to different categories.

Grading system

- Parents' portal displays the students' assignments and grades.

- Grading Scale is available to the students on their planners.

- Each mid quarter the students take home a progress report that parent have to sign and return it back to school.

Report cards are to be prepared and distributed every quarter on the designated days. Grades should reflect class participation, homework, assessment results and effort made by each student. Only one check per area-per teacher should be given. Parents should be notified prior to receiving report cards if a child is failing in any subject area. An Unsatisfactory Progress Report should be sent home and a conference scheduled with the student's parents. Grades and comments must be in Grade book the last day of each quarter (the Friday before report card pick- up or distribution).

Measure, Report and document student progress and proficiency:

- Students take NWEA three times a year and parents get a report about the students' progress towards meeting their yearly goals.

-Students take the ACCESS test that measures four domains and parents receive a copy of the results.

-Most teachers send a weekly report to inform parents of the students' progress and behavior.

-Reading level sent to parents quarterly so parents are aware of progress.

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Create a culture that reflects a shared belief in the importance of learning and hard work:

- Teacher uses strategies for reinforcement through school wide Daily 5 and CAFE, Words their way, Purposing Statements, and continuing Close Reading, Comprehension Benchmarks across grade levels, Sharing data with students and parents, Data talks with administration, Compass Learning, Think Through Math, and Chess
- Goal setting-NWEA RTI sharing with students, informing them of goal/growth, check-in after each administration
- Goal setting: conferring around reading strategies,
- Goal setting: expected reading level
- Every grade level conducts open houses in the beginning of the school year which are attended by the administration.
- Administration meets with individual students and families to address academic performance. Principal ensures parents are provided with students' current achievement data (reading level, NWEA, and Access).
- Information regarding grade level performance, annual goals and expectations are shared both verbally and through printed materials at open house and conferences. Students NWEA goal setting sheets are shared with parents as well as reading level expectations for the year.
- Principal addresses the LSC with the State of the School which includes our growth report and access scores.
- Parent volunteers participate in the CIWP process and the Network 8 N8PLs meetings.
- Pre-schoolers attending our kindergarten visit Kindergarten classes before the end of the year. Kindergartners participate in a graduation ceremony. 4th graders participate in transition activities that include a trip to the middle school. Every student on the last day of school visits their new classroom and meets their teacher.
- A Shields pamphlet has been created to highlight our school and distributed to parents and throughout the neighborhood.

Convey High learning expectations for all students and develop structures that enable practice:

- Display of academic and personal achievements through School wide PBIS posters and expectations, display of Student of the Month, Purple Power classroom winners, weekly Golden eagles school wide announcement, Teacher of the Month are posted throughout the building and announced, Teacher pictured with their university logo display.
- High expectations are set through scope and sequence of standards, quarterly assessment to evaluate grade level benchmark, RIT band instruction in classroom and Compass learning, running records quarterly assessments
- Differentiation within lessons through small group work, leveled readers, words their way, choice menus, accommodations and modifications.
- Student recognition through Honor Roll, Citizenship, Perfect attendance awards, Golden eagles, Student of the month, Classroom attendance certificates
- Ensure students feel safe to address misunderstandings with small group and individual conferences.

Encourage students to take ownership:

- Students self-assess through Daily 5 rubrics and posters displayed through classrooms, other rubrics (math, speaking, writing, etc.)

Provide student feedback

- Students know they have done well when teacher provides feedback through graded papers with comments, individual conferences where teachers provide a compliment and then set a goal, NWEA Goal setting sheets, board work, golden eagles, purple powers, display on bulletin boards

Develop academic mindset

- Strategies are employed through Daily 5, CAFE, individual conferences, small group instruction
- Teachers encourage students sense of belonging through a warm and caring environment in classroom and throughout the school, classroom jobs/responsibilities, Safety Patrol, Junior Coaches, Student Council, GOTR, Drama and Choir
- Academic behavior is monitored through quarterly running records, quarterly benchmark assessment and discussed vertically at Gallery Walk, end of unit assessments, formative assessments embedded in unit, yearly ACCESS testing, MAP & MPG testing (Fall, Winter Spring)
- Data analysis for growth on reading levels and RTI
- Students are praise through golden eagles, high 5's, purple powers, classroom incentives, Student of the Month
- College and career committee activities (college board identifying colleges attended by staff)

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures

- students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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

Adults develop trusting relationships with students through:

- Most of the students bond with teachers through writing and reading (Thank you notes and colorful pictures). As students move on to the Middle School, they frequently come back to visit most of the teachers follow. When conferring with parents, teachers are knowledgeable about student's grades, reading level, attendance record, etc.
- PBIS check in with counselors or administration
- Second Step program with Ms. Castro
- BPNC counseling
- Administration lead after-school group for off track students
- School Psychologist, counselor, case manager
- BPNC after school program
- Girls On The Run-adult running buddy
- Implement Talk about Touch with the YWCA
- Primary has Parent Mentor program
- PreK Monthly Family Night
- Class Dojo
- Safe Touch lessons in classroom (Locascio)

Students build positive relationships with peers and support and respect one another through;

- Play Works –class game time teaches students how to play as a team and conflict resolution skills.
- Reading Week Reading buddies where students within grade levels partner up to read to each other
- BPNC after school program
- Girls On The Run- lessons encourage positive emotional, social, mental and physical development. They also develop important strategies and skills to help them navigate life experiences.
- PBIS bi-annual boot camps to build on positive reinforcement and positive behavior.
- Junior Coaches (3rd and 4th grade)
- Classroom jobs and responsibilities.

Understanding diversity and its impact on student learning –

- Students with disabilities are engaged within the school community, including both physical and emotional
- Student's classroom experience demonstrate value of home language and culture integrated through lessons and parent workshops within classrooms, School-wide performances (Cinco de Mayo and Winter assemblies)
- Bilingual teacher teams meet weekly to address and develop new curriculum for cultural awareness.

Support and respect one another through:

- Weekly grade level meetings with administration
- Agreed upon meetings norms for grade level meetings
- Weekly bilingual grade level meetings
- PPLC to address concerns and issues
- Professional development lead by peers
- Coaching meetings around instruction, curriculum, powerful practice, unit creation
- Peer Classroom observations –Cycle of Continuous Learning
- File sharing (units) on Google Docs
- Teachers volunteer to take on after-school projects (GOTR, BPNC, Parent field trips, and school committees)

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

Equitable access to extracurricular and enrichment opportunities

- JCLP helps students build leadership and increase engagement with the school by giving them leadership opportunities that they wouldn't otherwise have as 4th graders. Students are given two twenty minute "work" shifts a week, in which they come to recess and lead games and promote good sporting behavior with the other students. Through this opportunity, Junior Coaches discover their own capacity as leaders. They learn behavior management techniques, and strategies to implement activities and games with younger kids as well as peers their own age.
- BPNC afterschool and summer academic programming offered to specific students and then opened to all 3rd and 4th grade schools.
- BPNC afterschool and summer enrichment (sports, arts and crafts, creative writing, computers) programming offered to all students
- afterschool Science program focused on various units such as engineering, birds, water, etc. and partnered with Children's Museum to apply classroom learning to real world situations
- BPNC survey teachers, students and parents at the conclusion of each session to evaluate success and elicit additional support/services wanted/needed
- Shields afterschool academic classes targeting particular students using NWEA reading and Math. Differentiated lessons designed looking at 2 data sources. Students were tracked at the end of the year for growth on NWEA.
- Students are offered extra-curricular programming such as choir, drama club, Girls on the Run, Soccer Club, SWAT (Student Wellness Action Team), 4th gr book club

Have equitable access to rigorous courses/programming

-departmental class of above level students

Have a choice

- students are group by Rti scores and lessons are differentiated according to the learning continuum.
- Using running records, one on one and small group lessons focus on fluency or comprehension needs.
- Using interest inventories, books placed in book bins or chosen by students are personalized to meet their reading ability and interest
- choice menus for writing, word work, student created rubrics, creation of class dojo
- Students determine which college we will research each week. Create questions to help focus our study of that college.

Have a voice and take informed action

- Students have a voice and a choice through the Junior Coach Leadership program. They get to decide what games they would like to teach, and they bring up problems during our meetings, and we discuss solutions to those problems. We have different units of the Junior Coach program such as Conflict Resolution, Leadership, Community Action, and Job Skills.
- 4th gr students take the My Voice, My School

Connect to decision-makers

- 3rd students are involved in a classroom government. Students are taken through the election process- sign up for classroom job, campaign for their position, create a speech to convince audience to vote for them.
- Students participate in election by voting- by paper ballot and electronic ballot.
- Each job is directed towards a part of U.S. American government- such as President, Vice President, Secretary of State, Secretary of the Treasury, Attorney General, Secretary of the Interior, Secretary of Commerce, Secretary of Labor, Secretary of Health and Human Services, Secretary of Transportation, Secretary of Energy, Secretary of Education, Department of Agriculture.
- Students learn about the structures and roles of government. They learn that they have power and practice using it.
- 3rd and 4th graders participated in student council elections for 3rd and 4th grade

Make a positive contribution to the school and community

- Student council for 3rd and 4th grade-students created behaviors expectations for student council members and provided their services to the Vision and Dental clinic, Fun Fair, morning announcements, and the food drive.
- Junior Coaches make positive contributions to the school and community by helping to promote positive behavior during recess, as well as being good examples to other kids throughout the day. They promote positive language, good sporting behavior, and are always giving out high fives and encouragement!
- Through this program, Junior Coaches realize their potential as young leaders. I have seen them grow immensely in their confidence and facilitation abilities.
- Garden creation in partnership Office of Student Health and Wellness with for the 2nd grade

Learn to evaluate and consider multiple viewpoints by discussion current and controversial topics

- GREAT program
- Talk with Touch Program
- Second Step-Social/Emotional Training

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

Preliminary Professional Practice Summary for Teacher Evaluation 2014-2015

90.6% Proficient or Distinguished in Domain 2 (Classroom Environment)

96.8% Proficient or Distinguished on 2A

89% Proficient or Distinguished on 2C

86.9% Proficient or Distinguished on 2D

5 Essentials Survey

87% of teachers believe that they have some influence on setting standards for student behavior.

92% of teachers believe that they help maintain discipline in the entire school and not just in the classroom.

92% of teachers feel responsible for helping students develop self-control.

94% of teachers believe that students show each other respect.

PBIS

Golden Eagle and Purple Power Tickets

Golden Eagle Camp

Student of the Month

Student Golden Eagles

Classroom behavior charts and systems.

School Arrival and Dismissal

Drop off zone

Street closing

16 school personnel outside assisting

Members of parent patrol outside to assist with dismissal

Bring students in during inclement weather.

Student Safety Patrol

Buildings

Locks on Doors

Security Cameras

1 Main Entrance

Handheld radios for admin and security

PA system for modular

Red Bags

Off Duty Police Officers

2 Security Guards

Practice and Complete Required Safety Drills (FIMS)

Communications- robo calls and printed material

Counseling and small group sessions for students.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

School Report Card Data

Number of out-of-school suspensions per 100 students decreased from 1.1 in 2014 to 0.6 in 2015

Percent of misconducts resulting in out-of-school suspension decreased from 23.9% in 2014 to 10.5% in 2015

School Climate 2015 Data

81.03% of staff strongly agree that the school has 3-5 positive behavior expectations known by all members of the school community

77.59% strongly agree that adults teach, model, and reinforce appropriate behavior expectations in all areas of the school

70.69% strongly agree that there are clear criteria for behaviors that warrant office referrals

70.69% strongly agree believe that minor behavior problems are effectively handled in the classroom

70.69% strongly agree that when planning a disciplinary response, staff members consider the cause or function of the behavior

77.59% strongly agree that adults know what to do when observe teasing bullying or harassment

79.31% strongly agree that adults consistently intervene when they observe negative behaviors

81.03% strongly agree that all adults in the school model the behavioral expectations set forth for the students

PROACTIVE

PBIS Team meets bi-monthly

Golden Eagle Boot Camp bi-annually

PBIS goals and expectations displayed in all hallways and classrooms

Classrooms have transition schedules displayed

BAC/PAC committee holds bi-monthly meeting to discuss needs of school

Administration meets with recess/lunch staff prior to school year/as needed to discuss behavior expectations of students

Various awards such as PBIS Golden Eagle and Purple Power awarded daily, winners announced weekly and shared on school website and bulletin board

Student of the Month Awards presented monthly and displayed on school website and bulletin board

Teachers contact parents to update on positive behavior and discuss face-to face at Report Card Pickup

Counselors/Administration contact parents to update on interventions and growth of behavior

Safety Patrol members help to reinforce positive behavior in school

Parent Patrol assists with before/after school safety and educating parents on expectations

Junior Coaches assist with leadership and younger grades during class game time

Principal conducts daily morning announcements reminding students of PBIS rules

PBIS Handbook shared on Google drive with all staff

Second Step introduced in grade levels as a pilot for next year school-wide implementation

INSTRUCTIVE

Classrooms lessons align to SEL Standards

Counselor & Social Worker & Psychologist conduct small group, individual, and classroom lessons that align to SEL standards as outlined in School Counseling Plan

MTSS Team meets bi-weekly to review data and consult with teachers and administration on student growth/decline

MTSS Team and Administration analyze data from google drive Discipline Reports and MTSS to determine students in need of

Tier II supports such as Check in Check out, Lunch Bunches, Anger Coping, SS Grin, Kindergarten Self-Control, behavior charts

or Tier III individual Counseling or formal behavior plans

All staff model behavior in hallways and reinforce positive behavior by awarding golden eagles or purple powers

RESTORATIVE

PBIS Handbook clearly identifies steps to take to handle behavior infractions to avoid removal from classroom

Administration, Counselor and Teacher conduct restorative practices through conversations, apologies, reflection writing, calming corners

Counselor, Administration, and Social Worker team up and host after school skill building for students who are repeat offenders

Staff encourages students to discuss conflicts

APPROACH TO BEHAVIOR ISSUES (Use of our progressive behavior system)

Classrooms participate in "brain breaks" to help students regain focus, exhaust built-up tension and reduce stress

Teachers and other adults supervising students use positive framing in classrooms and during transitions

Teachers and students have created behavior systems for their classrooms

Students who have repeated infractions or severe behavior are referred to the Administration

- Student conference with Administration

- Student and parent conference with Administration

- Student is assigned a detention and/or group skill building class

- Student is assigned an In-School Suspensions in accordance with the CPS UDC

- Administration obtains classroom assignments from teachers

- Administration supervises student during In-School Suspensions

- Administration conducts re-entry plan with student

- Student is assigned an Out-of-School Suspension in accordance with the CPS UDC

- Administration obtains classroom assignments form teachers

- Administration conducts re-entry plan with student

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

Score

1 2 **3** 4

Establish a welcoming nonthreatening environment

- Translators List in the office: parent's meetings, pre-k night, parent notices, calendars, report cards, newsletters, parent portal, assemblies
- Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages
- Open door policy and accessibility. The principal is available to see parents and is accessible in the mornings and in the afternoon outside of the school.
- Parent to Parent Newsletter
- Shields Handbook

Frequent opportunities for families to participate in school activities

- Classroom Workshops- Quarterly
- Craft Workshop
- LSC- monthly meetings
- PAC- monthly meetings
- BAC- monthly meetings
- Title 1 Training
- N8PL's- monthly meetings
- Classroom Workshops- Quarterly
- Classroom Workshops- Quarterly

- Parent Dance Class with BPNC
- Spelling Bee Assembly
- Cinco de Mayo Assembly
- Aladdin Play
- Christmas Concert
- Open House- beginning of school year
- Parent Ambassadors
- Zumba
- NWEA reports
- Reading Level notices
- Reading week activities

Multiple opportunities for families to ask questions

- Open door policy
- Report Card pick up
- Progress Reports

Solicit family's support and engage families as partners

- Recess Moms
- Parent Mentors in classrooms
- Classroom Workshops- Quarterly
- LSC- monthly meetings
- PAC- monthly meetings
- BAC- monthly meetings
- Title 1 Training
- N8PL's- monthly meetings
- Parent Ambassadors
- Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages
- Reading week activities
- Classroom Field Trips

Frequently communicate with parents

- Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages
- Frequent parent notice: behavior, attendance, accidents, academics, social services
- NWEA Student's Report
- Reading Levels
- Purple Folders/ Student planners
- Class Dojo classroom messengers

Conduct intensive outreach to families

- Frequent parent notice: behavior, attendance, accidents, academics, social services

Provide proactive communication

- Shields Handbook
- Purple Folders/ Student planners
- Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages

Parent equitably with parents speaking language other than English

- Classroom Workshops- Quarterly
- Robo calls
- Pre-K Night
- Translators List in the office: parent's meetings, pre-k night, parent notices, calendars, report cards, newsletters, parent portal, assemblies
- BAC Training
- Parent Portal enrollment
- Open House- beginning of school year
- Parent Ambassadors
- Zumba
- Frequent parent notice: behavior, attendance, accidents, academics, services
- Open door policy
- Parent to Parent Newsletter
- Shields Handbook
- NWEA Student's Report
- Reading Levels
- Report Card conferences
- Calendars, notices, report cards, progress reports, newsletters, robo calls are send home in two languages

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	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: Parent Partnership	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: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	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				
We believe our students will continue to make good progress on their growth targets in Reading on NWEA.	48.00	78.00	75.00	75.00
National School Growth Percentile - Math				
We believe our students will continue to make good progress on their growth targets in Math on NWEA.	45.00	90.00	75.00	75.00
% of Students Meeting/Exceeding National Ave Growth Norms				
NA	47.80	(Blank)	0.00	0.00
African-American Growth Percentile - Reading				
NA	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
Our student population is over 97% Hispanic. This data will be very similar to our whole school data. We believe our students will continue to make good progress on their growth targets in Reading on NWEA.	50.00	82.00	75.00	75.00
English Learner Growth Percentile - Reading				

We believe our students will continue to make good progress on their growth targets in Reading on NWEA.	(Blank)	77.00	74.00	74.00
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Diverse Learner Growth Percentile - Reading

NA	(Blank)	(Blank)	0.00	0.00
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African-American Growth Percentile - Math

NA	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Math

Our student population is over 97% Hispanic. This data will be very similar to our whole school data. We believe our students will continue to make good progress on their growth targets in Math on NWEA.	45.00	89.00	75.00	75.00
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English Learner Growth Percentile - Math

We believe our students will continue to make good progress on their growth targets in Math on NWEA.	(Blank)	72.00	70.00	70.00
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Diverse Learner Growth Percentile - Math

NA	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile - Reading (Grades 3-8)

We believe our students will continue to make positive progress toward attainment in Reading on NWEA.	40.00	43.00	45.00	47.00
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National School Attainment Percentile - Math (Grades 3-8)

We believe our students will continue to make positive progress toward attainment in Math on NWEA.	48.00	53.00	54.00	55.00
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National School Attainment Percentile - Reading (Grade 2)

We believe our students will continue to make positive progress toward attainment in Reading on NWEA.	25.00	37.00	38.00	39.00
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National School Attainment Percentile - Math (Grade 2)

We believe our students will continue to make positive progress toward attainment in Math on NWEA.	17.00	41.00	42.00	43.00
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% of Students Making Sufficient Annual Progress on ACCESS

There has been an increased number of year 1 students enrolled from foreign countries over the past three years.	62.80	62.00	58.00	59.00
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Average Daily Attendance Rate

We have been able to consistently maintain a high attendance rate.	96.10	95.50	96.00	96.00
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My Voice, My School 5 Essentials Survey

Parent will complete this survey in April of 2016 and results will be address in the final plan.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

If teachers incorporate the CCSS, NGSS and Math standards into their UbD designed units with clear and common assessments and scoring tools

more engaging instruction and learning for students and teachers

observable and measurable improvements in learning and student performance

Tags:

Math, Diverse Learners, English Learners, Data Use, Curriculum, Units

Area(s) of focus:

2

Action step

Responsible

Timeframe

Evidence for status

Status

Staircase science/mathematics curriculum to define and identify skills/materials specific to grade levels and supportive of the next year's learning

Grade level teams,
Instructional Coach,
Administration

Aug 30, 2016 to
Jun 30, 2018

(Blank)

Behind

Math, Instructional Coaching, Curriculum, Core

Develop UbD units for all content areas that are aligned to the CCSS, NGSS, Math and WIDA Standards

GL teams
LC
N8tl's
Math Leads

Aug 30, 2016 to
Jun 30, 2018

(Blank)

Behind

Math, Science, Curriculum Design, Instructional Coaching, Social studies, Ela

Identify mathematical methods, materials, manipulatives, calculators that meet the needs of all learners including ELs and DLs

Teachers
LC
Administration

Aug 30, 2016 to
Jun 30, 2018

(Blank)

Behind

Math, Diverse Learners, English Learners, Resources

Continue to support all learners through the development of afterschool programming, including the gardening program with our community partner (BPNC), staff, and technology programs

BPNC
Teachers

Aug 30, 2016 to
Aug 30, 2018

(Blank)

Behind

Science, Technology, Community, After-school

Create and deliver professional development on the integration of math and science into units.

Teachers
Curriculum Coach
N8TL's
Admin

select

(Blank)

Behind

Math, Science, Curriculum Design, Curriculum, Professional development

Support departmental programs for all content areas in 3rd and 4th grade

Admin
3rd and 4th gr. level
teachers
BLT
SPED

Aug 29, 2016 to
Jun 22, 2018

(Blank)

Behind

Scheduling, Department meetings

create or revise clear common unit assessments and scoring tools	GL teams	Sep 6, 2016 to Jun 22, 2018	(Blank)	Behind
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Literacy/Reading, Math, Science, Core Instruction, Social studies, Summative assessment, Formative assessments

Strategy 2

If we do...

...then we see...

...which leads to...

If we use data to identify the Literacy knowledge and skills needed for students to be college and career ready in the 21st century and develop a CCSS/NGSS aligned curriculum	then there will be clarity, consistency and equity to what all students will learn and what all faculty teach	which leads to meeting the educational needs of all students and increased proficiency in Literacy
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Tags:

Literacy/Reading, Technology, Curriculum Design, Data Use, Curriculum, Academic gain, Differentiated instruction, Common core

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Use data to engage staff in cycles of continuous improvement to improve literacy instruction to all students, including ELs and DLs	ILT Teachers LC Administration	Aug 30, 2016 to Jun 30, 2018	(Blank)	Behind

Diverse Learners, English Learners, Bilingual, Curriculum, Academic gain, Common core

Develop new cross-curricular, UbD designed CCSS aligned units that incorporate the WIDA standards and needs of DLs and develop criteria to assess unit content and design.	Teachers, GL teams BLT N8tts	Aug 30, 2016 to Aug 30, 2018	(Blank)	Behind
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Diverse Learners, Bilingual, Curriculum, Core, Ccss, Cognitive demand

Continue to modify our literacy scope and sequence and to staircase the curriculum to meet the unique needs of all students including ELs/ DLs	Teachers, ILT, grade level teams, ISL	Aug 30, 2016 to Jun 30, 2018	(Blank)	Behind
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Diverse Learners, English Learners, Bilingual, Curriculum

Utilize District, Network and school based resources to provide staff development on unit design, all levels of UbD and implementation of powerful practice.	Coach, Admin, ILS, Teachers N8tts	Aug 30, 2016 to Aug 30, 2018	(Blank)	Behind
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Diverse Learners, English Learners, Curriculum Design, Professional Learning, Depth of knowledge

Inventory, identify and procure literacy materials both fictional and informational texts for classroom libraries and curriculum bins that support our CCSS aligned units for all students including EIs and DLs.

LC
GL teams
N8tIs
BLT

Aug 30, 2016 to
Jun 30, 2018

(Blank)

Behind

Diverse Learners, English Learners, Curriculum Design, Libraries, Resources

Strategy 3

If we do...

design students tasks across contents aligned to standards that are rigorous and applicable

...then we see...

students who are engaged in acquisition of skills that foster student learning

...which leads to...

application of knowledge and skills as evident in content performance tasks

Tags:

Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

analyze student responses to tasks (ex. school based benchmark tests and performance tasks) to evaluate quality of tasks

ILT
N8TIs
GL teams

Jan 9, 2017 to
Jun 22, 2018

(Blank)

Behind

Literacy/Reading, Math, Science, Data Use, Teacher Teams/Collaboration, Social studies, Fine arts

use protocol GRASPS to develop rigorous tasks for units

GL teams
N8tIs

Oct 3, 2016 to
Jun 22, 2018

(Blank)

Behind

Literacy/Reading, Math, Science, Curriculum Design, Social studies, Fine arts, Student tasks

develop lessons where students read more informational tasks and compare/contrast paired texts

GL teams
LC
BLT

Aug 29, 2016 to
Jun 22, 2018

(Blank)

Behind

Literacy/Reading, Science, Curriculum Design, Social studies, Bilingual, Instruction, Student tasks

engage students in rigorous strategies (Number/Math talks, Three Reads, Close Reading using TDQs)

Math Leads
LC
BLT
GL teams

Jan 9, 2017 to
Jun 22, 2018

(Blank)

Behind

Literacy/Reading, Math, Bilingual, Instruction

create a variety of learning activities within UbD units that helps learners acquire, make meaning and transfer skills

N8TIs
GL teams
ILT
BLT

Apr 10, 2017 to
Jun 22, 2018

(Blank)

Behind

Literacy/Reading, Math, Science, Curriculum Design, ILT, Social studies, Fine arts

expose students to academic language related to all content areas	GL teams	Aug 29, 2016 to Jun 22, 2018	(Blank)	Behind
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Literacy/Reading, Math, Science, Curriculum Design, Social studies, Bilingual, Vocabulary

create opportunities for students to showcase knowledge and skills acquired in Fine Arts classes (performances, Reader's Theatre)	Art Liason	Aug 29, 2016 to Jun 22, 2018	(Blank)	Behind
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Curriculum Design, Parent, Fine arts

experience goal setting around NWEA, reading levels, during student/teacher conferences	ILT	Sep 26, 2016 to Jun 22, 2018	(Blank)	Behind
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Assessment, ILT, Bilingual, Data analysis

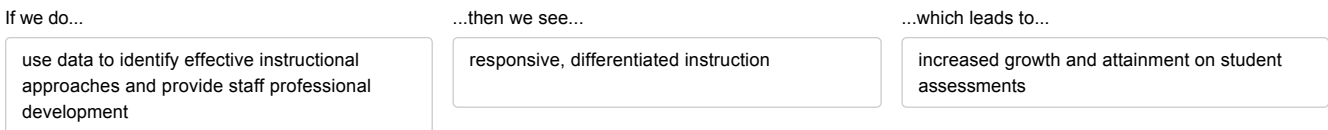
engage students in STEM, inquiry based, and scientific method expirements	GL teams	Apr 10, 2017 to Jun 22, 2018	(Blank)	Behind
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Literacy/Reading, Math, Science, Curriculum, Technology/stem

develop interventions to close learning gaps and continued growth	GL teams MTSS team BLT	Aug 29, 2016 to Jun 22, 2018	(Blank)	Behind
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MTSS, Literacy/Reading, Math, Diverse Learners, English Learners, Teacher Teams/Collaboration, ILT

Strategy 4



Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core

Area(s) of focus:
1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
involve teachers in data analysis using running records, NWEA, ACCESS to identify instructional needs	ILT LC BLT GL teams	Jan 9, 2017 to Jun 22, 2018	(Blank)	Behind

MTSS, Literacy/Reading, Core Instruction, English Learners, Assessment, Data Use, Common core

implement schoolwide powerful practices (CFUs, Collaborative Conversations, Collaborative Group Work) using teacher input and data from ILT walk throughs	ILT	Sep 5, 2016 to Jun 15, 2018	(Blank)	Behind
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Literacy/Reading, Math, Science, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, ILT, Common core

hone previous powerful practices (TDQs, purposing) through further PD and teacher needs	ILT	Aug 29, 2016 to Jun 22, 2018	(Blank)	Behind
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Literacy/Reading, Math, Core Instruction, Teacher Teams/Collaboration, ILT

incorporate vocabulary instruction (Bringing Words to Life) in all subject areas	ILT LC	Jan 16, 2017 to Jun 22, 2018	(Blank)	Behind
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Literacy/Reading, Math, Science, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, Social studies

ensure WIDA standards are incorporated into instructional practices	BLT	Aug 29, 2016 to Jul 13, 2018	(Blank)	Behind
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Literacy/Reading, Math, Science, English Learners, Teacher Teams/Collaboration, Bilingual

provide students access to complex texts and concepts with differentiated supports (walking and departmental programs)	GL teams LC BLT ILT	Aug 29, 2016 to Jun 15, 2018	(Blank)	Behind
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Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional Coaching, ILT, Common core

Incorporate culturally diverse texts into all UbD units	LC BLT Teachers N8tis	Jan 9, 2017 to Jun 8, 2018	(Blank)	Behind
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Provide quality professional development to teaching staff on math strategies including math talks, number talks, Three Reads, and STEM	Math leads, LC, ISL	Nov 4, 2016 to Jun 8, 2018	(Blank)	Behind
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Math, Professional Learning, Technology/stem

use assessment data to identify gaps and monitor improvement using the Problem Solving Process	GL teams MTSS BLT	Nov 7, 2016 to Jun 22, 2018	(Blank)	Behind
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MTSS, Literacy/Reading, Math, Diverse Learners, English Learners, Teacher Teams/Collaboration, ILT

Strategy 5

If we do...

...then we see...

...which leads to...

actively provide opportunities for parents to participate in events, learning, and engage in active roles within the school community.

parents participation within the school community and student learning.

increase in the number of parent participating within the school community.

Tags: Attendance, Family and Community Engagement, Parental involvement, School climate

Area(s) of focus: 5

Action step	Responsible	Timeframe	Evidence for status	Status
Actively recruit parents to sign up for Parent Portal during Open House and Parent Teacher Conferences	Staff	Aug 30, 2016 to Jun 30, 2018	(Blank)	Behind

Attendance, Parental involvement

Provide quarterly classroom workshops for parents in order to help them support their child's learning at home.	Teachers	Aug 30, 2016 to Jun 30, 2018	(Blank)	Behind
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Literacy/Reading, Math, Core Instruction, Academics

Facilitate monthly parent meetings for PAC, BAC, LSC, BPNC to empower parents as part of the school community.	BLT Admin	Aug 30, 2016 to Jun 30, 2018	(Blank)	Behind
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Family and Community Engagement, Parent engagement

Invite parents to participate in their child's grade level open house.	Teachers Admin	Aug 30, 2016 to Jun 30, 2018	(Blank)	Behind
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Parental involvement, Academic expectations

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Staircase science/mathematics curriculum to define and identify skills/materials specific to grade levels and supportive of the next year's learning</p> <p>Tags: Math, Diverse Learners, English Learners, Data Use, Curriculum, Units, Math, Instructional Coaching, Curriculum, Core</p>	Grade level teams, Instructional Coach, Administration	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Develop UbD units for all content areas that are aligned to the CCSS, NGSS, Math and WIDA Standards</p> <p>Tags: Math, Diverse Learners, English Learners, Data Use, Curriculum, Units, Math, Science, Curriculum Design, Instructional Coaching, Social studies, Ela</p>	GL teams LC N8tIs Math Leads	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Identify mathematical methods, materials, manipulatives, calculators that meet the needs of all learners including ELs and DLs</p> <p>Tags: Math, Diverse Learners, English Learners, Data Use, Curriculum, Units, Math, Diverse Learners, English Learners, Resources</p>	Teachers LC Administration	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Continue to support all learners through the development of afterschool programming, including the gardening program with our community partner (BPNC), staff, and technology programs</p> <p>Tags: Math, Diverse Learners, English Learners, Data Use, Curriculum, Units, Science, Technology, Community, After-school</p>	BPNC Teachers	Aug 30, 2016	Aug 30, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ Create and deliver professional development on the integration of math and science into units. Tags: Math, Diverse Learners, English Learners, Data Use, Curriculum, Units, Math, Science, Curriculum Design, Curriculum, Professional development</p>	Teachers Curriculum Coach N8TL's Admin			Behind
<p>✚ Support departmental programs for all content areas in 3rd and 4th grade Tags: Math, Diverse Learners, English Learners, Data Use, Curriculum, Units, Scheduling, Department meetings</p>	Admin 3rd and 4th gr. level teachers BLT SPED	Aug 29, 2016	Jun 22, 2018	Behind
<p>✚ create or revise clear common unit assessments and scoring tools Tags: Math, Diverse Learners, English Learners, Data Use, Curriculum, Units, Literacy/Reading, Math, Science, Core Instruction, Social studies, Summative assessment, Formative assessments</p>	GL teams	Sep 6, 2016	Jun 22, 2018	Behind
<p>✚ Use data to engage staff in cycles of continuous improvement to improve literacy instruction to all students, including ELs and DLs Tags: Literacy/Reading, Technology, Curriculum Design, Data Use, Curriculum, Academic gain, Differentiated instruction, Common core, Diverse Learners, English Learners, Bilingual, Curriculum, Academic gain, Common core</p>	ILT Teachers LC Administration	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Develop new cross-curricular, UbD designed CCSS aligned units that incorporate the WIDA standards and needs of DLs and develop criteria to assess unit content and design. Tags: Literacy/Reading, Technology, Curriculum Design, Data Use, Curriculum, Academic gain, Differentiated instruction, Common core, Diverse Learners, Bilingual, Curriculum, Core, Ccss, Cognitive demand</p>	Teachers, GL teams BLT N8tls	Aug 30, 2016	Aug 30, 2018	Behind
<p>✚ Continue to modify our literacy scope and sequence and to staircase the curriculum to meet the unique needs of all students including ELs/ DLs Tags: Literacy/Reading, Technology, Curriculum Design, Data Use, Curriculum, Academic gain, Differentiated instruction, Common core, Diverse Learners, English Learners, Bilingual, Curriculum</p>	Teachers, ILT, grade level teams, ISL	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Utilize District, Network and school based resources to provide staff development on unit design, all levels of UbD and implementation of powerful practice. Tags: Literacy/Reading, Technology, Curriculum Design, Data Use, Curriculum, Academic gain, Differentiated instruction, Common core, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Depth of knowledge</p>	Coach, Admin, ILS, Teachers N8tls	Aug 30, 2016	Aug 30, 2018	Behind
<p>✚ Inventory, identify and procure literacy materials both fictional and informational texts for classroom libraries and curriculum bins that support our CCSS aligned units for all students including ELs and DLs. Tags: Literacy/Reading, Technology, Curriculum Design, Data Use, Curriculum, Academic gain, Differentiated instruction, Common core, Diverse Learners, English Learners, Curriculum Design, Libraries, Resources</p>	LC GL teams N8tls BLT	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ analyze student responses to tasks (ex. school based benchmark tests and performance tasks) to evaluate quality of tasks Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Literacy/Reading, Math, Science, Data Use, Teacher Teams/Collaboration, Social studies, Fine arts</p>	ILT N8TIs GL teams	Jan 9, 2017	Jun 22, 2018	Behind
<p>✚ use protocol GRASPS to develop rigorous tasks for units Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Literacy/Reading, Math, Science, Curriculum Design, Social studies, Fine arts, Student tasks</p>	GL teams N8tls	Oct 3, 2016	Jun 22, 2018	Behind
<p>✚ develop lessons where students read more informational tasks and compare/contrast paired texts Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Literacy/Reading, Science, Curriculum Design, Social studies, Bilingual, Instruction, Student tasks</p>	GL teams LC BLT	Aug 29, 2016	Jun 22, 2018	Behind
<p>✚ engage students in rigorous strategies (Number/Math talks, Three Reads, Close Reading using TDQs) Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Literacy/Reading, Math, Bilingual, Instruction</p>	Math Leads LC BLT GL teams	Jan 9, 2017	Jun 22, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ create a variety of learning activities within UbD units that helps learners acquire, make meaning and transfer skills</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Literacy/Reading, Math, Science, Curriculum Design, ILT, Social studies, Fine arts</p>	N8TIs GL teams ILT BLT	Apr 10, 2017	Jun 22, 2018	Behind
<p>✦ expose students to academic language related to all content areas</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Literacy/Reading, Math, Science, Curriculum Design, Social studies, Bilingual, Vocabulary</p>	GL teams	Aug 29, 2016	Jun 22, 2018	Behind
<p>✦ create opportunities for students to showcase knowledge and skills acquired in Fine Arts classes (performances, Reader's Theatre)</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Curriculum Design, Parent, Fine arts</p>	Art Liason	Aug 29, 2016	Jun 22, 2018	Behind
<p>✦ experience goal setting around NWEA, reading levels, during student/teacher conferences</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Assessment, ILT, Bilingual, Data analysis</p>	ILT	Sep 26, 2016	Jun 22, 2018	Behind
<p>✦ engage students in STEM, inquiry based, and scientific method experiments</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, Literacy/Reading, Math, Science, Curriculum, Technology/stem</p>	GL teams	Apr 10, 2017	Jun 22, 2018	Behind
<p>✦ develop interventions to close learning gaps and continued growth</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, Assessment, Curriculum Design, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Students tasks, MTSS, Literacy/Reading, Math, Diverse Learners, English Learners, Teacher Teams/Collaboration, ILT</p>	GL teams MTSS team BLT	Aug 29, 2016	Jun 22, 2018	Behind
<p>✦ involve teachers in data analysis using running records, NWEA, ACCESS to identify instructional needs</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, MTSS, Literacy/Reading, Core Instruction, English Learners, Assessment, Data Use, Common core</p>	ILT LC BLT GL teams	Jan 9, 2017	Jun 22, 2018	Behind
<p>✦ implement schoolwide powerful practices (CFUs, Collaborative Conversations, Collaborative Group Work) using teacher input and data from ILT walk throughs</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, Literacy/Reading, Math, Science, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, ILT, Common core</p>	ILT	Sep 5, 2016	Jun 15, 2018	Behind
<p>✦ hone previous powerful practices (TDQs, purposing) through further PD and teacher needs</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, Literacy/Reading, Math, Core Instruction, Teacher Teams/Collaboration, ILT</p>	ILT	Aug 29, 2016	Jun 22, 2018	Behind
<p>✦ incorporate vocabulary instruction (Bringing Words to Life) in all subject areas</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, Literacy/Reading, Math, Science, Core Instruction, Instructional Coaching, Teacher Teams/Collaboration, Social studies</p>	ILT LC	Jan 16, 2017	Jun 22, 2018	Behind
<p>✦ ensure WIDA standards are incorporated into instructional practices</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, Literacy/Reading, Math, Science, English Learners, Teacher Teams/Collaboration, Bilingual</p>	BLT	Aug 29, 2016	Jul 13, 2018	Behind
<p>✦ provide students access to complex texts and concepts with differentiated supports (walking and departmental programs)</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, Literacy/Reading, Math, Core Instruction, Diverse Learners, English Learners, Instructional Coaching, ILT, Common core</p>	GL teams LC BLT ILT	Aug 29, 2016	Jun 15, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ Incorporate culturally diverse texts into all UbD units Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core</p>	LC BLT Teachers N8tlis	Jan 9, 2017	Jun 8, 2018	Behind
<p>✚ Provide quality professional development to teaching staff on math strategies including math talks, number talks, Three Reads, and STEM Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, Math, Professional Learning, Technology/stem</p>	Math leads, LC, ISL	Nov 4, 2016	Jun 8, 2018	Behind
<p>✚ use assessment data to identify gaps and monitor improvement using the Problem Solving Process Tags: MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Data Use, Teacher Teams/Collaboration, ILT, Social studies, Bilingual, Common core, MTSS, Literacy/Reading, Math, Diverse Learners, English Learners, Teacher Teams/Collaboration, ILT</p>	GL teams MTSS BLT	Nov 7, 2016	Jun 22, 2018	Behind
<p>✚ Actively recruit parents to sign up for Parent Portal during Open House and Parent Teacher Conferences Tags: Attendance, Family and Community Engagement, Parental involvement, School climate, Attendance, Parental involvement</p>	Staff	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Provide quarterly classroom workshops for parents in order to help them support their child's learning at home. Tags: Attendance, Family and Community Engagement, Parental involvement, School climate, Literacy/Reading, Math, Core Instruction, Academics</p>	Teachers	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Facilitate monthly parent meetings for PAC, BAC, LSC, BPNC to empower parents as part of the school community. Tags: Attendance, Family and Community Engagement, Parental involvement, School climate, Family and Community Engagement, Parent engagement</p>	BLT Admin	Aug 30, 2016	Jun 30, 2018	Behind
<p>✚ Invite parents to participate in their child's grade level open house. Tags: Attendance, Family and Community Engagement, Parental involvement, School climate, Parental involvement, Academic expectations</p>	Teachers Admin	Aug 30, 2016	Jun 30, 2018	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Parents are included in the CIWP planning and the CIWP is approved by the LSC which is comprised of parent members. The Title I spending plan is developed and approved by our parent PAC and funds are designated for parent involvement .

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

The BAC and PAC monthly meetings are scheduled and placed on the calendar at the initial meetings. Projected dates for the Annual Title One PAC Meeting September 15, 2016 and our PAC Organizational meeting, September 29, 2016. Projected date for BAC organizational meeting, September 15, 2016

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.

Each Fall the Principal delivers a State of the School Address to the LSC, BAC and PAC in which these issues are addressed. These meetings are advertised in the school calendar, on the school marquee, meeting notices posted, and through Robo Calls. Parents are also provided with school assessment update and an opportunity to ask questions on regular basis during PAC and BAC monthly meetings.

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.

At the opening meetings of the BAC and PAC, the school schedules all the meetings for the year. The committees are survey to identify topics of interest for meeting focus and have input into the development of the agendas with the understanding that the school will be flexible to address parent requests, needs and concerns throughout the school year.

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.

Parents will receive yearly PARCC and ACCESS results forms from their child's current teacher.

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.

CPS provides parent notification forms to be distributed to the parents of students whose teacher is deemed not highly qualified.

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

Parents will be informed of student expectations based on the CCS standards, during report card pick up, open house, classroom workshops, Progress reports, IEP meetings and Information about curriculum standards and assessments are s provided to all parents in the form of a monthly newsletters, LSC, PAC, and BAC meetings.

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.

Classroom teachers will conduct parent classroom workshops, at least quarterly, that highlight strategies and practices that parents can use to support the classroom instruction.. Teachers meet twice yearly with parents to discuss their child's academic progress and ways to assist them with academics. The School provides parent workshops on topics identified by parent committees in a workshop setting, BAC and/or PAC meetings. The school will also provide activities for parents to engage in learning that will lead to obtaining knowledge and understanding of the learning in the classroom. (Field Trips and Workshops)

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.

Teachers conduct classroom parent workshops at least quarterly. Our Parent Mentor Program provides opportunity for parents to volunteer in classrooms as support personnel and partners. Teachers and staff members contribute to the training at BAC and PAC meetings. The school participates in the Network parent involvement activities. The school has a staff Parent and community involvement committee that works to provide opportunities for parent involvement.

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.

The school hosts the Network and Area Head Start meetings, holds monthly Head Start Family Nights which are educational and interactive. Our Head Start parents are encouraged to volunteer in their child's classroom and meet all guidelines for volunteering.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All school communications -newsletters,notes, postings, robo calls - are provided in native language and English. There is a list of building translators posted in each office to ensure that parents understand communications, and translators provide native language support at all school assemblies, meetings, conferences, and performances.

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.)

All students, including ELs and DLs, will be provided with an equitable, high quality, CCSS aligned curriculum and instruction by educators that are highly qualified.All staff maintains high expection for student learning and differentiates instruction to meet all student needs.

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.

Teachers meet with parents twice a year to discuss the report and academic performance, invite parents to the fall open houses, and conduct regular parent workshops. Dates for the 2016-17 parent conferences are:November 9, 2016 April 19, 2017

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

Parents will receive 4 progress reports per year and 4 report cards. In addition, teachers will regularly communicate progress through daily/weekly reports and the student planner. Progress report dates are: October 7, 2016, January 9, 2016, March 10, 2016, May 19

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

Teachers are available daily to parents by appointment - before, after or during prep time. Teachers can be reached by phone messaging and email. Administration maintains an open door policy and is available to parents at all times.

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 always welcome in our school. There are many opportunities to volunteer for class projects, school fundraising, school performances, and classroom mentoring.

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

Parents are encouraged to sign up for Parent Portal and we have developed a system to assist with this sign up. Parents communicate regularly with teachers and administration in the monitoring of on-track data, especially attendance.

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

Parents complete the 5 Essentials Survey yearly to provide feedback on their child's education, the school's culture and climate and this data is April 19 2017. Parents will also participate in the schools CIWP planning.

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).

Teachers engage student in goal setting after fall testing. Attendance, academic goals and personal goals are included in the goals.

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.

Our goal is to provide parents with activities that will provide them with knowledge of the learning within the classrooms and how they can use it to further to support their students at home as well as collaborate, with teachers to obtain resources and additional knowledge if needed. Topics will be focused on supporting students in content areas. Timeline goals are 2016-2017

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1141 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 601 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 2499 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 400 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00

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

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

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

\$	1890	.00
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