



Spencer Technology Academy (/school-plans/408) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/09/2016	Alaric Blair, Venus Finley and Tracie Sanlin	Reviewing, naming and finding evidence for the framework/framework priorities. Will complete the ratings for the first 3 sections in anticipation of our next meeting on 3/23.

04/27/2016	Alaric Blair, Michelle Breland, Arregina McCullum and Tracie Sanlin	Check In, Evidence; Curriculum, ILT and Professional Learning, Culture and Structure
05/05/2016	Tracie Sanlin, Alaric Blair, Arregina McCullum	
05/04/2016	Tracie Sanlin, Alaric Blair, Arregina McCullum and Michelle Breland	
08/11/2016	Kelly Dean, Martell Hines, Deborah Bradley, Betsy Santana, Enrique Fernandez, Cynthia Peterson, Denise Fells	Writing of Strategy 1 with action items to support Relational Trust, Safety & Order, and Restorative Approaches to Discipline
08/16/2016	Kelly Dean, Martell Hines, Betsy Santana, David Rodriguez, Venus Finley, Arregina McCullum	Writing of Strategy 2 with action items. Reviewed Strategy 1 with LSC chair and member

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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According the 5 Essentials taken in 2016, Spencer is rated weak in effective leaders and collaborative teachers. The indicators for effective leaders were rated as follows: Program Coherence (30 - Weak), Teacher-Principal Trust (29 - Weak), Teacher Influence (38 - Weak), and Instructional Leadership (26 - Weak). The indicators for collaborative teachers rated as follows: Collaborative Practices (50 - Neutral), Collective Responsibility (39 - Weak), Quality Professional Development (49 - Neutral), School Commitment (16 - Very Weak), and Teacher-Teacher Trust (38 - Weak). There is no shared vision posted throughout the school.

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

Instructional Leadership Team:

Score

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

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Currently, Spencer's ILT is rated as ineffective on the ILT Effectiveness Rubric. Having representatives for each grade band is an area of growth. Though meetings are structured and scheduled, there is no effective collaboration or transparency. The ILT has not build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.

5E. According to the 5 Essentials taken in 2016, Spencer is rated weak in effective leaders, instructional leadership, and collaborative teachers. The indicators for effective leaders were rated as follows: Program Coherence (30 - Weak), Teacher-Principal Trust (29 - Weak), Teacher Influence (38 - Weak), and Instructional Leadership (26 - Weak). The score of 26 for instructional leadership is a drop from the previous year's score of 58. 27% of teachers surveyed do not feel that an administrator knows what is going on in their classroom and 36% do not feel they are provided with useful feedback to improve their teaching. The indicators for collaborative teachers rated as follows: Collaborative Practices (50 - Neutral), Collective Responsibility (39 - Weak), Quality Professional Development (49 - Neutral), School Commitment (16 - Very Weak), and Teacher-Teacher Trust (38 - Weak).

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Though teachers take part in post conferences after observations to discuss instructional strategies and ways to improve, only 68% of observations were completed. There is time available for teachers to collaborate and learn together. According the 5 Essentials taken in 2016, Spencer is rated weak in collaborative teachers. The indicators for collaborative teachers rated as follows: Collaborative Practices (50 - Neutral), Collective Responsibility (39 - Weak), Quality Professional Development (49 - Neutral), School Commitment (16 - Very Weak), and Teacher-Teacher Trust (38 - Weak). Professional learning is not selected or designed to achieve school-wide improvement or close the priority group achievement gap. There is no on-going, job embedded professional learning. There is no support or induction for new teachers. 13 5th -8th grade Spencer teachers had the opportunity to attend Developmental Designs professional learning in conjunction with a grant during the summer of 2015, 10/13 missed at least 2 of the 5 days. Teacher leaders attended quarterly professional learning in both math and literacy to improve instructional skills.

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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According to the 5 Essentials taken in 2016, Spencer is rated weak in effective leaders, instructional leadership, and collaborative teachers. The budget has historically been aligned to the CIWP priorities and the mission of the school. Teachers are assigned to grade and content areas to ensure they are balanced, cohesive teams. Though outreach efforts to engage community members as partners and resources have been made, there are not solid partnerships at this point. Spencer has partnerships with several organizations, including but not limited to Axis Communications, Habilitative Systems, Ageless Eye Care, City Colleges of Chicago, Chicago Food Depository, United Way, Chicago Tribune, and Power and Light Church. The schedule has not been aligned to the CPS Instructional Time Guidelines by content area, which is an area of growth.

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:

Score

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

According to the 5 Essentials taken in 2016, Spencer is rated weak in effective leaders, instructional leadership, and collaborative teachers. Ambitious Instruction was rated as strong. Spencer uses CPS curriculum maps and each grade level develops their own curriculum map for the year. Unit Plans are used as pacing guides and units are thematic and interdisciplinary. Teachers implement curricular scope and sequence using curriculum maps made at the beginning of the year and instructional practices should be discussed during grade level meetings. Preliminary NWEA data for SY15-16 puts Spencer's reading growth at the 68th percentile and math growth at the 34th percentile. Both reading and math attainment are at the 10th percentile. Growth for grades 6-8 was above the 80th percentile, while growth in grades 3-5 is below the 40th percentile.

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

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According the 5 Essentials taken in 2016, Spencer is rated strong in ambitious instruction and weak in supportive environment. Spencer started using a new math curriculum in sy15-16, but teachers were not trained and are not using all aspects of the new curriculum. Preliminary NWEA data for SY15-16 puts Spencer's reading growth at the 68th percentile and math growth at the 34th percentile. Both reading and math attainment are at the 10th percentile. Growth for grades 6-8 was above the 80th percentile, while growth in grades 3-5 is below the 40th percentile. LSC budget transfers to show where money was moved to support students. Repurposing of staff to optimize time and make it more supportive for students. Technology is available to all teachers of ruse to enhance instruction and engage student in learning experiences. There are iPad carts and Chromebook carts available for use.

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

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There needs to be consistency in terms of rigorous student tasks across grade levels. Teacher gradebooks are supposed to reflect the standards being taught and assessed, though not all teachers are following the grading policy. Ambitious instruction was rated as strong on the 5 Essentials survey for 2016. Preliminary NWEA data for SY15-16 puts Spencer's reading growth at the 68th percentile and math growth at the 34th percentile. Both reading and math attainment are at the 10th percentile. Growth for grades 6-8 was above the 80th percentile, while growth in grades 3-5 is below the 40th percentile. LSC budget transfers to show where money was moved to support students.

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 2.b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

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According to the 5 Essentials taken in 2016, Spencer is rated strong in ambitious instruction and weak in supportive environment. The school has an annual college week where each class focuses on a specific college. They research the college, do projects centered around the specific school, and represent the school in the annual college week parade. The counselor meets with each 8th grader to discuss high school choices and future planning for college. There is a 21st century summer learning program aligned to STEM available for students to participate in. Algebra is not currently offered to 8th graders, and 7th graders are missing science scores, limiting their high school enrollment options.

Guide for Transitions, College & Career Access & Persistence

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

milestones completion that culminates in a concrete postsecondary plan.

- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 3 4

Preliminary NWEA data for SY15-16 puts Spencer's reading growth at the 68th percentile and math growth at the 34th percentile. Both reading and math attainment are at the 10th percentile. Growth for grades 6-8 was above the 80th percentile, while growth in grades 3-5 is below the 40th percentile. 54% of 3rd-8th graders met their growth target for SY15-16. Coaching and support to teachers around improved instruction decreased this school year due to the instructional coach returning to the classroom and only 68% of REACH observations being completed. Teacher leaders attended quarterly professional learning in both math and literacy to improve instructional skills.

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"> ✓ SGRP 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

Preliminary NWEA data for SY15-16 puts Spencer's reading growth at the 68th percentile and math growth at the 34th percentile. Both reading and math attainment are at the 10th percentile. Growth for grades 6-8 was above the 80th percentile, while growth in grades 3-5 is below the 40th percentile. 54% of 3-8 graders met their growth target. Spencer ended the SY15-16 school year with an attendance rate of 94% and an on track rate of 45% There is a disconnect between student's attendance and their grades and GPA.

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

Teachers utilize formative and summative assessments that are teacher written and via MasteryConnect. Teachers also administer NWEA, TRC/DIBLEs. GLT and ILT conduct regular data analysis protocols. Teachers in grade level teams and school wide participated in a collaborative creation of the schoolwide grading policy which is currently found in the staff handbook. Preliminary NWEA data for SY15-16 puts Spencer's reading growth at the 68th percentile and math growth at the 34th percentile. Both reading and math attainment are at the 10th percentile. Growth for grades 6-8 was above the 80th percentile, while growth in grades 3-5 is below the 40th percentile. 54% of 3-8 graders met their growth target. Spencer ended the SY15-16 school year with an attendance rate of 94% and an on track rate of 45%. More than 20% of students received a D or F in english and math as of the 40 week mark.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

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

Preliminary NWEA data for SY15-16 puts Spencer's reading growth at the 68th percentile and math growth at the 34th percentile. Both reading and math attainment are at the 10th percentile. Growth for grades 6-8 was above the 80th percentile, while growth in grades 3-5 is below the 40th percentile. 54% of 3rd-8th graders met their growth target for SY15-16. Gradebook reviews indicate that many students have multiple missing assignments in their classes underscoring the importance of completing assignments and indicative of a low culture for learning.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual**

student.

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

According to the 5 Essentials Survey, teacher-principal trust was rated weak with a score of 29, teacher-teacher trust was rated weak with a score of 38, teacher-parent trust was rated weak with a score of 33, and student-teacher trust was rated weak with a score of 38.

Guide for Relational Trust

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

- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Students participate in after school programs, girl scouts, 21st CCLC Community Programming, and field trips.

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

According to the 5 Essentials Survey, safety was rated weak with a score of 23. According to the student survey responses, 6% of students do not feel safe in the bathrooms or hallways of the school, 10% do not feel safe travel between home and school, and 17% don't feel safe outside around the school. Clear behavior expectations need to be set and models by adults for students, and proactive and positive approaches to discipline are an area of growth. Criteria for classroom managed behavior versus office referrals must be clarified along with the procedures for office referrals.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and

Score

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.

The number of misconducts for SY15-16 is relatively unchanged from the previous school year. There was an increase in fights and bullying incidents. Out of school suspension increased by 46%, in-school suspensions decreased by 13%, parent conferences decreased by 47%, police notifications dropped by 55%, expulsions decreased by 50%, restorative conversations decreased by 36%, and the number of peer mediations increased by 260%.

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

Parents and students have access to grades on parent/student portal. RoboCalls are utilized to communicate information. Parent University is active in the building for parents to utilize. Spencer has a functioning PAC, NCLB, and PLN. Spencer hosts parent events such as Family Fitness Night and Dr. Seuss Day. Involved families was rated neutral on 5 Essentials. Spencer consistently has 70% in person report card pick up.

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	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

1 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support

1	2	3	4	5	0
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1	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
1	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
2	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We expect to see an increase in growth as measured by NWEA due to a focus on Tier 1 instruction, increased student to student discourse, and rigorous student tasks.	48.00	20.00	75.00	80.00
National School Growth Percentile - Math				
We expect to see an increase in growth as measured by NWEA due to a focus on Tier 1 instruction, increased student to student discourse, collaborative conversations, math talks, and rigorous student tasks.	72.00	18.00	45.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms				
We expect that with a focus on Tier 1 instruction and meeting the needs of all students, we should see an increase in the percent of students meeting their growth expectations.	62.80	(Blank)	65.00	70.00

African-American Growth Percentile - Reading

We expect to see an increase in growth as measured by NWEA due to a focus on Tier 1 instruction, increased student to student discourse, and rigorous student tasks.	45.00	22.00	75.00	80.00
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Hispanic Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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English Learner Growth Percentile - Reading

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Diverse Learner Growth Percentile - Reading

We expect to see an increase in growth as measured by NWEA due to a focus on Tier 1 instruction, increased student to student discourse, and rigorous student tasks. With increased general education teacher to diverse learner teacher collaboration, and a focus on implementing research based coteaching models, we expect to see improved student achievement among our most vulnerable students.	1.00	1.00	35.00	40.00
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African-American Growth Percentile - Math

We expect to see an increase in growth as measured by NWEA due to a focus on Tier 1 instruction, increased student to student discourse, collaborative conversations, math talks, and rigorous student tasks.	70.00	17.00	45.00	50.00
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Hispanic Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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English Learner Growth Percentile - Math

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Diverse Learner Growth Percentile - Math

We expect to see an increase in growth as measured by NWEA due to a focus on Tier 1 instruction, increased student to student discourse, and rigorous student tasks. With increased general education teacher to diverse learner teacher collaboration, and a focus on implementing research based coteaching models, we expect to see improved student achievement among our most vulnerable students.	73.00	14.00	10.00	15.00
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National School Attainment Percentile - Reading (Grades 3-8)

As we increase student growth through strong core instruction and target tier 2 and 3 interventions, student attainment should begin to increase.	3.00	5.00	20.00	25.00
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National School Attainment Percentile - Math (Grades 3-8)

As we increase student growth through strong core instruction and target tier 2 and 3 interventions, student attainment should begin to increase.	11.00	10.00	15.00	20.00
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National School Attainment Percentile - Reading (Grade 2)

As we increase student growth through strong core instruction and target tier 2 and 3 interventions, student attainment should begin to increase.	1.00	8.00	10.00	15.00
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National School Attainment Percentile - Math (Grade 2)

As we increase student growth through strong core instruction and target tier 2 and 3 interventions, student attainment should begin to increase.	1.00	7.00	10.00	15.00
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% of Students Making Sufficient Annual Progress on ACCESS

(Blank) (Blank) (Blank) (Blank)

Average Daily Attendance Rate

With a focus on student attendance, celebrating the positive, ensuring accurate attendance taking, following the 5 and 10 day policies, we expect to see an increase in attendance. We also anticipate that by creating a school culture conducive to learning, and welcoming to students and families that attendance will see positive results. Training for the attendance coordinator, attendance incentives, home visits, phone calls, parent buy-in, monthly attendance posted in the hallways, ILT root cause and solution sessions,

95.30 94.80 95.20 95.60

My Voice, My School 5 Essentials Survey

Through a focus on core instruction, responding to the needs of our stakeholders, clear policies and procedures with consistent implementation and increased transparency, we expect the My Voice, My School rating to improve.

(Blank) (Blank) (Blank) (Blank)

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

set common school-wide expectations, hold everyone accountable to the expectations, and implement identified action items with fidelity

an increase in positive behavior, a better image of the school with the community, improved parent /community relations, increased buy-in from all stakeholders, and an overall improved positive culture and climate.

A 5% decrease in student misbehavior/misconducts, an increase in the trust rating on the 5Essentials and a holistic approach to addressing student needs.

Tags: Expectations, Safety and order, Relational trust

Area(s) of focus: 1, 2, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status
Professional development on Student Logger usage and expectations	Principal Dean, AP Hines, Ben Thullen	Aug 31, 2016 to Sep 16, 2016	Completion of Professional development, sign in sheets, logger usage	Completed
Professional development on SEL interventions and strategies	Administration, Ben Thullen	Sep 6, 2016 to Dec 16, 2016	Completion of Professional development, sign in sheets, logger usage, implementation of strategies and interventions	Completed
Professional development for all teachers around supporting diverse learner students	Arregina McCullum and Daniel MiCallef	Sep 1, 2016 to Dec 2, 2016	sign in sheets, implementation of appropriate accommodations and modifications, and observation of coteaching models in classroom instruction	Behind
Provide all teachers with a list of which diverse learner students they service	Arregina McCullum	Aug 31, 2016 to Sep 9, 2016	Emails to each staff member with their DL students and instructions on how to access IEPs on SSM	Completed

Transparent communication with all staff around school-wide events, activities, etc.	Principal Dean and AP Hines	Aug 1, 2016 to Aug 8, 2016	Updated website, Spencer Newsletter, email communication	On-Track
Recess/Lunch plan/procedures with training for staff around transitions, expectations, time management	Deans with Administration	Aug 31, 2016 to Dec 9, 2016	Completed recess/lunch plans. Emailed communication with expectations, Signatures indicating receipt of expectations, Team meetings to reiterate expectations	On-Track
One on one student check ins	Deans, Counselor	Sep 6, 2016 to Jun 30, 2018	One on One check in logs	On-Track
Implement a student contract/handbook with positive behavior incentives	All	Sep 6, 2016 to Jun 30, 2018	Student handbook, implementation of positive behavior incentives, Spencer Celebrations	On-Track
Community building teacher-teacher, school-parent, and staff-admin with increased transparency through website updates, newsletter, and LSC updates	ALL	Aug 31, 2016 to Jun 30, 2018	Newsletters, LSC Meeting minutes, website updates	On-Track
safe practice of restorative practices with feedback	Teachers and Admin	Aug 31, 2016 to Nov 30, 2016	Feedback to teachers and deans regarding restorative practice, observation of restorative practices	On-Track
ensure each teacher has working technology available with access to Student Logger	Dean, Hines, Williams	Aug 24, 2016 to Sep 16, 2016	Teachers have login to Student logger	Completed
Create contingency plans for when predictable situations/schedule changes	Administration	Sep 6, 2016 to Oct 28, 2016	Contingency Plans	On-Track
Every teacher/administrator will make 1 positive phone call home weekly	Everyone	Sep 6, 2016 to Jun 27, 2018	Calls documented in student logger	Behind
Positive celebrations of students displayed on the tvs in the hallways	Rick Williams	Sep 12, 2016 to Jun 27, 2018	Displays in the hallways	On-Track

Consistently implement the SCC with fidelity	Burrell and Fitzpatrick	Sep 6, 2016 to Jun 27, 2018	Misconduct report data	On-Track
Hold middle school focus groups	Dean, Hines, Middle School Teachers, Deans	Sep 12, 2016 to May 31, 2017	Focus group minutes, actions from focus groups	On-Track
Develop and implement a check-in/check-out system with high flyers	Burrell and Fitzpatrick	Aug 31, 2016 to Nov 30, 2016	Documented system, reduction in number of misconducts per student for those with 5 or more misconducts last year	On-Track
Assemblies and celebrations that highlight perfect and improved attendance, behavior, and academic achievement.	Admin Teachers Support Staff	Oct 3, 2016 to Jun 30, 2017	increase attendance, decrease misconducts	On-Track
Utilize the restorative practice coach to implement SEL strategies	(Blank)	Feb 8, 2017 to Apr 5, 2017	(Blank)	On-Track

Strategy 2

If we do...

Implement a strong tier 1 instructional model with appropriate supports and interventions for Tier 2 and Tier 3

...then we see...

increased student engagement, increased student to student discourse, student ownership of learning, increased teacher collaboration,

...which leads to...

decrease in student discipline referrals, increased number of students meeting their growth targets on NWEA, fewer students off track academically, decrease in specialized services referrals

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Set up a computer lab available to students for before and after school use through 21st century learning	Peterson	Sep 19, 2016 to Jun 14, 2017	Program set up in Cityspan, sign in and out for student's using computer lab	On-Track
Special education and general education teachers collaborate about diverse learner students	All	Sep 6, 2016 to Jun 27, 2018	collaboration logs	On-Track
Teachers will implement more student centered activities that are grade level specific	teachers	Sep 6, 2016 to Jun 27, 2018	Observation data	On-Track

Create and implement functional PLCs with identified areas of focus	ILT	Nov 1, 2016 to Jun 30, 2018	PLC Plans, agendas, minutes	Postponed
Teachers will provide explicit instructions so students can facilitate accountable conversations and engage in conflict resolution	Teachers	Sep 6, 2016 to Jun 8, 2018	Observation data, reduction in student to student conflicts, increase in student to student discourse	On-Track
Implement cycles of learning and increase teacher collaboration through weekly grade level meetings	ILT	Sep 12, 2016 to Jun 28, 2018	Agendas, Artifacts from cycles	On-Track
Publicly acknowledge and celebrate positive student achievement	All	Sep 6, 2016 to Jun 29, 2018	Student award assemblies, positive recognition on tv monitors	On-Track
Set common language and expectations about high quality instruction	Dean and Hines	Aug 31, 2016 to Jul 31, 2017	(Blank)	On-Track
Review and analyze student achievement data and identify trends, and areas of growth with the admin, the ILT, and teachers	ILT	Sep 12, 2016 to Jun 30, 2018	ILT agenda, data analysis results, action items from analysis	On-Track
Review and analyze REACH data to identify areas of strength and growth in teacher practice	Dean and Hines	Aug 29, 2016 to Jun 30, 2018	Teacher feedback, professional learning based on data	On-Track
Administrators will observe every teacher informally and provide coaching feedback outside of REACH	Hines and Dean	Oct 10, 2016 to Jun 20, 2018	Feedback to teachers, teacher feedback, calendars	On-Track
Implement Instructional Rounds	ILT	Oct 3, 2016 to Jun 29, 2017	Identified Area of Focus, Results from Instructional Rounds, Agendas, Minutes,	On-Track
Implement peer observations among teachers	ILT	Nov 1, 2016 to Jun 29, 2018	Peer observation schedule and feedback	On-Track
Identify a targeted instructional focus for the building/grade bands based on the data previously collected and analyzed	ILT	Nov 1, 2016 to Jun 30, 2017	identified focus, instructional strategies being implemented aligned to focus area,	On-Track

Provide professional development and professional reading around best practices related to the targeted instructional focus	Administrators	Nov 1, 2016 to Mar 2, 2017	Readings shared with ILT and GLTs	On-Track
Professional learning and consensus building around MTSS, thresholds for tiers	Dean	Aug 31, 2016 to May 31, 2017	Agendas, sign in sheets, common understanding	On-Track
Implement small group instruction to target specific skills by using professional development literature to assist in the development of a grouping plan/schedule.	Administration Teachers	Sep 1, 2016 to Jun 30, 2017	Unit Plans Chart in the room Students knowledge of groups	On-Track
Teachers will implement more rigorous tasks such as MARS tasks, Performance tasks, POMs or Math Talks for valid data and to challenge students to improve student performance on assessments.	Administration Teachers	Sep 6, 2016 to May 31, 2017	Lesson Plans Observations	On-Track
Work collaboratively to ensure technology integration into the fabric of Spencer.	ALL	Oct 3, 2016 to Jun 29, 2017	Evidence of Technology magnet program throughout the school	On-Track

21st century skills

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Professional development on Student Logger usage and expectations Tags: Expectations, Safety and order, Relational trust	Principal Dean, AP Hines, Ben Thullen	Aug 31, 2016	Sep 16, 2016	Completed
+ Professional development on SEL interventions and strategies Tags: Expectations, Safety and order, Relational trust	Administration, Ben Thullen	Sep 6, 2016	Dec 16, 2016	Completed
+ Professional development for all teachers around supporting diverse learner students Tags: Expectations, Safety and order, Relational trust	Arregina McCullum and Daniel MiCallef	Sep 1, 2016	Dec 2, 2016	Behind
+ Provide all teachers with a list of which diverse learner students they service Tags: Expectations, Safety and order, Relational trust	Arregina McCullum	Aug 31, 2016	Sep 9, 2016	Completed
+ Transparent communication with all staff around school-wide events, activities, etc. Tags: Expectations, Safety and order, Relational trust	Principal Dean and AP Hines	Aug 1, 2016	Aug 8, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
+ Recess/Lunch plan/procedures with training for staff around transitions, expectations, time management Tags: Expectations, Safety and order, Relational trust	Deans with Administration	Aug 31, 2016	Dec 9, 2016	On-Track
+ One on one student check ins Tags: Expectations, Safety and order, Relational trust	Deans, Counselor	Sep 6, 2016	Jun 30, 2018	On-Track
+ Implement a student contract/handbook with positive behavior incentives Tags: Expectations, Safety and order, Relational trust	All	Sep 6, 2016	Jun 30, 2018	On-Track
+ Community building teacher-teacher, school-parent, and staff-admin with increased transparency through website updates, newsletter, and LSC updates Tags: Expectations, Safety and order, Relational trust	ALL	Aug 31, 2016	Jun 30, 2018	On-Track
+ safe practice of restorative practices with feedback Tags: Expectations, Safety and order, Relational trust	Teachers and Admin	Aug 31, 2016	Nov 30, 2016	On-Track
+ ensure each teacher has working technology available with access to Student Logger Tags: Expectations, Safety and order, Relational trust	Dean, Hines, Williams	Aug 24, 2016	Sep 16, 2016	Completed
+ Create contingency plans for when predictable situations/schedule changes Tags: Expectations, Safety and order, Relational trust	Administration	Sep 6, 2016	Oct 28, 2016	On-Track
+ Every teacher/administrator will make 1 positive phone call home weekly Tags: Expectations, Safety and order, Relational trust	Everyone	Sep 6, 2016	Jun 27, 2018	Behind
+ Positive celebrations of students displayed on the tvs in the hallways Tags: Expectations, Safety and order, Relational trust	Rick Williams	Sep 12, 2016	Jun 27, 2018	On-Track
+ Consistently implement the SCC with fidelity Tags: Expectations, Safety and order, Relational trust	Burrell and Fitzpatrick	Sep 6, 2016	Jun 27, 2018	On-Track
+ Hold middle school focus groups Tags: Expectations, Safety and order, Relational trust	Dean, Hines, Middle School Teachers, Deans	Sep 12, 2016	May 31, 2017	On-Track
+ Develop and implement a check-in/check-out system with high flyers Tags: Expectations, Safety and order, Relational trust	Burrell and Fitzpatrick	Aug 31, 2016	Nov 30, 2016	On-Track
+ Assemblies and celebrations that highlight perfect and improved attendance, behavior, and academic achievement. Tags: Expectations, Safety and order, Relational trust	Admin Teachers Support Staff	Oct 3, 2016	Jun 30, 2017	On-Track
+ Utilize the restorative practice coach to implement SEL strategies Tags: Expectations, Safety and order, Relational trust		Feb 8, 2017	Apr 5, 2017	On-Track
+ Set up a computer lab available to students for before and after school use through 21st century learning	Peterson	Sep 19, 2016	Jun 14, 2017	On-Track
+ Special education and general education teachers collaborate about diverse learner students	All	Sep 6, 2016	Jun 27, 2018	On-Track
+ Teachers will implement more student centered activities that are grade level specific	teachers	Sep 6, 2016	Jun 27, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
+ Create and implement functional PLCs with identified areas of focus	ILT	Nov 1, 2016	Jun 30, 2018	Postponed
+ Teachers will provide explicit instructions so students can facilitate accountable conversations and engage in conflict resolution	Teachers	Sep 6, 2016	Jun 8, 2018	On-Track
+ Implement cycles of learning and increase teacher collaboration through weekly grade level meetings	ILT	Sep 12, 2016	Jun 28, 2018	On-Track
+ Publicly acknowledge and celebrate positive student achievement	All	Sep 6, 2016	Jun 29, 2018	On-Track
+ Set common language and expectations about high quality instruction	Dean and Hines	Aug 31, 2016	Jul 31, 2017	On-Track
+ Review and analyze student achievement data and identify trends, and areas of growth with the admin, the ILT, and teachers	ILT	Sep 12, 2016	Jun 30, 2018	On-Track
+ Review and analyze REACH data to identify areas of strength and growth in teacher practice	Dean and Hines	Aug 29, 2016	Jun 30, 2018	On-Track
+ Administrators will observe every teacher informally and provide coaching feedback outside of REACH	Hines and Dean	Oct 10, 2016	Jun 20, 2018	On-Track
+ Implement Instructional Rounds	ILT	Oct 3, 2016	Jun 29, 2017	On-Track
+ Implement peer observations among teachers	ILT	Nov 1, 2016	Jun 29, 2018	On-Track
+ Identify a targeted instructional focus for the building/grade bands based on the data previously collected and analyzed	ILT	Nov 1, 2016	Jun 30, 2017	On-Track
+ Provide professional development and professional reading around best practices related to the targeted instructional focus	Administrators	Nov 1, 2016	Mar 2, 2017	On-Track
+ Professional learning and consensus building around MTSS, thresholds for tiers	Dean	Aug 31, 2016	May 31, 2017	On-Track
+ Implement small group instruction to target specific skills by using professional development literature to assist in the development of a grouping plan/schedule.	Administration Teachers	Sep 1, 2016	Jun 30, 2017	On-Track
+ Teachers will implement more rigorous tasks such as MARS tasks, Performance tasks, POMs or Math Talks for valid data and to challenge students to improve student performance on assessments.	Administration Teachers	Sep 6, 2016	May 31, 2017	On-Track
+ Work collaboratively to ensure technology integration into the fabric of Spencer. Tags: 21st century skills	ALL	Oct 3, 2016	Jun 29, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Spencer will hold monthly NCLB/ PAC meetings. The information and agenda items will be given to the entire schoolwide student population prior to the meeting. NCLB Pac committee will hold special periodical meetings to discuss and review revisions of the NCLB Title I school parent involvement policy.

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

Spencer School will have an annual meeting at a convenient time. A survey will be distributed giving parents an opportunity to complete. The school time and location of the meeting will be posted on the school monthly calendar, a NCLB parent invitational flyer as well as the school's website. The school will also invite parents to the NCLB/PAC meetings at varied times. This will ensure that all parents will have the opportunity to attend. Title I Annual Meeting is 9/22/2016, the Title I PAC Organizational Meeting is 9/28/2016.

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.

Spencer will send fliers home thirty days as well as a two week friendly reminder prior to meeting date, the flier will state the subject being Title I with brief agenda about the curriculum, academic assessment tool and proficiency level.

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.

Spencer will provide a suggestion box for parents to address questions, comments, suggestions and concerns in decisions about the education of their children followed by a solution meeting.

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.

Spencer will provide information about students performance on the state assessment in math, language arts and reading during open house and report card pick up.

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.

Spencer will assist parents with requesting a meeting with the principal regarding the qualification of teachers.

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.

Spencer will provide a workshop for parents in understanding the state's academic content standards; the state's student academics achievement standards; the state and local academic assessments including alternate assessments.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Spencer will provide morning and evening meetings and implement training workshops to assist parents in working with their children to improve the students academic achievement as will as encourage parent involvement.

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.

Spencer will recruit parents to volunteer through meetings, activities and workshops to become equal partners with teachers and staff to help build ties that will excel the student's education.

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.

Spencer will provide training and workshops that can assist parents with participating and understanding the importance of Early Childhood Development Education.

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.

Spencer will provide information in writing and verbally related to the school and parent programs and activities translated in their native language while meetings are in session.

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.)

Spencer will provide training to assist parents with understanding the importance of an atmosphere that is supportive and conducive to innovative programming.

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.

Spencer will provide parents with parent-teacher conferences during report card pick up days or appointment dates convenient for both teacher and parents which will take place before or after school.

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

Spencer will distribute progress reports quarterly and if the parent is in need of more knowledge then an organized meeting will take place through the NCLB/PAC.

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

Spencer will invite teachers and staff to a monthly meeting to establish partnership with parents during after school hour.

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.

Spencer will inform the parents on the proper and legal requirements to becoming a volunteer in the school. Once requirements are complete staff, teachers and parents will observe classroom activities etc.

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

NCLB/ PAC will provide a parent portal workshop for the parents to monitor their children's attendance, homework and grades.

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

NCLB/PAC will encourage and motivate all parents to attend monthly PAC and LSC meetings to learn and ask questions about decisions relating to their children's education.

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).

NCLB/PAC will provide a parent development workshop to assist all parents in creating modern and innovating ways to encourage their children in sharing the responsibility for improved student academic achievement.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Spencer's ultimate goal is to increase parent participation through monthly meetings incorporating different activities, workshops and attending parent development conferences. This will promote growth and unity in our school as well as the community.

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

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

54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
53306	Software Must be educational and for parent use only.	\$	Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00