



Albany Park Multicultural Academy (/school-plans/671) / Plan summary

## 2016-2018 plan summary

### Team

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Marie Garza	Assistant Principal	MAGarza@cps.edu	Has access
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### Team meetings

Date	Participants	Topic
02/24/2016	ILT Members	SEF
03/02/2016	ILT Members	SEF
03/10/2016	Content Teacher Teams	SEF

03/17/2016 Content Teacher Teams SEF

03/24/2016 Content Teacher Teams

04/20/2016 LSC SEF

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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The MVMS results under collective responsibility are very strong. All staff members, including all departments that represent all students participated in creating a shared vision for the school. Championing the vision in both informal and formal opportunities needs work. Along with sharing the vision on the school website and including it in some professional development opportunities, articulating it to students and parents as well as connecting it to our daily life needs improvement. The MVMS results show that the teacher-principal trust is strong and teacher-teacher trust is very strong. A clear plan that is consistent and monitors the implementation of the vision needs work including articulating how it drives school decisions. Every teacher is a part of a committee that supports collective responsibility of all students. Our teacher committees take collective responsibility for success of all students by reviewing student data including classwork, NWEA, attendance, SEL, grades, and High School eligibility to determine next steps such as mentors, high school visits, instructional inquiry cycles. Teachers have leadership opportunities and training through UbD, Language Matters, DePaul Math, ELA Teacher Leadership Institute, and MSI Science PD. Teachers influenced further professional development in UbD, Language Matters and DePaul Math. The math team vetted and selected the math curriculum. The Language Matters team is creating a one year plan focused on better meeting the needs of EL learners through planning and instruction. We need to capitalize on the leadership skills of teachers that participate in training and development as a path to sustainable change.

#### 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"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
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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The ILT meets bi-monthly, has a clear agenda and focus for meetings. The members of the ILT represent all content areas, programs and students groups. In the 2015-2016 school year, the ILT engaged in one learning cycle based on the analysis of multiple sets of data such as NWEA, grades, attendance, percent of students attending specific high school programs and student work. The cycle of learning was focused on a content area utilizing the strategic inquiry process. To be more efficient, the IIT must better follow the inquiry process with fidelity. The ILT needs a clear, long-term plan. There is a need to strengthen our follow up of past cycles and include a clear assessment of all programs, initiatives, and strategies of the school. The ILT members rotate their roles during the cycles of learning as a way to actively engage all members, and balance shared leadership. An area of weakness is the communications outside the committee. The ILT needs to find the best method to inform and keep all stakeholders informed of their work. In addition, it is not clear how the ILT's learning cycles impact the entire school.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

### Professional Learning:

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

Score

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A PL focused on Understanding by Design (UbD) for unit planning supports school-wide improvement. Structured time and funding resources were allocated during the school year to collaborate and learn together for UbD and Language Matters. MVMS shows that all teachers worked with each other to develop materials or activities for particular classes. The same survey indicates that 73% of teachers never or almost never observed a classroom to get ideas for instruction. Next steps include The Chicago P-12 Math Collaborative allows for professional learning through supports of experts and research based best practices. Various opportunities for teachers to participate in PL are evident (conferences, TL institute, fellowships, partnerships with museums, framework fests, Rochelle Lee). Ensuring that staff bring back new learning to entire staff is needed. Alignment between individual professional learning plan and school learning plan needs work. Some differentiation during the UbD workshops occurred but more teachers input to inform next PL opportunities are necessary. The math team has participated in peer-observations to help support their professional learning in a "safe" environment. Additional supports for all teachers in participating in peer-observations as a form of coaching and PL is needed. There are informal collegial supports from teacher to teacher but a system to conduct these observations with reflective, strategic feedback that advances student learning is needed.

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

#### 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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The school abides by the CPS instructional guidelines and the school has block scheduling. Additional reflections on the strengths and weaknesses of the current schedule needs to be addressed including where there is room for improvement and alternatives that can lead to increased student success. According to the MVMS, all teachers either agree or strongly agree that they would not want to work in any other school. The teacher-principal trust level in the MVMS is strong and the survey results show a strong school commitment. The budget is aligned to the school's priorities and funding for priority groups are maximized utilizing discretionary funding to purchase instructional resources such as iReady, iPads and web based applications. Most teachers seek grants that are focused on the needs of students including Rochelle Lee, Health Fitness, Donor's Choose, Museum of Science and Industry Grant, Museum of Contemporary Art, Arts Essentials to name a few. More reflection on evaluating the results of utilizing specific resources to student learning is needed. The school engages various community efforts to serve as partners and resources such as Albany Park Theater Project, Communities United, DePaul University, Northeastern University, Kedzie Center, Heartland, and North River Commission. Monitoring of the impact of partner organizations have not been analyzed completely.

#### 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

Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
Measures	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
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

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

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NWEA reading school attainment percentile is 70 and math is 79. Teachers are following the CPS content framework. Scope and sequence work is incomplete in literacy and an analysis of the other content subjects need to be done. There is not a writing curriculum. There is lack of evidence that language goals are being articulated and used across the curriculum including native language standards. The school has adopted a school-wide social emotional curriculum and dedicated time is allotted for its implementation. All learners including ELs and Diverse learners have access to the same programming as the general education population. The area of growth for the school is to examine the curriculum to check for alignment of standards and the opportunities for the students to meet the standards. All teachers are engaged in professional development around UbD and they were all engaged in creating school wide transfer goals as well as adding content transfer goals to their unit plans. A team of teachers have participated in ESL professional development and are in the process of creating an implementation plan. The school has partnerships with museums, universities and community organizations. Students have limited opportunities to engage with authentic audiences beyond the classroom.

### 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Score

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

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There is a variety of instructional materials including maps, multimedia, multi-levelled text, and technology hardware available. Most units show alignment of materials to plans and expectations. Most teachers are proficient or distinguished in Domain 1d, Designing Coherent Instruction. Student work shows evidence of learning in a variety of ways including posters, slideshows, presentations and written papers. Most teachers utilize materials that engage students outside of the paper and pencil format. This includes use of video, photographs, scientific tools, and technology. Access to Spanish language math and reading text is limited. There is a need for language resources for Arabic. Technology needs to be updated and more accessible. Alignment of text with themes and grade levels in literacy needs review and refinement. Lack of evidence exists in using materials to meet the needs of students at different academic and social/emotional performance levels. There is a need to create a balance between student interest and student reading level and using the skills learned to increase student engagement, and acquire language, knowledge and competencies.

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

### Rigorous Student Tasks:

Score

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)

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In the framework for Teaching under Culture for Learning, 92% of teachers are proficient or distinguished. Unit plans are designed for individual groups and not for individual students. There is evidence that all math staff attend MTLC/PLC meeting focused on TRU dimensions. Math department notes show evidence that the tasks during the coaching sessions with Alanna Mertens (our DePaul support) are cognitively challenging. We have not collected evidence that tasks outside of the coaching sessions are cognitively challenging for all students. Most teachers utilize Mathalicious lessons, which include cognitively challenging tasks. Unit plans in literacy reflect the teaching of close reading, citing of evidence and writing across disciplines. Review of student work reveals that all students are citing evidence from text; however, most students are unable to show mastery with analysis and synthesis of text. Our challenges include creating opportunities for real audience, examining student work to identifying qualities for strategic thinking.

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

### Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

Incoming 6th graders participate in an orientation and open house. All students and teachers loop from 7th to 8th grade. As a GEARUP grant school, our students have the opportunity to participate in Freshman Connection at Roosevelt HS, and 7th grade summer academy and Saturday algebra courses at Loyola University. All 8th grade students are assigned a teacher mentor. Each teacher mentors ten students and time is allocated monthly to meet. We provide access to 8th Grade Algebra to all eligible 8th grade students and we start the conversation about college in 7th grade. The school make parents aware of academic opportunities and supports for their child through parent meetings and collaborations with GEAR-UP. Through our partnership with GEAR-UP, and 8th grade mentoring we create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting. There are monthly college and career workshops that are led by GEAR-UP staff. A career fair is planned for May of 2016. Teachers, counselor, administration and GEAR-UP staff encourage and support students in learning about high school choices and we help students sign up for shadow days to various school. Eighth grade mentors, GEAR-UP APTP, college visits, career day, SEL- goal setting, test score review, graduation requirements, and high school visits (Roosevelt, Shadow Days) all support students in their transition to high school. When a student enrolls mid-year, school leaders meet individually with the student and parent to assess student and family strengths and challenges. Increase the number of 6th grade parents that participate in orientation. We need to monitor the progress of students transitioning from EL services. We have to reflect on ways to sustain summer learning beyond the supports of GEARUP. Although GEAR-UP is supporting us with career and college awareness, we need additional work in this area. We need to expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal setting (Naviance). The school has not had a college or career fair in the past. Although, we have a career day scheduled this spring, these events need to happen at least every year.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">2b. Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

In the Framework for Teaching the observation data over two years reflects the following:  
 3a-Communicating with Students- 2 basic, 25 proficient, 29 distinguished  
 3b-Using Questioning and Discussion Techniques- 9 basic, 34 proficient, 12 distinguished  
 3c-Engaging Students in Learning- 10 basic, 24 proficient, 22 distinguished  
 3d- Using Assessment in Instruction- 10 basic, 32 proficient, 13 distinguished  
 3e- Demonstrating Flexibility and Responsiveness- 4 basic, 20 proficient, 31 distinguished

Most teachers utilize rubrics to communicate the learning expectations. Supports for effective communication with all EL students is needed. During observations, the student conversations are dominated by a few. We need to increase student responsibility to ensure that all voices are heard. There is limited evidence that all teachers engage students in questioning by asking questions that range from low to high levels and have multiple answers, which can lead to authentic inquiry and debate. Teachers need to utilize their prior learning to provide instruction to meet the needs of all students include English language learners. Additional work on utilizing formative data to monitor effectiveness of teacher interventions is needed. In addition, providing targets supports to individual or group of students needs work.

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

### Multi-Tiered System of Support:

Score

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.

1 2 3 4

At week thirty, 78% of our students are on track. This includes 82.5% in 7th grade and 73.8% in 8th grade. Seventh grade students that have a PLP show that 77% are on track. Additional focus is needed on providing universal supports to all students that are not on track. Further reflection on leveraging our current supports such as mentoring and check in and check outs to support students that are off track. In tier 1 there is minimal evidence that progress monitoring data is used to assess the effectiveness of interventions. We need to define and create a common vision on what personalized learning looks like at our school. Once this is created, we need to find the best approach of teaching so that each student has the opportunity to advance. In tier II and III we need to utilize a school wide systematic problem solving process to plan implement, and monitor student supports.

### 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
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	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

All teachers have multiple measures of assessment including teacher created formative and summative assessments. We need a school wide diagnostic assessment for literacy beyond NWEA to support students long-term. We need a systematic method of identifying skill gaps and monitor improvement for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. Spanish assessments are given to students that are in transitional bilingual program. Further learning on methods to make assessments accessible to all students is needed. Unit plans in literacy reflect the teaching of close reading, citing of evidence and writing across disciplines. Math department notes show evidence that the tasks during the coaching sessions with Alanna Mertens (our DePaul support) are cognitively challenging. All teachers participated in UbD workshops where they created common performance tasks and rubrics aligned to the standards, understanding and knowledge being taught for a 4th quarter unit. More work on continuing to create teacher PT and rubrics that reflect the key shifts in literacy and math is needed. There is lack of evidence that we utilize assessments that measure the development of academic language for ELs. Teacher have access to various forms of school-wide data but additional work on analyzing it's instructional effectiveness and subsequent learning needs is needed. Our school does not have a common vision for a grading system that clearly, accurately, consistently, and fairly communicated learning progress and achievement A common language for students, families and school staff needs to measure progress and proficiency separately from work habits and behaviors.

**Guide for Balanced Assessment & Grading**

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

- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

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

Score

1 2 3 4

Objectives for learning and expectations for behavior are posted, discussed, and reinforced. Students are recognized for leadership, good attendance, and grades. Posters are displayed around the building to celebrate students that have good attendance and grades. The students are recognized by the school principal on a quarterly basis and they receive a celebratory ribbon. Student leaders are recognized at a school-wide assembly and are given a shirt that they are able to wear to publicize the qualities of a good leader and to celebrate their achievement. We celebrate student learning through our school website and through social media, we celebrate student learning. At the end of the year, there is awards assembly that recognizes students for their achievements such as perfect attendance, honor roll, citizenship and those that met their growth NWEA goals. Every 8th grade student has a mentor to help them prepare for high school. Teacher-student mentors, dedicated time for SEL, coaches check in-out with athletes, student council promotes school spirit. According to MSMV 60% students check grades. An area of growth is to increase student perseverance, to self-asses their own work so they hold themselves accountable for exceeding the expectations. The MSMV Academic Personalism category shows an overall rating of strong; however, there has been a slight decline from previous years.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

The performance score in MVMS for student to teacher trust is a 74 and has been on an upward trend in the last four years. All 8th grade students have teacher mentors and time is dedicated to meet with them. Few teachers have a check out system with their 8th grade mentees. Seventh grade students have team building activities once a month with various staff members. Students are greeted at the door at the beginning of the day, by school leaders and other staff. 98% of classroom observations under Creating an Environment of Respect and Rapport are proficient and distinguished. The teachers greet students at the door and the hallways during passing periods. The physical education teacher eats lunch with students. Eighth grade students are reminded of ways they serve as role models for the 7th graders. We need more opportunities for students to learn about the communities they serve. GEAR UP offers weekly parent classes. More parent involvement with these classes is needed. MVMS stated that 60% of teachers agree and 33% strongly agree that they trust one another. The results of the survey also show that 40% of teachers agree and 60% of teachers strongly agree that they trust the principal at her word. The same is true with regards to teachers feeling that they can discuss feelings, worries, and frustrations with the principal. 99% of teachers feel that they respect colleagues who are experts at their craft.

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Our school offers a variety of after school activities including sports both girls and boys. The number of sports available that the district offers has declined from 2014-2015 to 2015-2016 school year. Some students have initiated an after-school activity by reaching out to staff. A student survey on their needs and interests is needed as well as an exit survey to those that attended an after-school activity. Student leaders met with the SEL committee to gather their suggestions to improve the Second Step curriculum. All students were surveyed during the 2015-2016 school year to gather their feedback on the implementation and success of the SEL program. We do not have specific data on whether the extra-curricular activities are of high impact or quality. We offer high school algebra to approximately 30 of our 8th grade students. During the 2014-2015 school year, the number of students that passed the algebra exit exam was above the district average. There are 20-30 students that participate in student council. Student Council suggest and coordinates family events, dances, spirit week and community service projects. Students need more on decisions that affect their learning. Students need to initiate and lead some school improvements. Teachers and school staff need to collaborate more across disciplines and grade levels to align and embed civic skills and content in curriculum. Unit plans show that he 7th and 8th grade social studies curriculum includes learning about the roles and structures of the government.

## 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"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

Adults greet students every morning to ensure that students can identify with an adult in case a safety concern arises (Security, SECA's, Admin, Counselor, PE/Art). There are multiple ways to communicate safety concerns through staff, classroom PA, classroom phone. The school has a policy related to school safety in the staff handbook. The MVMS students report feeling neutral in the area of Safety with students feeling the most safe in the building and the least outside around the school. Most students feel safe at school. Heartland clinic in conjunction with our sexual education program gave students a survey asking them if they would want to see a counselor. Heartland and the school counselor followed up with all students. Teacher REACH observations for managing classroom procedures show that classroom observations are 97% proficient or distinguished. Security is compensated for extra time to ensure arrival and dismissal is safe and orderly. The school pays a parent worker that supports and supervises our lunch and recess. The school promotes school wide expectations for positive behavior, and restorative approaches to discipline. As of April 20, 2016 there were 30 verify referrals of which 29 are a level 1, 2 and 3 and one referral is a level 5 infraction. There are school wide expectations displayed around the building. Most classrooms have positive classroom expectations posted. There is a need for restorative practices training for staff. The SEL committee works to refine to policies and procedures for student behavior. A student and teacher survey administered during the 2015-2016 and the results showed that 68% of students strongly disagreed that they had been bullied within the past month. All adults monitor halls, model expectations and reinforce expected behaviors.

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

### Restorative Approaches to Discipline:

Score

1 2 3 4

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

Social Emotional Learning team meets twice a month to review student attendance & discipline data. SEL team designs interventions to strengthen attendance (incentives, mentors) and positive behavior practices. The SEL team reviews discipline data and teacher surveys to strengthen positive/restorative behavior approaches. Student leaders are recognized at a school-wide assembly and are given a shirt that they are able to wear to publicize the qualities of a good leader and to celebrate their achievement. The classroom teacher notifies all parents/guardian of students that are selected to be student leaders. Teachers keep a log of the date and time that the parent was notified. We need to increase the number of contacts that teachers have with parents celebrating positive behavior. Second Step curriculum is used school-wide to teach SEL standards. Dedicated time is scheduled to implement this curriculum. Through multiple student surveys, SEL needs are identified and targeted with the appropriate instruction and/or intervention. This includes cyber bullying, self-harm, relationships, and behaviors. According to REACH, 62% of observations conducted were at the proficient level and 35% were distinguished for managing student behaviors. As of April 20, 2016 there were 30 verify referrals of which 29 are a level 1, 2 and 3 and one referral is a level 5 infraction. During the 2015-2016 school year there have been four in school suspensions and two out of school suspensions. When a student has an in school suspension, the teachers receive an e-mail and send or bring work to the students ISS location. Most teachers practice giving short time outs as a consequence to minor behavior to minimize loss of instruction. Most teachers hold one on one, private conversations with students to discuss expectations and the results of their actions. The principal and the assistant principal holds restorative conferences with all students referred for discipline. Students are taught to seek restorative approaches including when to seek support. During restorative conversations, students have the opportunity to take part in conversations that repair the harm caused by their actions. Staff needs further training in implementing restorative practices. As a community we need to implement restorative practices school-wide.

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

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

1 2 3 4

The school had 59% of parents participate in the My Voice My School Survey .The MVMS indicated that 64% of parents completely feel welcomed when they come to school and are invited to meetings and school events. According to the survey the area for growth is to have more opportunities for participating in making decisions that affect the whole school community. 79% of parent respondents feel respected by the teachers and they feel that the teacher is doing their best to help their child learn. An area of concern is teacher parental contact because 22% of parent respondents say that the teacher has very little contact or never has contacted them to discuss their child's strengths and weaknesses. Automated phone call reminders for every school event such as family night, picture day, progress report etc. are completed utilizing Black Board or personal phone calls. Teachers notify parents personally about how their child is doing and each team maintains phone logs with dates and notes. The school makes personal daily phone calls for absences and school staff completes follow up. Through the phone calls student services are recommended when necessary. We utilize our school website and twitter to advertise and communicate events, news and school information. There is a need to provide translation services to our Arabic and other non- Spanish and English speaking parents. The school had 95.8% participation in Q1 and Q3 parent teacher conferences for the 2015-2016 school year. Approximately 50 families attended sports night, and bingo night. There is a slight increase in parent attendance in BAC and PAC meetings. We currently have about 20 parents attend BAC, and PAC parent meetings compared to about 10-12 parents attending in previous years. Communities United hosts meetings for parents and communities with topics that are of interest or are important to parents and the community. This year, Communities United hosted a community forum around school funding and another community town hall meeting is scheduled in April. The principal met with members of Community United to discuss bilingual programs at our school and the district. The principal participated in a meeting with the alderman hosted by North River Commission (NRC) to review explore areas of concern and opportunities for schools in the area. The NRC has additional planning meetings scheduled in June. Our partnership with GEAR UP supports parental involvement at school. The percentage of parents using parent portal has increased from 16% in June of 2015 to 28% in March of 2016. GEAR UP has parent computer classes every Wednesday and holds monthly parent meetings.

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in**

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

9 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Growth percentile dropped significantly from 2014/2015-2015-2016. These goals are attainable based on growth observed over time.	82.00	69.00	72.00	74.00
<b>National School Growth Percentile - Math</b>				
Growth percentile increased significantly from 2014/2015-2015-2016.	19.00	64.00	67.00	70.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Better alignment of curriculum with Common Core will help us achieve these goals.	56.50	(Blank)	60.00	62.00
<b>African-American Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Hispanic Growth Percentile - Reading</b>				
Our overall percentile dropped in 14-15. Majority of students are Hispanic this goal increase is similar to the whole school goal.	80.00	69.00	72.00	74.00
<b>English Learner Growth Percentile - Reading</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

**Diverse Learner Growth Percentile - Reading**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**African-American Growth Percentile - Math**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**Hispanic Growth Percentile - Math**

The overall growth for math is higher than this sub group. Majority of students are Hispanic. This goal increment is similar to the whole school goal.	22.00	55.00	57.00	60.00
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**English Learner Growth Percentile - Math**

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

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

We plan to increase one percentile each year because our historical is 1 percentile.	69.00	70.00	71.00	72.00
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**National School Attainment Percentile - Math (Grades 3-8)**

(Blank)	64.00	79.00	80.00	82.00
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**National School Attainment Percentile - Reading (Grade 2)**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**National School Attainment Percentile - Math (Grade 2)**

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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**% of Students Making Sufficient Annual Progress on ACCESS**

Our school increased in annual progress on ACCESS from 12% to 35%. We are at a 7th and 8th grade school and it's been difficult to make annual progress beyond a 45%.	12.80	35.10	40.00	45.00
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**Average Daily Attendance Rate**

Our attendance rate has been historically high. We fluctuate around 97 percent. Our goal is to maintain the high percentage in year 1 and increase it slightly year 2.	97.20	97.30	97.30	97.40
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**My Voice, My School 5 Essentials Survey**

We need to maintain an overall rating of Well Organized. Increase the overall performance rating in student safety from neutral to strong.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Implement an MTSS system of academic and SEL support

A clear and strategic system to support all students

An increased number of students on track and increase in NWEA growth

Tags:

MTSS, Assessment, SEL, Curriculum, Academic gain

Area(s) of focus:

1, 2, 3

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

identify and involve key staff

principal

Aug 1, 2016 to  
Sep 30, 2016

team established

On-Track

**MTSS, SEL, Teacher Teams/Collaboration**

Analyze current MTSS models and adopt a model for our school

MTSS Team

Aug 29, 2016 to  
Sep 30, 2016

model adopted

On-Track

**MTSS, Professional Learning, Data Use, Teacher Teams/Collaboration**

Provide (tier 1) universal instruction in the core academic and SEL curriculum through differentiated supports for teachers

teachers

Sep 6, 2016 to  
Jun 29, 2018

REACH, Unit plans, informal observation, Reviewing of stage 3 of Unit plans

On-Track

**MTSS, Literacy/Reading, Math, Core Instruction, Assessment, SEL, Data Use**

determine a structure/system on how to monitor formative assessment to adjust instruction and identify when additional interventions are needed

teachers

Sep 6, 2016 to  
Jun 29, 2018

team meeting notes school wide policy

Behind

**Assessment, Data Use, Interventions**

Utilize a problem solving process to identify students that need tier 2 and 3 interventions

teachers

Sep 30, 2016 to  
Sep 30, 2016

meeting notes

Behind

**MTSS, Data Use, Interventions**

Provide MTSS professional development and system practice and implementation including small group instruction strategies (including for PSRPs/SECAs)

administration MTSS Team

Aug 29, 2016 to  
Jun 21, 2018

PD Agenda and /or Registration

Behind

**MTSS, Professional Learning, Instructional Coaching, Small group instruction**

Add more culturally relevant texts, tasks and resources that lead to student centered classrooms

teachers

Aug 29, 2016 to  
Jun 21, 2018

unit plans, materials inventory

On-Track

**MTSS, Literacy/Reading, Math, Science, SEL, Social studies**

Implement a school-wide schedule that allows for more effective interventions and enrichment	administration MTSS team	Aug 28, 2017 to Jun 21, 2018	master schedule	On-Track
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**MTSS, Intervention, Enrichment, Master schedule**

Identify and share with all teachers which students are off track and what supports are needed	administration MTSS Coordinator	Oct 7, 2016 to Jun 22, 2018	school off track report	Behind
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**MTSS, Intervention, On track**

Strategy 2

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
Collaborate as a team including related service providers to plan, execute and monitor targeted interventions for students off track (Tier II and Tier III)	Student behavioral changes and students feeling more successful and engaged in the learning process	More students being classified as "on track" at school and increased NWEA growth

Tags:  
MTSS, Assessment, Data Use, Teacher Teams/Collaboration, Interventions

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

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Identify and share with all teachers which students are off track and what supports are needed	administration MTSS Coordinator	Oct 7, 2016 to Jun 22, 2018	school off track report (progress monitoring)	Behind

**Data, Interventions, On track**

Use progress monitoring to trace effectiveness of interventions and student response to intervention	MTSS Team Teachers	Oct 10, 2016 to Jun 22, 2018	progress monitoring	Behind
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**MTSS, Data Use, Progress monitoring, Data analysis**

Communicate with parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.	teachers	Oct 10, 2016 to Jun 1, 2018	parent communication	Behind
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**MTSS, Interventions, Parental involvement**

Strategy 3

<b>If we do...</b>	<b>...then we see...</b>	<b>...which leads to...</b>
Align units of instruction to scope and sequence maps	a connection across both years (7th and 8th grade)	attainment measures increase in NWEA and PARCC

Tags:  
Core Instruction, Curriculum Design, Teacher Teams/Collaboration

Area(s) of focus:  
2

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
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Team collaboration to design, analyze and reflect on high quality UbD units of study with an emphasis on alignment against design standards	teachers administration	Aug 29, 2016 to Jun 22, 2018	UbD units	On-Track
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**Curriculum Design, Teacher Teams/Collaboration, Curriculum maps, Ubd**

develop a common scope and sequence and rubrics for writing	teachers administrator	Oct 3, 2016 to Jan 27, 2017	unit plans scope and sequence	On-Track
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**Literacy/Reading, Writing**

create scope and sequence map for all subject areas	teacher teams	Aug 29, 2016 to Nov 3, 2016	scope and sequence document	On-Track
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**Curriculum Design, Teacher Teams/Collaboration**

refine and reflect on scope and sequence map for all subject areas	teachers	Jan 27, 2017 to Jun 29, 2018	Ubd Units scope and sequence document	Not started
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**Curriculum Design, Teacher Teams/Collaboration**

performance tasks with emphasis on transfer goals	teachers	Aug 29, 2016 to Jun 22, 2018	unit plans performance tasks	On-Track
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**Core Instruction, Assessment, Curriculum Design, Teacher Teams/Collaboration**

identify available resources to support all learners	teachers	Aug 29, 2016 to Jan 27, 2017	inventory	Behind
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**Diverse Learners, English Learners**

**Strategy 4**

If we do...

Provide standards based comprehensible literacy, academic, and language instruction for all students, particularly ELLs (Language Acquisition)

...then we see...

All teachers embracing their roles as teachers of language

...which leads to...

Increased mastery of English language proficiency for all learners in the 4 domains..

Tags:

Literacy/Reading, Math, Science, Core Instruction, English Learners, Social studies

Area(s) of focus:

2

Action step

Professional development understanding WIDA domains, ACCESS analysis, language demands and instructional strategies for EL's

Responsible

ELPT Administration teachers

Timeframe

Jul 1, 2016 to Jun 22, 2018

Evidence for status

participation in PLC student work unit plans

Status

Behind

**Core Instruction, English Learners, Professional Learning**

integrate language standards to UbD units and PD around writing language objectives and integrating with stage 3 of UbD	teachers	Jan 30, 2017 to Jun 22, 2018	unit plans	Not started
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**English Learners, Professional Learning**

Focus on particular language domain and the strategies within each domain each quarter	teachers	Oct 11, 2016 to Jun 22, 2017	agenda peer observations	Behind
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**English Learners, Professional Learning, Instructional Coaching**

Build expertise in all staff through repeated cycles by providing opportunities for practicing, receiving feedback, observing colleagues, ongoing professional reading, and peer discussion about the practices, including examining the impact of the practices on student learning by looking at student work and reviewing student performance data.	teachers	Oct 17, 2016 to Jun 22, 2017	peer observations meeting/reflection agenda and notes	On-Track
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**Core Instruction, English Learners, Professional Learning, Instructional Coaching, Data Use**

participate in the network WIDA PLC	teachers	Jul 1, 2016 to Jan 27, 2017	teacher participants	Postponed
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**English Learners, Professional Learning**

Explicit modeling and instruction of the four Language Arts domains across all content	teachers	Aug 29, 2016 to Jun 29, 2018	unit plans teacher observations	Postponed
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**Literacy/Reading, Math, Science, Core Instruction, Social studies**

Strategy 5



Tags: Literacy/Reading, Math, Science, Arts, Assessment, Curriculum Design, Social studies, PE

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

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Create or identify Diagnostic, benchmark ,and formative assessments aligned to CCSS and other content standards	teacher teams	Aug 29, 2016 to Jun 22, 2017	assessments	On-Track

**MTSS, Assessment, Curriculum Design, Common core state standards**

Create or identify and integrate consistently designed (and rubric-ed) performance tasks embedded in the UbDs.	teachers	Aug 29, 2016 to Jun 22, 2018	unit plans performance tasks	On-Track
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**Assessment, Curriculum Design, Teacher Teams/Collaboration, Ubd**

Strategy 6

If we do...	...then we see...	...which leads to...
Have a clear and consistent, grading system	Accurate information that communicates learning progress and achievement to students, families, post-secondary institutions and prospective employers.	Grades which accurately reflect capacity and growth and parents reporting greater communication from teachers on the five essentials and increase percentages of students that agree or strongly agree on academic personalism in the 5 essentials.

Tags: Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration

Area(s) of focus: 1, 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Clearly communicate letter-grade meanings to students and families that is common school-wide	teachers administration	Aug 28, 2017 to Jun 22, 2018	parent meetings/conferences	Not started

**Core Instruction, Assessment, Data Use**

Explicitly create standards based and growth based sections for grades within each content team	teachers administration	Aug 29, 2016 to Sep 30, 2016	gradebook categories	Postponed
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**Assessment, Data Use**

Support students in quarterly self reflection and leading their own student conferences during Q3	teachers students	Feb 1, 2017 to Apr 19, 2017	self reflections Q3 conference participation	Not started
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**Assessment, Data Use**

Develop a portfolio system within each content team to document key assessments and tasks for students.	teachers	Aug 29, 2016 to Feb 2, 2017	system of assessment	Not started
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**Assessment, Data Use**

collaborative conversations which establish school wide meanings behind grades (e.g What does an "A" represent)	teachers administrators	Jan 30, 2017 to Jun 23, 2017	teacher meeting notes	Not started
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**Data Use, Grading, Gradebook**

Strategy 7

If we do...	...then we see...	...which leads to...

Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.

Differentiated and modified assessments across grade levels, content areas, and ability levels, both formative and summative

Increased success on those assessments (and on state-mandated assessments) for diverse learners

Tags:

Diverse Learners, English Learners, Assessment, Curriculum Design, Differentiated instruction, Universal design for learning

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Train and provide PD/leverage teachers' current knowledge to better understand APMA language learners' different needs and access points	administration ELPT	Jul 1, 2016 to Jun 22, 2018	professional development agenda	Behind

**English Learners, Professional Learning, Instructional Coaching**

Purchase or identify native language content resources	teachers administration	Aug 29, 2016 to Feb 2, 2017	PO's inventory	On-Track
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**English Learners**

Train and provide PD to teachers on how to modify assessments for emergent bilinguals	ELPT administration	Jun 21, 2017 to Jul 22, 2017	professional development agenda UbD (assessments)	Behind
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**English Learners, Assessment**

Designate planning time for teachers to collaborate with co-teachers who support emergent bilingual and students with IEPs who are both teachers' responsibility.	administration teachers	Aug 29, 2016 to Jun 29, 2018	planning calendar	On-Track
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**Diverse Learners, English Learners, Curriculum Design, Instructional Coaching**

**Strategy 8**

If we do...

...then we see...

...which leads to...

If we develop a range of extracurricular and enrichment opportunities	students excited in their school community	an increase in student engagement and participation in extracurricular and enrichment activities.
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Tags:

Climate and Culture, Leadership, Student enrichment, Community, Culture of learning, After-school, Student ownership

Area(s) of focus:

4

Action step	Responsible	Timeframe	Evidence for status	Status
Administer a student survey (student choice) to identify activities and opportunities that interest students.	After School Coordinator	Sep 12, 2016 to Sep 16, 2016	survey	Completed

**Climate and Culture, Leadership, Student enrichment, Community, Culture of learning, After-school, Student ownership**

Develop and sustain community partnerships	teachers administration LSC counselor students	Aug 29, 2016 to Jun 22, 2018	collaboration meetings and communication (e-mail, phone calls)	On-Track
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**Community, Enrichment, After-school**

Increase teacher involvement in our enrichment and after-school program	administration teachers students	Oct 10, 2016 to Jun 22, 2018	before/after school program	On-Track
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**Climate and Culture, SEL, Enrichment, After-school**

Find host or partner community to be a liaison with our students (leaders)	administration teachers	Sep 4, 2017 to Jun 22, 2018	list of partnerships	On-Track
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**Climate and Culture, SEL**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<b>+</b> identify and involve key staff Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, SEL, Teacher Teams/Collaboration	principal	Aug 1, 2016	Sep 30, 2016	On-Track
<b>+</b> Analyze current MTSS models and adopt a model for our school Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, Professional Learning, Data Use, Teacher Teams/Collaboration	MTSS Team	Aug 29, 2016	Sep 30, 2016	On-Track
<b>+</b> Provide (tier 1) universal instruction in the core academic and SEL curriculum through differentiated supports for teachers Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, Literacy/Reading, Math, Core Instruction, Assessment, SEL, Data Use	teachers	Sep 6, 2016	Jun 29, 2018	On-Track
<b>+</b> determine a structure/system on how to monitor formative assessment to adjust instruction and identify when additional interventions are needed Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, Assessment, Data Use, Interventions	teachers	Sep 6, 2016	Jun 29, 2018	Behind
<b>+</b> Utilize a problem solving process to identify students that need tier 2 and 3 interventions Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, Data Use, Interventions	teachers	Sep 30, 2016	Sep 30, 2016	Behind
<b>+</b> Provide MTSS professional development and system practice and implementation including small group instruction strategies (including for PSRPs/SECAs) Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, Professional Learning, Instructional Coaching, Small group instruction	administration MTSS Team	Aug 29, 2016	Jun 21, 2018	Behind
<b>+</b> Add more culturally relevant texts, tasks and resources that lead to student centered classrooms Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, Literacy/Reading, Math, Science, SEL, Social studies	teachers	Aug 29, 2016	Jun 21, 2018	On-Track
<b>+</b> Implement a school-wide schedule that allows for more effective interventions and enrichment Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, Intervention, Enrichment, Master schedule	administration MTSS team	Aug 28, 2017	Jun 21, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Identify and share with all teachers which students are off track and what supports are needed Tags: MTSS, Assessment, SEL, Curriculum, Academic gain, MTSS, Intervention, On track</p>	administration MTSS Coordinator	Oct 7, 2016	Jun 22, 2018	Behind
<p>✚ Identify and share with all teachers which students are off track and what supports are needed Tags: MTSS, Assessment, Data Use, Teacher Teams/Collaboration, Interventions, Data, Interventions, On track</p>	administration MTSS Coordinator	Oct 7, 2016	Jun 22, 2018	Behind
<p>✚ Use progress monitoring to trace effectiveness of interventions and student response to intervention Tags: MTSS, Assessment, Data Use, Teacher Teams/Collaboration, Interventions, MTSS, Data Use, Progress monitoring, Data analysis</p>	MTSS Team Teachers	Oct 10, 2016	Jun 22, 2018	Behind
<p>✚ Communicate with parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments. Tags: MTSS, Assessment, Data Use, Teacher Teams/Collaboration, Interventions, MTSS, Interventions, Parental involvement</p>	teachers	Oct 10, 2016	Jun 1, 2018	Behind
<p>✚ Team collaboration to design, analyze and reflect on high quality UbD units of study with an emphasis on alignment against design standards Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum Design, Teacher Teams/Collaboration, Curriculum maps, Ubd</p>	teachers administration	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✚ develop a common scope and sequence and rubrics for writing Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Literacy/Reading, Writing</p>	teachers administrator	Oct 3, 2016	Jan 27, 2017	On-Track
<p>✚ create scope and sequence map for all subject areas Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum Design, Teacher Teams/Collaboration</p>	teacher teams	Aug 29, 2016	Nov 3, 2016	On-Track
<p>✚ refine and reflect on scope and sequence map for all subject areas Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Curriculum Design, Teacher Teams/Collaboration</p>	teachers	Jan 27, 2017	Jun 29, 2018	Not started
<p>✚ performance tasks with emphasis on transfer goals Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Core Instruction, Assessment, Curriculum Design, Teacher Teams/Collaboration</p>	teachers	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✚ identify available resources to support all learners Tags: Core Instruction, Curriculum Design, Teacher Teams/Collaboration, Diverse Learners, English Learners</p>	teachers	Aug 29, 2016	Jan 27, 2017	Behind
<p>✚ Professional development understanding WIDA domains, ACCESS analysis, language demands and instructional strategies for EL's Tags: Literacy/Reading, Math, Science, Core Instruction, English Learners, Social studies, Core Instruction, English Learners, Professional Learning</p>	ELPT Administration teachers	Jul 1, 2016	Jun 22, 2018	Behind
<p>✚ integrate language standards to UbD units and PD around writing language objectives and integrating with stage 3 of UbD Tags: Literacy/Reading, Math, Science, Core Instruction, English Learners, Social studies, English Learners, Professional Learning</p>	teachers	Jan 30, 2017	Jun 22, 2018	Not started
<p>✚ Focus on particular language domain and the strategies within each domain each quarter Tags: Literacy/Reading, Math, Science, Core Instruction, English Learners, Social studies, English Learners, Professional Learning, Instructional Coaching</p>	teachers	Oct 11, 2016	Jun 22, 2017	Behind
<p>✚ Build expertise in all staff through repeated cycles by providing opportunities for practicing, receiving feedback, observing colleagues, ongoing professional reading, and peer discussion about the practices, including examining the impact of the practices on student learning by looking at student work and reviewing student performance data. Tags: Literacy/Reading, Math, Science, Core Instruction, English Learners, Social studies, Core Instruction, English Learners, Professional Learning, Instructional Coaching, Data Use</p>	teachers	Oct 17, 2016	Jun 22, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ participate in the network WIDA PLC</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, English Learners, Social studies, English Learners, Professional Learning</p>	teachers	Jul 1, 2016	Jan 27, 2017	Postponed
<p>✦ Explicit modeling and instruction of the four Language Arts domains across all content</p> <p>Tags: Literacy/Reading, Math, Science, Core Instruction, English Learners, Social studies, Literacy/Reading, Math, Science, Core Instruction, Social studies</p>	teachers	Aug 29, 2016	Jun 29, 2018	Postponed
<p>✦ Create or identify Diagnostic, benchmark ,and formative assessments aligned to CCSS and other content standards</p> <p>Tags: Literacy/Reading, Math, Science, Arts, Assessment, Curriculum Design, Social studies, PE, MTSS, Assessment, Curriculum Design, Common core state standards</p>	teacher teams	Aug 29, 2016	Jun 22, 2017	On-Track
<p>✦ Create or identify and integrate consistently designed (and rubric-ed) performance tasks embedded in the UbDs.</p> <p>Tags: Literacy/Reading, Math, Science, Arts, Assessment, Curriculum Design, Social studies, PE, Assessment, Curriculum Design, Teacher Teams/Collaboration, Ubd</p>	teachers	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ Clearly communicate letter-grade meanings to students and families that is common school-wide</p> <p>Tags: Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Core Instruction, Assessment, Data Use</p>	teachers administration	Aug 28, 2017	Jun 22, 2018	Not started
<p>✦ Explicitly create standards based and growth based sections for grades within each content team</p> <p>Tags: Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Assessment, Data Use</p>	teachers adminsitratio	Aug 29, 2016	Sep 30, 2016	Postponed
<p>✦ Support students in quarterly self reflection and leading their own student conferences during Q3</p> <p>Tags: Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Assessment, Data Use</p>	teachers students	Feb 1, 2017	Apr 19, 2017	Not started
<p>✦ Develop a portfolio system within each content team to document key assessments and tasks for students.</p> <p>Tags: Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Assessment, Data Use</p>	teachers	Aug 29, 2016	Feb 2, 2017	Not started
<p>✦ collaborative conversations which establish school wide meanings behind grades (e.g What does an "A" represent)</p> <p>Tags: Core Instruction, Assessment, College Access and Persistence, Teacher Teams/Collaboration, Data Use, Grading, Gradebook</p>	teachers administrators	Jan 30, 2017	Jun 23, 2017	Not started
<p>✦ Train and provide PD/leverage teachers' current knowledge to better understand APMA language learners' different needs and access points</p> <p>Tags: Diverse Learners, English Learners, Assessment, Curriculum Design, Differentiated instruction, Universal design for learning, English Learners, Professional Learning, Instructional Coaching</p>	administration ELPT	Jul 1, 2016	Jun 22, 2018	Behind
<p>✦ Purchase or identify native language content resources</p> <p>Tags: Diverse Learners, English Learners, Assessment, Curriculum Design, Differentiated instruction, Universal design for learning, English Learners</p>	teachers administration	Aug 29, 2016	Feb 2, 2017	On-Track
<p>✦ Train and provide PD to teachers on how to modify assessments for emergent bilinguals</p> <p>Tags: Diverse Learners, English Learners, Assessment, Curriculum Design, Differentiated instruction, Universal design for learning, English Learners, Assessment</p>	ELPT administration	Jun 21, 2017	Jul 22, 2017	Behind
<p>✦ Designate planning time for teachers to collaborate with co-teachers who support emergent bilingual and students with IEPs who are both teachers' responsibility.</p> <p>Tags: Diverse Learners, English Learners, Assessment, Curriculum Design, Differentiated instruction, Universal design for learning, Diverse Learners, English Learners, Curriculum Design, Instructional Coaching</p>	administration teachers	Aug 29, 2016	Jun 29, 2018	On-Track
<p>✦ Administer a student survey (student choice) to identify activities and opportunities that interest students.</p> <p>Tags: Climate and Culture, Leadership, Student enrichment, Community, Culture of learning, After-school, Student ownership, Climate and Culture, Leadership, Student enrichment, Community, Culture of learning, After-school, Student ownership</p>	After School Coordinator	Sep 12, 2016	Sep 16, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop and sustain community partnerships</p> <p>Tags: Climate and Culture, Leadership, Student enrichment, Community, Culture of learning, After-school, Student ownership, Community, Enrichment, After-school</p>	teachers administration LSC counselor students	Aug 29, 2016	Jun 22, 2018	On-Track
<p>✦ Increase teacher involvement in our enrichment and after-school program</p> <p>Tags: Climate and Culture, Leadership, Student enrichment, Community, Culture of learning, After-school, Student ownership, Climate and Culture, SEL, Enrichment, After-school</p>	administration teachers students	Oct 10, 2016	Jun 22, 2018	On-Track
<p>✦ Find host or partner community to be a liaison with our students (leaders)</p> <p>Tags: Climate and Culture, Leadership, Student enrichment, Community, Culture of learning, After-school, Student ownership, Climate and Culture, SEL</p>	administration teachers	Sep 4, 2017	Jun 22, 2018	On-Track

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent Plan

### Parent Involvement Policy

Complete

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



We meet quarterly with our parents to review and update them on our school improvement plan, plan activities, and share accomplishments. At monthly local school council meeting, we invite parent to attend and become involved in training for parents, celebrate student success and attend family evening activities.

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

We host our annual meeting in September and additional parental involvement meetings quarterly, including PAC meetings. For the 2016-2017 school year, the NCLB, Title 1 annual meeting will take place on September 14, 2016 at 5:00PM. The NCLB, Title 1 organizational meeting will take place on October 6, 2016 at 8:30AM. We have meeting in the morning and in the evening and invite all parents. The meetings are announced via flyers, posters and phone calls. In order to increase parent involvement at these meetings, the school will reach out to community organizations such as Communities United, to solicit their support in bring parents that are active in their organization.

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.

At our September Open House we provide a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the expectations and proficiency levels students are expected to meet. We provide progress report every five weeks and report cards quarterly. In addition, we hold a 7th grade parent night and an 8th grade High School night in the fall to explain the tools that will be used to measure progress. During the first quarter, the school schedules a State of the School Address. During the presentation, all stakeholders will learn about our school goals, where the school stands and the plan for continued success.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

At our September Open House we provide a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the expectations and proficiency levels students are expected to meet. We provide progress report every five weeks and report cards quarterly. We poll parents via a parent survey to get parental suggestions. During PAC meetings, we fit in a question and response time.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents are urged to utilize the parent portal to view their child's performance. Classes and workshops on learning to use this tool is offered throughout the year. We provide our parents a report of their child's performance on the State and district assessment in at least math, language arts and reading at the first report card pick up and when reports become available. We send home NWEA (MAP) reports in Winter and Spring. During parent/teacher conferences, teachers share NWEA, PARCC (fall only), and ACCESS (fall only) results. The principal and assistant principal meet one on one with the parents of students that are not meeting the expected levels.

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.

Letters will be provided to parents in a timely manner when their child has been assigned to, or taught by, a teacher who is not "highly qualified".

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

At our September Open House we provide a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the expectations and proficiency levels students are expected to meet. We schedule a parent/student mandatory 7th grade meeting at the beginning of the year to discuss school expectations, procedures and requirements. In addition, we host an annual High School night for our 8th grade students in late September or early October. During this event, the first portion of the evening is a parent informational session where we discuss the curriculum, expectations and requirements for promotion. We provide progress report every five weeks and report cards quarterly. We poll parents via a parent survey to get parental suggestions. During PAC meetings, we fit in a question and response time.

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.

We partner with GEAR-UP to host ESL and Technology classes. We reach out to community organizations that offer adult classes that may support the needs of our parents. During parent meetings, we bring special guests that are bilingual and offer workshops that are not only of interest to parents but that lead to improving achievement. A parent newsletter geared towards supporting their middle school child is shared in both Spanish and English.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Teachers and administration jointly plan parent opportunities to inform them on how to reach out to, communicate and work with the school. We have both formal conference and family night activities. Parents are invited to chaperone field trips and assemblies are planned where they are invited. We utilize various forms of communication including technology, paper and phone calls.

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

N/A

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

We provide information related to the school and parent programs in both English and Spanish, including meetings, and other activities. In addition, we are utilizing Black Board to send communications to parents in both Spanish and English. Our website is maintained and updated daily.

#### 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.)

APMA graduates can advocate for themselves with confidence and effective communication. They will approach all situations with an open, creative and a perseverance mindset. APMA graduates will demonstrate empathy and compassion towards others by recognizing injustice, and by being up standers who take action in order to make the world a better place. APMA graduates are lifelong, confident, healthy learners who ask questions as they have a curiosity for continued learning. They are critical thinkers, readers, problem solvers, and communicators, able to decode their surroundings and effect change as informed and involved world citizens.

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.

We provide progress reports every five weeks and report cards quarterly. We have two quarterly parent/teacher conferences as set by the district. In addition, parents of students that are not performing at level or need additional support meet with the teachers throughout the year.

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

We provide progress reports every five weeks and report cards quarterly. We have two quarterly conferences for all students and parent meetings are scheduled throughout the year for the students that are not performing. Teachers also maintain a current grade book and parents are urged to utilize the parent portal. In addition, students will receive NWEA (MAP) reports in winter and spring.

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

Parents are informed that they may meet with their child's teacher before school and during their common planning times at our September open house. Teachers utilize e-mail and the phone to communicate with parents. When available, parents share their e-mail address with teachers as a way to keep the communication open.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents are informed at our open house and each quarter on how and when they may volunteer, participate, and observe classroom activities. Parents are encouraged to chaperone field trips. Teachers make individual calls to parents to invite them to school events.

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

Parent portal is a useful tools for parents to monitor their child's attendance, grades, and homework completion. During parent/teacher conferences, teaches will share ideas on how parents can support their children. During our open house, we discuss how parents are partners in educating their children and tips for supporting and helping them achieve success.

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

Teachers and administration jointly plan parent opportunities to inform them on how to reach out to, communicate and work with the school. We have both formal conferences and family night activities. We provide progress reports every five weeks and report cards quarterly. We provide progress reports every five weeks and report cards quarterly. We have 2 quarterly (November and April) parent/teacher conferences. Parents are encouraged to be a part of the Local School Council, PAC and BAC. In addition, we invite parents to all meetings to voice their concerns, suggestions and questions.

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

Students set goals at beginning of the year and continuously re-visit it and edit it as the year progresses. Expectations are established between home and school that good attendance, a positive attitude, and class preparation will all lead to success in school and in life. We acknowledge student efforts though our incentive program. There are recognition opportunities for students including an awards assembly that recognizes attendance, grades, and student leadership.

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 increast student academic achievement through parental involvement; specify your goals.

Empower parents to plan, lead and attend parent meetings. If we train parents how to plan and lead meetings then we will see more parental ownership in designing workshops which we lead to an increase in the number of parents learning strategies about how to help their child succeed.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> 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.	\$ 346 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 300 .00
54125	<b>Consultants</b> 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)	\$ 1200 .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ 350 .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00

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

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

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

\$	Amount	.00
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