



George Washington Elementary School (/school-plans/459) / Plan summary

## 2016-2018 plan summary

### Team

Name	Role	Email	Access
Sergio Ramirez	Principal	smramirez@cps.edu	Has access
Syed Ahmed	Assistant Principal	sjahmed@cps.edu	Has access
Kelly Blaha	Teacher	kblaha@cps.edu	No Access
Diane Ranos	Case Manager	dmrans@cps.edu	No Access
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Audra Kreger	Teacher	alkreger@cps.edu	No Access

### Team meetings

Date	Participants	Topic
04/05/2016	Sergio Ramirez, Syed Ahmed, Maria Soto, Veronica Covarrubias, Maria Soto, Ashley Bachler, Jacquelyn Quintana, Angela Ferraro-Garza, Kelly Blaha, Audra Kreger Mary Witry	School Excellence Framework discussion and survey.
01/26/2016	Sertgio Ramirez, Soila Silva, Veronica Covarrubias	CIWP Training for Principals & School Teams
05/03/2016	Sergio Ramirez, Syed Ahmed, Maria Soto, Veronica Covarrubias, Maria Soto, Ashley Bachler, Jacquelyn Quintana, Angela Ferraro-Garza, Kelly Blaha, Audra Kreger Mary Witry	CIWP SEF Strategies

### School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also moderately organized.

On the SEF survey, staff state that they see school leaders as present for parents, have true open door policy, and listen and respond to requests from teachers and students. Also, staff mention that teachers meet with a focus during grade level and vertical team meetings, and are specifically encouraged to share ideas and resources during that time.

According to the SEF survey, the ILT is given much voice and autonomy in instructional decision making. The ILT has been trained in sharing leadership. This is developing. There are staff members who do not fully understand the role of the ILT.

The Mission and vision are posted throughout the school and classrooms. Teachers report in the SEF survey that they adhere to them and the administration models the mission. Administration has not been specific about reviewing the mission and vision this school year.

## 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	<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="#">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>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### Instructional Leadership Team:

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

Score

1 2 **3** 4

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized.

On the SEF survey, staff state that meetings are regular (every 2 weeks), yet not all information is getting to all grade levels.

The principal invited more staff to join the ILT so there would be more representation. Also, team members are working on leading the meetings themselves with direction and feedback from the principal. Agendas are focused and specific with times and topics to discuss, as well as next action steps.

The focus this year has been on our data wall with NWEA MAP results, as well as creating structures and protocols for sharing successful instructional practices.

Protocols are being introduced. More data sources need to be explored with consistency. Information needs to be shared consistently with all staff and community.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
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

1 2 3 4

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized.

The SQRP indicates attainment is at the 85th percentile for Reading 3-8th grade, the 92nd percentile for Reading 2nd grade, the 91st percentile for Math 3-8th grade, and the 98th percentile for Math 2nd grade.

Teachers are given an extra hour period per week they use to explore student work and data from Achieve 3000, Think Through Math, Lexia in the primary grades, Accelerated Math, and NWEA MAP results and make instructional adjustments.

Safe practice is encouraged for teachers at grade level meetings. professional development has been given on how to use various technologies to assist with small group instruction and rigor of tasks with Depth of Knowledge Framework (DoK), and instructional resource ideas. The ILT is organizing Learning Walks for all teachers.

The SQRP indicates that 56.5% of students are meeting or exceeding growth targets on the NWEA MAP. Our Diverse Learners are at the 57th percentile for Reading and 27th percentile for Math.

The SEF survey has staff stating that more webinars and professional development opportunities are needed.

The school schedule permits some flexibility for vertical meetings and some common planning time for grade level teams. This needs to be adjusted to include common planning time for all teams.

Support for new teachers began at the start of the year, and veteran staff became mentor to new teachers. This process needs more formalized structure and time for new teachers to work with veteran mentors.

Feedback to teachers has been done outside of REACH. The principal is sharing with teachers a plan to see all teachers regularly and provide feedback on results of learning from professional development.

## 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

1 2 **3** 4

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized.

Teacher schedules indicate that all adhere to CPS guidelines.

Teacher interviews and new hires indicate that many apply to our school from other schools due to the reports of the positive culture from other teachers, as well as reports from the community as to the academic excellence and resources available.

Principal has teacher teams at the grade level conduct joint interviews. The principal has set protocol, yet allows teachers to ask open questions throughout the interview process. Also, candidates participate in a live sample lesson. The principal takes the team's recommendation into account.

SEF Survey has staff indicate that administration gives rationalization for resources acquired at the school. The communication is transparent and staff input is solicited. There is an indication that at some teams may feel that resources are not aligned.

The organizations we partner with are various. IMC is a financial institution that donates money and time to the school. This has been used for curriculum instructional materials, technology, student, staff, and parent volunteer incentives, volunteering of time, and student scholarships. Lifeline Theater works with our primary students on using drama in reading. We are working on a partnership with AARP and the Chicago Sky for the Experience Corps, which will provide a literacy coach and volunteers to work with primary grade teachers and small groups for 6 hours a week.

Budget Analysis shows that we have made purchases for literacy support via books for novel study and leveled set library, technology equipment and support, support staff for Multi-tiered Systems and Supports processes (MTSS), many after school programs, both academic and extracurricular, support for recess, arts integration. Although we have made purchases for our diverse learners, a point of focus is to dive deep into the academic needs of our students in this subgroup to determine additional instructional resources.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.

- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</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="#">4e. Demonstrating Professionalism</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> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

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

Score

1 2 **3** 4

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized. The category for Collaborative teachers also shows as moderately organized

The 5 Essentials Survey for 2015 shows Ambitious Instruction as strong.

The SQRP indicates attainment is at the 85th percentile for Reading 3-8th grade, the 92nd percentile for Reading 2nd grade, the 91st percentile for Math 3-8th grade, and the 98th percentile for Math 2nd grade.

The SQRP indicates that 56.5% of students are meeting or exceeding growth targets on the NWEA MAP. Our Diverse Learners are at the 57th percentile for Reading and 27th percentile for Math.

Teachers are given the Network 13 scope and sequence for Literacy as create in collaboration with Dr. Radner from DePaul University, which aligns to PARCC an NWEA MAP. Instructional Materials include core basal Reading Street in the primary and intermediate grades, grade 5 is focused on novel study and literature circles, and Reader's Journey is used in grades 6-8. This is also supplemented with novels and teacher-created resources. Achieve 3000 is also used to supplement instruction at school and at home. Achieve is used as a progress monitoring tool.

Instructional Theory of Action include use of rigorous tasks that scale up the DoK levels and note-taking skills. We want to include a focus on writing as learning and for learning.

Teachers have been given the ISBE Model Math Scope and Sequence. Instructional Materials used to align to this include Go Math for grades 1, 3, and 4-8th grade. Kindergarten uses Envision Math, and 2nd grade uses Eureka Math. Instruction is supplemented with Think Through Math in grades 3-8, and teacher created materials. Accelerated Math is used as a progress monitoring tool, as well as Think Through Math. School will use Go Math in all grades for SY 16-17. Khan Academy is used as supplemental also in grade 2.

A focus and plan for curriculum alignment and instructional strategy for our Diverse Learner Subgroup is being formulated by our ILT and will include input from Diverse Learner teachers. NWEA MAP results and SQRP for this subgroup led to our focus.

Science Curriculum is being looked at for alignment to NGSS.

Our current staff and new hires have a passion for incorporation of Arts and Technology. We strive to become a STEAM school.

SEF survey indicates that staff feel that expectations are clearly set, with a focus on small group instruction. Some feel that we need a district-wide curriculum for Literacy and there is too much supplemented by teacher-created resources.

Social and Emotional Learning (SEL) is embedded in P.E. classes through the Second Step program. We are seeking to expand on these concepts during core instruction time.

Mighty Acorns is an example of partnership for real-life application of curriculum concepts. This may be an area to expand on for students.

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**

- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <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:**

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

Score

1 2 3 4



The 5 Essentials Survey for 2015 shows Ambitious Instruction as organized.

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Teachers have been given the ISBE Model Math Scope and Sequence. Instructional Materials used to align to this include Go Math for grades 1, 3, and 4-8th grade. Kindergarten uses Envision Math, and 2nd grade uses Eureka Math. Instruction is supplemented with Think Through Math in grades 3-8, and teacher created materials. Accelerated Math is used as a progress monitoring tool, as well as Think Through Math. School will use Go Math in all grades for SY 16-17. Khan Academy is used as supplemental also in grade 2.

Think Through Math incorporates a "helps" and "live helps" coaching section. Data indicates that this tool is not being used as much as it should.

Google Classroom is being used in several classrooms for delivery of tasks and communication with students. This is a point to expand upon.

Science materials are needing updates.

Leveled Library is being created for all teaches to use.

Technology training for use as creative tools for students is needed.

Students prepare presentations throughout the year via as part of Young Author's program, Reading Fair, Science Fair, Robot Museum, and diorama projects.

Consumable items for hands-on learning is seen as a need to build and sustain, especially for use for students to demonstrate learning in various modalities.

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">1c. Selecting Learning Objectives</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

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

Score

1 2 3 4

The 5 Essentials Survey for 2015 shows Ambitious Instruction as organized.

The SQRP indicates attainment is at the 85th percentile for Reading 3-8th grade, the 92nd percentile for Reading 2nd grade, the 91st percentile for Math 3-8th grade, and the 98th percentile for Math 2nd grade.

The SQRP indicates that 56.5% of students are meeting or exceeding growth targets on the NWEA MAP. Our Diverse Learners are at the 57th percentile for Reading and 27th percentile for Math.

The SQRP shows that, while most students are at grade level, 44.5% of all of our students are not meeting growth targets. Student tasks will need to be evaluated for rigor, as well as the feedback and corrective instruction we are giving students. Also, we schedule students in Reading and Math classes by RIT scores and teacher notes in to three groups. There is concern that this format may not work well for students in the lowest of the three groups.

SQRP metrics indicate that our Diverse Learner subgroup has low growth metrics for Reading and Math. Student schedules, rigor of tasks, adherence to curriculum and IEP accommodations, and scaffolding techniques may need to be assessed.

Writing as a component of the curriculum was previously led by a writing teacher once a week and then assignments continued during the week in literacy block. Teachers have expressed a need for focus and training in writing.

### 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 <a href="#">1.d. Designing Coherent Instruction</a>
CPS Framework for Teaching	<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:

Score

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

1 2 3 4

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized.  
 The 5 Essentials Survey for 2015 shows Ambitious Instruction as organized.

Students have an opportunity to be eligible for Algebra I in the 8th grade.

College banners are seen in our middle school annex building.

Our counselor hosts meetings for parents and students on the process of applying to high school. Meetings begin in the 7th grade. It is being considered to start as early as 5th grade.

Teachers host open house and 2 other meetings during the school year to ensure parents know teachers expectations for success.

Second Step program is implemented in grades 1 to 8. Persistence for students is a common concern in SEL MTSS monthly meetings, as well as students completing homework and organization.

## 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>2b. Establishing a Culture for Learning</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

The SQRP indicates attainment is at the 85th percentile for Reading 3-8th grade, the 92nd percentile for Reading 2nd grade, the 91st percentile for Math 3-8th grade, and the 98th percentile for Math 2nd grade.

The SQRP indicates that 56.5% of students are meeting or exceeding growth targets on the NWEA MAP. Our Diverse Learners are at the 57th percentile for Reading and 27th percentile for Math. This may indicate that student engagement may need to be measured and supports may need to be provided to ensure student engagement in the learning. All academic and SEL components may need to be discussed for each student, and especially our Diverse Learners subgroup and students not meeting growth targets.

The SEF surveys have staff stating instruction is adjusted for students based on MWEA MAP results, Lexile scores and student work. Teachers monitor progress. The survey indicates that progress monitoring processes varies in the school.

There is a focus on learning the strategies and logistics of small group instruction this year.

## 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>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</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>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

### Multi-Tiered System of Support:

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

### Score

1 2 **3** 4

The 5 Essentials Survey for 2015 shows that the Effective Leadership category is moderately organized.  
The 5 Essentials Survey for 2015 shows Collaborative teachers also shows as moderately organized.  
The 5 Essentials Survey for 2015 shows Ambitious Instruction as organized.

The SQRP indicates attainment is at the 85th percentile for Reading 3-8th grade, the 92nd percentile for Reading 2nd grade, the 91st percentile for Math 3-8th grade, and the 98th percentile for Math 2nd grade.

The SQRP indicates that 56.5% of students are meeting or exceeding growth targets on the NWEA MAP. Our Diverse Learners are at the 57th percentile for Reading and 27th percentile for Math.

Staff report on the SEF survey that they feel strong support for MTSS. This may be due to strong support from teachers of Diverse Learners working with students and collaborating with teachers via collaboration logs and suggested strategies. Also, retired teachers provide tier 3 interventions and progress monitoring.

The MTSS team is by default service providers and Diverse Learner teachers. The effort is led by the case manager. This will need to be expanded to create a formal team trained in the process for evaluating student needs, creating student plans, monitoring progress, and adjusting instructional recommendations.

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<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>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	<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

The 5 Essentials Survey for 2015 shows Ambitious Instruction as organized.

The SQRP indicates attainment is at the 85th percentile for Reading 3-8th grade, the 92nd percentile for Reading 2nd grade, the 91st percentile for Math 3-8th grade, and the 98th percentile for Math 2nd grade.

The SQRP indicates that 56.5% of students are meeting or exceeding growth targets on the NWEA MAP. Our Diverse Learners are at the 57th percentile for Reading and 27th percentile for Math.

Dashboard shows that on-track percentages show about 70% of students on-track over the last 2 years.

Teachers have data time to review student grades and data and make instructional decisions. Proficiency levels vary in the use and understanding of assessment data.

Gradebook categories and weights at the school vary by grade level and within grade levels. Grading of universal progress monitoring tools Achieve 3000 and Think Through Math vary widely. Students are given "0" grades for missing assignments. The trend for "0" grades falls to homework assignments. The case for "0" may need to be reviewed.

Assessment calendar exists for district - mandated exams only.

**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.udcenter.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



The 5 Essentials Survey for 2015 shows Collaborative teachers also shows as neutral.  
 The 5 Essentials Survey for 2015 shows Ambitious Instruction as strong.  
 The 5 Essentials Survey for 2015 shows Supportive Environment as neutral.

The SQRP indicates attainment is at the 85th percentile for Reading 3-8th grade, the 92nd percentile for Reading 2nd grade, the 91st percentile for Math 3-8th grade, and the 98th percentile for Math 2nd grade.

The SQRP indicates that 56.5% of students are meeting or exceeding growth targets on the NWEA MAP. Our Diverse Learners are at the 57th percentile for Reading and 27th percentile for Math.

Teachers share learning goals to students via objectives. Most share the CCSS standards and the daily learning objectives.

Conversations around mindset occur in some classes, though no school-wide focus on this is stressed.

Students and teachers create goals based on NWEA MAP data. Some grade levels have a more formal process for this than others.

Frequent feedback occurs in classes that have small group centers or student conferences as part of the daily instruction. Other teachers circle the room and provide corrections to student or ask probing questions to get students on the right track. Many classes have adopted student self-evaluation rubrics.

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
Evidence	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<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:

Score

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.

1 2 3 4

The 5 Essentials Survey for 2015 shows Collaborative teachers also shows as moderately organized.  
The 5 Essentials Survey for 2015 shows Supportive Environment as moderately organized

The SEF survey has staff stating that there is a positive shift in the relationship and respect between administration and staff this year. Second Step curriculum also helps to teach students about social skills that are conducive to success and respect. Teachers communicate regularly with parents about student concerns.

Classroom meetings occur weekly for students to share thoughts, feelings and communicate with classmates and teachers.

Diversity has not been discussed in depth this year.

### 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

The 5 Essentials Survey for 2015 shows Supportive Environment as moderately organized.

The SEF survey has staff state that there are many opportunities for extended learning via many after school programs, such as band, guitar, knitting, Algebra extended classes, academic classes, computer lab time, and others.

Student completion rate of the My School, My Voice Survey was 86%

## 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

The 5 Essentials Survey for 2015 shows Supportive Environment as moderately organized.  
 The My School, My Voice survey shows that 96 percent of parents stated that students are safe at school.

The My School, My Voice survey shows that 68% of parent stated that bullying is not a problem at school.

Students transition many times to classes due to our walking Reading and Math groups. Students travel with the teacher or in pairs at all times.

Adults wear ID badges or visitor passes.

### 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> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ School Climate Standards Rubric/Assessment</li> <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:

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

Score

1 2 **3** 4

The 5 Essentials Survey for 2015 shows Supportive Environment as moderately organized

Misconducts show one out of school suspension per every 300 students, or about 3 suspensions per the school population. 945 of misconducts result in out of school suspensions. The average length of out of school suspensions is for 3 days.

Our school uses a ticket system for warning. Yellow tickets are warnings for behaviors. Blue tickets are warnings for homework. 3 tickets equals one white ticket, which leads to a conference with parents and a detention.

There was a system for rewarding positive behaviors (golden tickets), yet that process did not have a system to sustain the distribution of tickets and the collection of data.

Teachers have been attending introductions to restorative conversations.

Second Step is taught in all grades 1st through 8th.

## 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:

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

### Score

1 2 3 4

address and respond to input.

School Community in the My School, My Voice Survey is organized.

Parent-Teacher Partnerships in the My School, My Voice Survey is neutral.

79% of parents on the survey report that the teacher contacts them directly to report on child's strengths, weaknesses, etc.

We host monthly PAC and BAC meetings and workshops. Our parents participate in after school clubs as volunteers. Over 90% of our parents come to parent conference nights.

Parent Portal signup rate was at 377 students not having a parent signed as of April 2016.

Fundraisers are commonplace and happen monthly.

## 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 $\emptyset$ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$

Goals

Required metrics (Elementary)

14 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
The growth percentile in Reading should grow at 5 points per year in order to reach 90th percentile in 3 years. Strong coherence with curriculum, focus on writing and feedback to students will yield results.	93.00	75.00	80.00	85.00

**National School Growth Percentile - Math**



The growth percentile in Math should grow at 5 points per year in order to reach 90th percentile in 4 years. Strong coherence with curriculum and focus on feedback to students will yield results.	74.00	70.00	75.00	80.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

This goal was selected to ensure that we meet the 5 points required in the SQRP. This goal is attainable. 5 points growth from year to year equates to 5 students per classroom. With a focus on rigorous tasks, small group instruction and regular feedback, students will see these gains.	61.10	(Blank)	70.00	75.00
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**African-American Growth Percentile - Reading**

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

The growth percentile in Reading should grow at 5 points per year in order to reach 90th percentile in 4 years. Strong coherence with curriculum, writing, and focus on feedback to students will yield results.	93.00	75.00	80.00	85.00
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**English Learner Growth Percentile - Reading**

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

The growth percentile in Reading should grow at 5 points per year in order to reach 70th percentile in 3 years. Strong coherence with curriculum, writing, and focus on feedback to students will yield results.	45.00	57.00	62.00	67.00
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**African-American Growth Percentile - Math**

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

The growth percentile in Math should grow at 5 points per year in order to reach 90th percentile in 4 years. Strong coherence with curriculum and focus on feedback to students will yield results.	77.00	72.00	77.00	82.00
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**English Learner Growth Percentile - Math**

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

The growth percentile in Math should grow at 5 points per year in order to reach 52nd percentile in 4 years. Strong coherence with curriculum, and focus on feedback to students will yield results.	28.00	27.00	32.00	37.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

High goals have been set to ensure we are challenging all of our students. Strong coherence with curriculum, writing, and focus on feedback to students will yield results.	84.00	85.00	90.00	95.00
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**National School Attainment Percentile - Math (Grades 3-8)**

High goals have been set to ensure we are challenging all of our students. Strong coherence with curriculum, writing, and focus on feedback to students will yield results.	85.00	91.00	95.00	99.00
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**National School Attainment Percentile - Reading (Grade 2)**

High goals have been set to ensure we are challenging all of our students. Strong coherence with curriculum, writing, and focus on feedback to students will yield results.	85.00	92.00	97.00	99.00
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**National School Attainment Percentile - Math (Grade 2)**



High goals have been set to ensure we are challenging all of our students. Strong coherence with curriculum, writing, and focus on feedback to students will yield results.

96.00	98.00	99.00	99.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

The growth percentile in Math should grow at 5 points per year in order to reach 90th percentile in 4 years. Strong coherence with curriculum, and focus on feedback to students will yield results. Students taking the ACCESS average to 9 students per grade level. Focus on developing academic language and discourse will be included to see gains.

60.00	70.40	75.00	80.00
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**Average Daily Attendance Rate**

Our school-wide push is to focus on meeting 97% attendance rate. We strongly feel that we must stay above the 96% attendance rate.

96.20	96.30	97.00	97.50
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**My Voice, My School 5 Essentials Survey**

Goal is to have sections on Collaborative Teachers and Supportive Environment as organized. Teacher Collaboration is rated as moderately organized on the survey. Supportive environment is rated as moderately organized on the survey. The My School, My Voice survey shows that 20% of parents state that bullying is an issue at school.

(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Achieve 3000 College Career Readiness				
60% of Students in 3rd through 8th grade will meet College and Career Readiness by June of 2018	(Blank)	36.67	48.33	60.00
Algebra I Achievement				
75% Students in 8th grade students enrolled in Algebra I will pass exit exam by June of 2018.	56.00	(Blank)	70.00	75.00
Achieve 3000 Lexile growth				
80% Students in 3rd-8th will make a gain of 110 points or more on their Lexile growth by June of 2018	(Blank)	74.15	80.00	85.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we support each other and hold each other accountable around public known outcomes for student learning

with honest and open communication about practices and adjustments will take place, student learning will improve and we will all celebrate success

students metrics on NWEA MAP in attainment and growth by 5 points every year.

Tags: Accountable talk, Relational trust

Area(s) of focus: 1

Action step Responsible Timeframe Evidence for status Status

Staff retreat to connect to each other, practice accountable talk, and set public expectations and goals for the year.	Principal	Aug 24, 2016 to Aug 26, 2016	Expectations and goals charts will be created to post.	Not started
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**Accountable talk, Expectations and goals**

Meet with teachers to set learning goals for the year.	Principal / AP	Aug 29, 2016 to Sep 2, 2016	Collaborative goal-setting document completed.	Not started
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**Goal setting, Expectations and goals**

Open House and welcome back to share expectations and goals will be conducted.	ILT	Aug 24, 2016 to Sep 2, 2016	Open House sign in document.	Not started
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**Open house**

Master schedule and Diverse Learners schedule created for SY 2016. Must incorporate common planning time all week for teachers.	Ancillary Teachers / Diverse Learner Teachers	May 10, 2016 to Jun 17, 2016	Schedules have been created.	Not started
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**Scheduling, Master schedule**

Vertical Team meetings are created once a month in the school schedule (Schedule B).	Ancillary Team / Grade Level Teams	May 23, 2016 to Jun 17, 2016	Schedule B has been created.	Not started
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**Scheduling**

Monthly MTSS - SEL meetings conducted with teacher preparation to discuss student cases with grade level teams and create action items or follow up on actions.	Grade Level Teachers.	Sep 6, 2016 to Jun 16, 2017	Grade level meeting notes with specific action items.	Not started
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**MTSS, Grade level meetings**

Teacher team roles, norms assigned by teachers.	Grade level Teachers	Aug 24, 2016 to Aug 26, 2016	Document has teacher norms and rotation of roles.	Not started
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**Grade level meetings**

ILT meetings occur twice a month for 2 hours. Action items are shared with staff.	ILT	Aug 29, 2016 to Jun 16, 2017	ILT meeting action items.	Not started
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**ILT**

PAC / BAC Meetings occur once a month. Notes are shared with all community and staff.	PAC Liaison	Sep 6, 2016 to Jun 16, 2017	Meeting notes are shared.	Not started
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**Pac, Bac**

Monthly grade level meetings include action items and tracking of those items.

Grade Level Teams

Aug 24, 2016 to Jun 16, 2017

Action items from grade level minutes with status of actions.

Not started

**Grade level meetings**

Principal and AP share monthly accountability newsletter with key metrics of personal workflow.

Principal / AP

Aug 24, 2016 to Jun 16, 2017

Monthly accountability newsletter.

Not started

**Accountable talk**

Data meetings with individual teachers occur once a month. Review of student work and teacher support is discussed, with key action items.

Principal / AP / Teachers

Oct 3, 2016 to Jun 16, 2017

Action items from meetings are created and reviewed.

Not started

**Collaboration, Accountable talk, Data analysis**

Hiring process created and shared for teacher feedback.

Principal

May 16, 2016 to Jun 21, 2016

Draft of hiring process.

Not started

**Hiring**

Community celebrations occur once a month. Principal creates plan with PAC and PLC on criteria and ways to celebrate people in the school community.

Principal

Jul 11, 2016 to Aug 19, 2016

Celebration Plan created.

Not started

**Celebrate**

Principal will host a monthly coffee for parents and community to share ideas, resources and concerns.

Principal

Sep 5, 2016 to Jun 16, 2017

Calendar of events has the coffee dates.

Not started

**Accountable talk**

Once a quarter workshops will be held for parents to share why and how to use online tools at home with students to support literacy and math development.

Principal

Sep 5, 2016 to Jun 16, 2017

Feedback from surveys indicating parent needs.

Not started

**Parental involvement**

Workshops will be held twice a year for 5th - 8th graders and families to prepare them for high school. Grade calculations and high school selection process will be shared. Students will track their own progress.

Counselor

Oct 3, 2016 to Jun 16, 2017

Student tracking sheets filled and shared with teachers and parents.

Not started

**Data analysis, High school readiness**

College trip will be scheduled for 6th - 8th grade students once a year. Students create plans to get to college.

Counselor

Oct 3, 2016 to Dec 2, 2016

Student plans created and shared.

Not started

**College Access and Persistence**

Interim assessment calendar will be created by vertical teams for on progress monitoring and action planning. Calendar will include assessment dates 6-8 weeks apart, dates of data organized, dates of analysis, and dates for corrective instruction.

Teacher Teams

May 16, 2016 to Jun 17, 2016

Assessment calendar created

Not started

**Assessment, Data driven instruction, Collaborative teachers**

**Strategy 2**

If we do...

...then we see...

...which leads to...

if we provide students with individualized feedback from rigorous tasks at DoK levels 3 and 4

students will experience motivation for learning and achievement gains

students metrics on NWEA MAP in attainment and growth by 5 points every year.

Tags:  
Rigorous tasks, Student feedback

Area(s) of focus:  
2

Action step

Responsible

Timeframe

Evidence for status

Status

Leveled library and non-fiction cards will be used by staff to scaffold for reading tasks.

Principal

May 9, 2016 to Jun 21, 2016

Teacher feedback surveys.

Not started

**Rigorous tasks, Pd, Guided reading, Scaffolding**

Action items from domain 3d will be created by teachers, with a focus on formative feedback from tasks.

Teachers

May 16, 2016 to Nov 11, 2016

Teacher action items reviewed.

Not started

**Rigorous tasks, Pd, Assessment**

Data meetings with the Principal or AP will include evidence of feedback in student work. Teacher and principal or AP will collaborate on ideas to enhance the feedback to students as part of instructional adjustments based on student work review protocol.

Principal / AP / Teachers

Oct 3, 2016 to Jun 16, 2017

Student samples of work with feedback / teacher anecdotes with student feedback given.

Not started

**Rigorous tasks, Feedback, Data analysis, Data driven instruction**

DoK tasks are reviewed with administration once every 2 weeks for calibration of rigor.

Principal

Aug 24, 2016 to Sep 30, 2016

Teacher created DoK type 3 and 4 questions.

Not started

**Dok, Pd**

Field Trips are conducted once a quarter and connected to learning projects.	Teachers	Oct 3, 2016 to Jun 2, 2017	Field trips learning outcome documents	Not started
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**Rigorous tasks, Authentic tasks**

Lesson review will occur with feedback to teachers once every 2 weeks on assessment alignment to learning objectives from CCSS, with focus on Literacy and Math shifts.	Principal / AP	Sep 16, 2016 to Jun 16, 2017	Feedback messages to teachers.	Not started
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**Rigorous tasks, Lesson planning, Teacher feedback, Aligned assessments**

Teachers in grade bands meet vertically once a month to review student work and vertical alignment of tasks to CCSS.	Teachers	Sep 26, 2016 to Jun 16, 2017	Vertical Team Meeting Minutes	Behind
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**Rigorous tasks, Vertical articulation**

Writing Curriculum will be reviewed by ILT and PPLC for creation or purchase of instructional materials.	ILT / PPLC	May 16, 2016 to Jun 17, 2016	Recommendations given to the principal.	Not started
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**Writing, Dok**

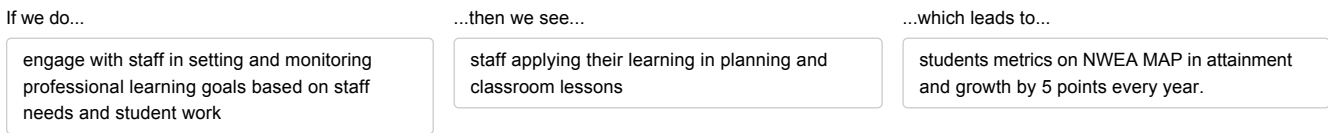
Science team makes recommendations for Science curriculum based on current teacher unit plans. Vertical review is done, and equip rubric is used to vet rigor of Science program recommended.	Science Teachers	May 16, 2016 to Jun 17, 2016	Science materials selected and scope and sequence for topics shared with teachers.	Not started
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**Dok, Science instruction**

Lesson plan format is created by the PPLC and the principal, with a focus on planning that shows the tasks students will receive. Task items and questions are included in the lesson plan format.	PPLC / Principal	May 23, 2016 to Jun 17, 2016	Lesson plan format	Not started
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**Rigorous tasks, Lesson plans**

**Strategy 3**



Tags:  
Writing, Dok

Area(s) of focus:  
4

Data-Driven Instruction implementation rubric will be completed by staff as a pre-assessment for where we are as a school. Results will drive focus for professional learning around four areas: data culture, assessment, analysis, and action.	Teachers	May 16, 2016 to Jun 3, 2016	Rubrics completed by staff.	Not started
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**Data driven instruction**

Workshop on protocol for reviewing writing samples will be given to staff. Teachers will implement monthly in grade level or vertical teams.	Principal / AP	Aug 24, 2016 to Sep 2, 2016	Teacher survey with notes on individual needs for professional learning and implementation.	Not started
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**Writing, Data analysis, Data driven instruction**

Grade and Vertical team meetings will include time in agenda for sharing instructional resources once a month.	Teacher teams	Sep 5, 2016 to Jun 16, 2017	Meeting minutes reflect ideas shared.	Not started
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**Resources, Pd**

Staff will be trained in using the Consultancy Protocol for presenting a challenging case (dilemma). Consultancy will be used by ILT meeting with teachers every 3rd meeting.	Teachers	Sep 5, 2016 to Sep 30, 2016	Consultancy meetings calendar	Not started
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**ILT, Resources, Pd**

Consultancy meetings occur every 6 weeks. 4 teachers present cases to one of two teams from the ILT.	Teachers / ILT	Oct 3, 2016 to Jun 16, 2017	Presenter shares action items.	Not started
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**ILT, Resources, Pd**

Computer Science curriculum is reviewed and updated to include work that measures student thinking at DoK levels 3 and 4.	C.S. Teacher	Oct 3, 2016 to Jun 16, 2017	Student work samples reviewed with the principal and AP.	Not started
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**Computer Science, Dok**

Workshop on GWES student beliefs and behaviors is led by teachers. Alumni are invited to attend.	Teachers	Aug 25, 2016 to Sep 2, 2016	Workshop agenda	Not started
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**Pd, Mtss-sel**

Collaboration Cafe's and PLC's will be developed by PPLC with the principal.	PPLC	May 16, 2016 to Jun 17, 2016	Recommendations list in minutes	Not started
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**Pd, Collaborative teachers**

REACH PD led by teachers for the staff. Included are expectations for domain 4.	Teachers	Aug 25, 2016 to Sep 2, 2016	REACH PD Agenda	Not started
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**Reach, Pd**

College trip will be scheduled for 6th - 8th grade students once a year. Students create plans to get to college.	Teachers / Counselor	Sep 5, 2016 to Nov 11, 2016	Trip reflection from students	Not started
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**College Access and Persistence, Pd**

Training for leveled library or non-fiction cards will be given to staff.	Principal	May 23, 2016 to Sep 2, 2016	Training agenda	Not started
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**Pd, Leveled books**

Teachers will attend training on component 3d from the district, with action items created. Learning walks done in grade level teams once a month will focus on feedback to students. Takeaways will be given and action items created.	Teachers	Jul 4, 2016 to Nov 11, 2016	Action items from PD	Not started
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**Assessment, Pd, Component 3d**

Feedback given to teachers from at least 2 classroom visits (pop-ins) a month. Focus on feedback to students and small group instruction.	Principal / AP	Sep 19, 2016 to Jun 16, 2017	Feedback notes to teachers	Not started
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**Pd, Teacher feedback**

DoK workshop hosted at the school for teachers to be able to identify and create DoK questions that increase rigor. Rigor will be defined.	Principal / AP	Aug 25, 2016 to Sep 2, 2016	DoK workshop agenda	Not started
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**Rigorous tasks, Dok, Pd**

Grading guidelines will be reviewed by ILT. Recommendations will be given for adjustment of grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, and other teachers.	ILT	May 30, 2016 to Sep 2, 2016	Grading Guidelines document	Not started
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**Pd, Grade system**

Assessment design PD will take place to assist teachers in the creation of rigorous tasks that align to standards and allow teachers to diagnose student learning and provide corrective feedback.	Principal / AP	Jul 4, 2016 to Sep 2, 2016	Assessment samples	Not started
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**Pd, Assessment design**

Golden Apple PD to be given to 5 teachers in grades K-5 on creating NGSS lessons.	Principal	Jul 4, 2016 to Sep 2, 2016	Teacher- created lessons	Not started
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**Pd, Science instruction**

Teacher induction program is given to all PATs and new teachers to the school. Meetings occur once a month. Focus is on rigorous tasks, collective responsibility, and professional learning goals.	Principal	Jun 6, 2016 to Jun 16, 2017	Induction meeting minutes	Not started
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**Pd, Teacher induction**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➤ Staff retreat to connect to each other, practice accountable talk, and set public expectations an goals for the year.</p> <p>Tags: Accountable talk, Relational trust, Accountable talk, Expectations and goals</p>	Principal	Aug 24, 2016	Aug 26, 2016	Not started
<p>➤ Meet with teachers to set learning goals for the year.</p> <p>Tags: Accountable talk, Relational trust, Goal setting, Expectations and goals</p>	Principal / AP	Aug 29, 2016	Sep 2, 2016	Not started
<p>➤ Open House and welcome back to share expectations and goals will be conducted.</p> <p>Tags: Accountable talk, Relational trust, Open house</p>	ILT	Aug 24, 2016	Sep 2, 2016	Not started
<p>➤ Master schedule and Diverse Learners schedule created for SY 2016. Must incorporate common planning time all week for teachers.</p> <p>Tags: Accountable talk, Relational trust, Scheduling, Master schedule</p>	Ancillary Teachers / Diverse Learner Teachers	May 10, 2016	Jun 17, 2016	Not started
<p>➤ Vertical Team meetings are created once a month in the school schedule (Schedule B).</p> <p>Tags: Accountable talk, Relational trust, Scheduling</p>	Ancillary Team / Grade Level Teams	May 23, 2016	Jun 17, 2016	Not started
<p>➤ Monthly MTSS - SEL meetings conducted with teacher preparation to discuss student cases with grade level teams and create action items or follow up on actions.</p> <p>Tags: Accountable talk, Relational trust, MTSS, Grade level meetings</p>	Grade Level Teachers.	Sep 6, 2016	Jun 16, 2017	Not started
<p>➤ Teacher team roles, norms assigned by teachers.</p> <p>Tags: Accountable talk, Relational trust, Grade level meetings</p>	Grade level Teachers	Aug 24, 2016	Aug 26, 2016	Not started
<p>➤ ILT meetings occur twice a month for 2 hours. Action items are shared with staff.</p> <p>Tags: Accountable talk, Relational trust, ILT</p>	ILT	Aug 29, 2016	Jun 16, 2017	Not started



District priority and action step	Responsible	Start	End	Status
<p>✦ PAC / BAC Meetings occur once a month. Notes are shared with all community and staff. Tags: Accountable talk, Relational trust, Pac, Bac</p>	PAC Liaison	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Monthly grade level meetings include action items and tracking of those items. Tags: Accountable talk, Relational trust, Grade level meetings</p>	Grade Level Teams	Aug 24, 2016	Jun 16, 2017	Not started
<p>✦ Principal and AP share monthly accountability newsletter with key metrics of personal workflow. Tags: Accountable talk, Relational trust, Accountable talk</p>	Principal / AP	Aug 24, 2016	Jun 16, 2017	Not started
<p>✦ Data meetings with individual teachers occur once a month. Review of student work and teacher support is discussed, with key action items. Tags: Accountable talk, Relational trust, Collaboration, Accountable talk, Data analysis</p>	Principal / AP / Teachers	Oct 3, 2016	Jun 16, 2017	Not started
<p>✦ Hiring process created and shared for teacher feedback. Tags: Accountable talk, Relational trust, Hiring</p>	Principal	May 16, 2016	Jun 21, 2016	Not started
<p>✦ Community celebrations occur once a month. Principal creates plan with PAC and PLC on criteria and ways to celebrate people in the school community. Tags: Accountable talk, Relational trust, Celebrate</p>	Principal	Jul 11, 2016	Aug 19, 2016	Not started
<p>✦ Principal will host a monthly coffee for parents and community to share ideas, resources and concerns. Tags: Accountable talk, Relational trust, Accountable talk</p>	Principal	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Once a quarter workshops will be held for parents to share why and how to use online tools at home with students to support literacy and math development. Tags: Accountable talk, Relational trust, Parental involvement</p>	Principal	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Workshops will be held twice a year for 5th - 8th graders and families to prepare them for high school. Grade calculations and high school selection process will be shared. Students will track their own progress. Tags: Accountable talk, Relational trust, Data analysis, High school readiness</p>	Counselor	Oct 3, 2016	Jun 16, 2017	Not started
<p>✦ College trip will be scheduled for 6th - 8th grade students once a year. Students create plans to get to college. Tags: Accountable talk, Relational trust, College Access and Persistence</p>	Counselor	Oct 3, 2016	Dec 2, 2016	Not started
<p>✦ Interim assessment calendar will be created by vertical teams for on progress monitoring and action planning. Calendar will include assessment dates 6-8 weeks apart, dates of data organized, dates of analysis, and dates for corrective instruction. Tags: Accountable talk, Relational trust, Assessment, Data driven instruction, Collaborative teachers</p>	Teacher Teams	May 16, 2016	Jun 17, 2016	Not started
<p>✦ Leveled library and non-fiction cards will be used by staff to scaffold for reading tasks. Tags: Rigorous tasks, Student feedback, Rigorous tasks, Pd, Guided reading, Scaffolding</p>	Principal	May 9, 2016	Jun 21, 2016	Not started
<p>✦ Action items from domain 3d will be created by teachers, with a focus on formative feedback from tasks. Tags: Rigorous tasks, Student feedback, Rigorous tasks, Pd, Assessment</p>	Teachers	May 16, 2016	Nov 11, 2016	Not started
<p>✦ Data meetings with the Principal or AP will include evidence of feedback in student work. Teacher and principal or AP will collaborate on ideas to enhance the feedback to students as part of instructional adjustments based on student work review protocol. Tags: Rigorous tasks, Student feedback, Rigorous tasks, Feedback, Data analysis, Data driven instruction</p>	Principal / AP / Teachers	Oct 3, 2016	Jun 16, 2017	Not started
<p>✦ DoK tasks are reviewed with administration once every 2 weeks for calibration of rigor. Tags: Rigorous tasks, Student feedback, Dok, Pd</p>	Principal	Aug 24, 2016	Sep 30, 2016	Not started
<p>✦ Field Trips are conducted once a quarter and connected to learning projects. Tags: Rigorous tasks, Student feedback, Rigorous tasks, Authentic tasks</p>	Teachers	Oct 3, 2016	Jun 2, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Lesson review will occur with feedback to teachers once every 2 weeks on assessment alignment to learning objectives from CCSS, with focus on Literacy and Math shifts.</p> <p>Tags: Rigorous tasks, Student feedback, Rigorous tasks, Lesson planning, Teacher feedback, Aligned assessments</p>	Principal / AP	Sep 16, 2016	Jun 16, 2017	Not started
<p>✦ Teachers in grade bands meet vertically once a month to review student work and vertical alignment of tasks to CCSS.</p> <p>Tags: Rigorous tasks, Student feedback, Rigorous tasks, Vertical articulation</p>	Teachers	Sep 26, 2016	Jun 16, 2017	Behind
<p>✦ Writing Curriculum will be reviewed by ILT and PPLC for creation or purchase of instructional materials.</p> <p>Tags: Rigorous tasks, Student feedback, Writing, Dok</p>	ILT / PPLC	May 16, 2016	Jun 17, 2016	Not started
<p>✦ Science team makes recommendations for Science curriculum based on current teacher unit plans. Vertical review is done, and equip rubric is used to vet rigor of Science program recommended.</p> <p>Tags: Rigorous tasks, Student feedback, Dok, Science instruction</p>	Science Teachers	May 16, 2016	Jun 17, 2016	Not started
<p>✦ Lesson plan format is created by the PPLC and the principal, with a focus on planning that shows the tasks students will receive. Task items and questions are included in the lesson plan format.</p> <p>Tags: Rigorous tasks, Student feedback, Rigorous tasks, Lesson plans</p>	PPLC / Principal	May 23, 2016	Jun 17, 2016	Not started
<p>✦ Data-Driven Instruction implementation rubric will be completed by staff as a pre- assessment for where we are as a school. Results will drive focus for professional learning around four areas: data culture, assessment, analysis, and action.</p> <p>Tags: Writing, Dok, Data driven instruction</p>	Teachers	May 16, 2016	Jun 3, 2016	Not started
<p>✦ Workshop on protocol for reviewing writing samples will be given to staff. Teachers will implement monthly in grade level or vertical teams.</p> <p>Tags: Writing, Dok, Writing, Data analysis, Data driven instruction</p>	Principal / AP	Aug 24, 2016	Sep 2, 2016	Not started
<p>✦ Grade and Vertical team meetings will include time in agenda for sharing instructional resources once a month.</p> <p>Tags: Writing, Dok, Resources, Pd</p>	Teacher teams	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Staff will be trained in using the Consultancy Protocol for presenting a challenging case (dilemma). Consultancy will be used by ILT meeting with teachers every 3rd meeting.</p> <p>Tags: Writing, Dok, ILT, Resources, Pd</p>	Teachers	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Consultancy meetings occur every 6 weeks. 4 teachers present cases to one of two teams from the ILT.</p> <p>Tags: Writing, Dok, ILT, Resources, Pd</p>	Teachers / ILT	Oct 3, 2016	Jun 16, 2017	Not started
<p>✦ Computer Science curriculum is reviewed and updated to include work that measures student thinking at DoK levels 3 and 4.</p> <p>Tags: Writing, Dok, Computer Science, Dok</p>	C.S. Teacher	Oct 3, 2016	Jun 16, 2017	Not started
<p>✦ Workshop on GWES student beliefs and behaviors is led by teachers. Alumni are invited to attend.</p> <p>Tags: Writing, Dok, Pd, Mtss-sel</p>	Teachers	Aug 25, 2016	Sep 2, 2016	Not started
<p>✦ Collaboration Cafe's and PLC's will be developed by PPLC with the principal.</p> <p>Tags: Writing, Dok, Pd, Collaborative teachers</p>	PPLC	May 16, 2016	Jun 17, 2016	Not started
<p>✦ REACH PD led by teachers for the staff. Included are expectations for domain 4.</p> <p>Tags: Writing, Dok, Reach, Pd</p>	Teachers	Aug 25, 2016	Sep 2, 2016	Not started
<p>✦ College trip will be scheduled for 6th - 8th grade students once a year. Students create plans to get to college.</p> <p>Tags: Writing, Dok, College Access and Persistence, Pd</p>	Teachers / Counselor	Sep 5, 2016	Nov 11, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Training for leveled library or non-fiction cards will be given to staff. Tags: Writing, Dok, Pd, Leveled books</p>	Principal	May 23, 2016	Sep 2, 2016	Not started
<p>✦ Teachers will attend training on component 3d from the district, with action items created. Learning walks done in grade level teams once a month will focus on feedback to students. Takeaways will be given and action items created. Tags: Writing, Dok, Assessment, Pd, Component 3d</p>	Teachers	Jul 4, 2016	Nov 11, 2016	Not started
<p>✦ Feedback given to teachers from at least 2 classroom visits (pop-ins) a month. Focus on feedback to students and small group instruction. Tags: Writing, Dok, Pd, Teacher feedback</p>	Principal / AP	Sep 19, 2016	Jun 16, 2017	Not started
<p>✦ DoK workshop hosted at the school for teachers to be able to identify and create DoK questions that increase rigor. Rigor will be defined. Tags: Writing, Dok, Rigorous tasks, Dok, Pd</p>	Principal / AP	Aug 25, 2016	Sep 2, 2016	Not started
<p>✦ Grading guidelines will be reviewed by ILT. Recommendations will be given for adjustment of grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, and other teachers. Tags: Writing, Dok, Pd, Grade system</p>	ILT	May 30, 2016	Sep 2, 2016	Not started
<p>✦ Assessment design PD will take place to assist teachers in the creation of rigorous tasks that align to standards and allow teachers to diagnose student learning and provide corrective feedback. Tags: Writing, Dok, Pd, Assessment design</p>	Principal / AP	Jul 4, 2016	Sep 2, 2016	Not started
<p>✦ Golden Apple PD to be given to 5 teachers in grades K-5 on creating NGSS lessons. Tags: Writing, Dok, Pd, Science instruction</p>	Principal	Jul 4, 2016	Sep 2, 2016	Not started
<p>✦ Teacher induction program is given to all PATs and new teachers to the school. Meetings occur once a month. Focus is on rigorous tasks, collective responsibility, and professional learning goals. Tags: Writing, Dok, Pd, Teacher induction</p>	Principal	Jun 6, 2016	Jun 16, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

NCLB Schoolwide Program

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

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

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as

the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

#### Parent Involvement Policy

Complete

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

"NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB."

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

A meeting will be held in October to inform parents of how the NCLB program works. Parents will be notified via newsletter, posting at the school doors and marquee and reminder notes will be sent home prior to the meeting. NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB. Parents will be informed of the amount of money allocated and the way in which it can be spent. All members will decide and vote on where the money will be used. It will be explained to parents that these monies are exclusively for parent professional development. Title I Annual Meeting and the Title I PAC Organizational Meeting was held on October 26, 2016.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

At the start of the school year, we will have informative grade level meetings for parents that describe and explain the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Monthly newsletter will be sent home with information related to school goals and accomplishments. Five weeks into every quarter, parents will be provided with a student progress report and if it is required, a parent-teacher conference will be scheduled. Parents will receive report cards 4 times during the school year in which parents will have the opportunity to meet twice with the classroom teachers.

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.

After most parent meetings, the school administration prepares questions that suggest parents participate in the education of their children. Parents are part of the decision making process in selecting the proper themes at their workshops.

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.

After school receives State assessments, school counselor will make sure parent receives a copy of child's performance on State assessments. We will also send information home by using the Parent Portal on IMPACT in order for parents to monitor student progress such as attendance and grades. This can also be used as a communication tool with teachers.

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.

After school is notified, we are required to notify parents that their child's teacher is not "Highly Qualified." Letters will be sent home notifying the parents about their classroom teacher not being 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.

Our school has informative grade level meetings for parents that explain the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternative assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Principal will also explain procedures through LSC, BAC, and PTA meetings.

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

At the beginning of each school year, teachers have parent workshops that provide informational resources, and materials and training, including literacy and ESL training and technology, as appropriate, to assist parents in working with children to improve their academic achievement, and to encourage increased parental involvement. The school also provides computers, ESL and Literacy Night each year to assist and promote parent involvement with their children at home as well as school.

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.

School administration stresses the importance of parent/school relations through weekly teacher/staff meetings.

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

Our preschool program stresses and encourages as much parent involvement as possible to further nurture their child's potential. Our school schedules parents to volunteer and encourages them to check out books.

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

Our school provides information to parents in their native language through notes to parents, newsletters and school calendars. The school also posts parent announcements on the CPS Parent Portal.

#### 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.)

George Washington Elementary continually provides high quality educational experiences and equal opportunities to learn for all students. We provide academic and emotional support in a caring, nurturing environment. We foster strong parental and community involvement. Gaining knowledge on research based practices and establishing strong literacy and math skills is the heart of our instruction development.

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.

Two parent Report Card Pick-up November and April. Student progress report 5 weeks into every quarter. Distribution dates October, December, March and May. Parents are always welcomed to our school teachers communicate with parents.

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

NWEA reports, Report Card Pick up, Progress Reports. Six weeks into every week quarter progress report are distributed to parents. Distribution dates Parents are always welcomed to our school, teachers communicate with parents via agenda, email and telephone.

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

Teachers are available to meet with parents before school and also during preparation periods. If the occasion calls for a parent-teacher conferences during the school day, coverage is provided to the teacher.

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

Parents are welcome to volunteer at the school. Teachers will provide a schedule with times in which they can come and support students. All parent volunteers must have a background check and TB test. Teacher will provide parents opportunities to volunteer in different activities such as field trips, classroom celebrations or teacher help. Teacher will schedule a time and day so all parents will have an opportunity to participate.

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

The teacher will assign different tasks to the parents such as support in small groups, making copies, bulletin boards, and provide student materials to accomplish task assigned by the teacher etc.

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

When students are failing, parents are notified immediately via phone or email, a parent conference is scheduled and a remediation plan is put into place. If needed, the remediation plan will be revised after 4 weeks of implementation

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).

Each parent, student, teacher and administrator will fill out a compact to ensure the commitment. At the beginning of the school year, parents will have the opportunity to meet teachers in the open house and participate in different events such as Literacy Night, Reading Fair, Science Fair, Spelling Bee, school assemblies and award ceremonies. Administration will do a daily walkthrough in order to make sure that the school is ready to function. Students and teachers will be acknowledged for perfect attendance. Teachers will model good manners to students.

Parent Budget

Complete

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

Parents will support students use of technology to assist learning, apply reading comprehension and math discourse strategies at home, and extend learning at home by exposing children to local resources.

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.	\$ 1050 .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.	\$ 600 .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.	\$ 500 .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)	\$ 1000 .00

54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	800	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	500	.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.	\$	0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	1325	.00