Ella Flagg Young Elementary School (/school-plans/681) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic

04/15/2016	Bell Sellers Nelson	Entire Document
04/29/2016	Bell Nelson Sellers	Entire Document
05/06/2016	Bell Sellers Villa Little Catto Christmas T. Jones Richardson Pope-Bell	SEF
05/13/2016	Sellers Pope-Bell Anagnost Villa	SEF
05/19/2016	LSC Members	Entire Document
05/16/2016	Bell Sellers Berry	Parent Plan
02/08/2016	Carle Bell Sellers	SEF Priorities Goals Strategies
03/29/2016	Carle Bell Sellers	SEF Priorities Goals Strategies
04/16/2016	Carle Bell Sellers Nelson	SEF Priorities Goals Strategies
05/09/2016	Carle Bell Sellers	SEF Priorities Goals Strategies
05/16/2016	Carle Bell Sellers	SEF Priorities Goals Strategies
04/08/2016	Dunbar Bell	SEF
04/25/2016	Dunbar Bell	Goals
05/17/2016	Dunbar Bell	CIWP Review
05/19/2016	Dunbar	CIWP Review

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 Ella Flag Young school community is committed to creating a learning environment that cultivates that all students are to be independent readers and writers, creative thinkers and effective decision makers. Through an emphasis on literacy, mathematics, science and technology, students will acquire the necessary skills to be productive citizens in a global society. Learning is an enjoyable and rewarding experience. We believe that all students will leave Ella Flagg Young Schools with a deep appreciation of the value of a good education along with being college and career ready.

School's Vision and Mission is rooted in our belief that we are "Excited about Teaching and Learning." This message is shared regularly with students, staff and community through the student and staff handbooks, daily announcements, weekly bulletins, and at all grade level and committee meetings (LSC, ILT, etc.) There are regularly scheduled LSC and ILT meetings to discussion concerns and academic concerns and targets.

Five Essentials data rates Young's Performance in Effective Leaders as Neutral (when compared to like schools); Program Coherence is rated as Neutral and Collaborative Practices as Strong.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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

1   2   **3**   4

> Currently, we are rated as "Effective" on the ILT Effectiveness Rubric. There has been a reconstruction of how the ILT meetings are conducted. Meetings are teacher lead and academically focused in a progressive manner. There is a collaboration among all grade levels on topics and action items for the next meeting. Teachers are responsible for various roles (motivator, facilitator, process observer, note taker and time keeper). At the end of the meeting there is a reflection on the progress. ILT documentation is saved and recorded in a google folder that is shared with both the network and EF Young staff. ILT uses various protocols, including ATLAS, to analyze data (formative and summative) and share with teacher teams at grade level meetings. Standardized testing scores at MOY showed significant positive growth from BOY to MOY.
> 5 Essentials Data Ratings: Effective Leaders: Neutral; Collaborative Teachers: Neutral

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1   2   **3**   4

Teachers take part in post conferences after observations and discuss on ways to improve or use of different strategies. Professional Development is scheduled for teachers prior to implementing a new curriculum. If teachers feel they need more PD, options are researched and shared. This year, K-5 teachers implemented the Go Math! program and 6-8 teachers implemented the Envision program. All teachers attended relevant PD to enhance their knowledge of the program and their instructional strategies. Each semester teachers take part in Performance Management Sessions in which they describe and analyze data trends at the classroom and grade levels. They identify their next instructional steps using this data-driven process. Administrator and ISL attend grade level meetings to support grade levels.
5 Essentials Data Ratings: Quality Professional Development: Strong Effective Leaders: Neutral; Collaborative Teachers: Neutral, SQRP 12/13: Level 2, 13/14: Level 2+; 14/15: Level 2

Guide for Professional Learning

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

- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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**

> CIWP team reflects on the results of the My Voice My School survey. On the Five Essentials, our school is well-organized. There is a reflection student data by grade level and gender to address the needs and targets with grade levels, ILT and LSC.
> The state reports that Young has a 95% teacher retention rate.The following community partners assists with a variety of resources: TapRoots, Austin Voice, Chicago Cares, Northeastern Illinois University,

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

Evidence, Measures, and Standards

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

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

Newly implemented Comprehensive Gifted Program reflect high quality work and academic opportunities. Teachers collaborate with Literacy Coach and Gifted Coach on creating rigorous unit plans which is also shared with general education teachers and DL teachers. The whole building has been trained in using the new math curriculum which is common core aligned . Teachers incorporate SEL strategies in most classroom activities. There is a reflection on the curriculum during grade level meetings, ILT meeting and individual opportunities. Based on the Five Essentials, our Ambitious Instruction is strong. The teachers work together to implement a shared vision. High goals are set for quality instruction. All teachers collaborate to promote professional growth. Teachers are
active partners in school improvement. They are also committed to the school. This information is indicted in the Five Essentials.

Guide for Curriculum

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

- Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1   2   **3**   4

Each student have individual math tool kits to support math activities. Each teacher is equipped with a laptop/Ipad to collaborate in meetings. Some grade levels have their own laptop carts along with 2 computer labs and various other chrome books, laptop, and Ipad carts to accommodate student learning. Through collaborative meetings with staff and community materials are identified with specific

instructional materials, GO Math! K–8 offers an engaging and interactive approach to covering new state standards. Its seamless digital path and Write-in Student Edition ensure that students can access content at appropriate levels of depth and rigor Focused. Coherent. Rigorous

GO Math!® is the first K–8 math program written to fully support new standards. GO Math! provides teachers with in-depth instructional support, embedded professional development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success.

The Next-Generation Solution

GO Math! at both the elementary and middle school levels combine 21st-century educational technology with modern content, dynamic interactivities, and a variety of instructional videos to engage today's digital natives. Every student is supported through the universal access features of the program as they learn to think critically and apply their math knowledge. Whether using the innovative Online Student Edition or Write-in Student Edition, students have all the resources they need to succeed.

Comprehensive Teacher Support

GO Math! supports teachers through every stage of their instruction, from planning and implementation to assessment and remediation. The Digital Teacher Experience gives teachers access to a full suite of instructional resources—online or offline—on a variety of mobile devices. With HMH Player™, teachers can customize content and present interactive lessons to the entire class right from the app.

A Blended Approach to Instruction

We understand that classrooms and districts across the country are at different stages in the implementation of technology. While our new K–8 program features a strong digital system, it is also perfect for print or blended instruction, whether you are working with elementary- or secondary-level students. In other words, GO Math! is the perfect program with regards to curriculum and infrastructure. It meets you where you are and takes you where you want to be.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Teachers are currently reviewing best practices on how to analyze student work to drive future instruction. Teacher grade books are reviewed to make sure appropriate standards are covered for the grade level and content area. There needs to more consistency with rigorous tasks assigned to students across grade levels.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.

- Tasks are Integrative to draw on multiple standards.
- Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.

- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.

- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.

- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

Students participate in high school fairs and visits. There is a partnership with Northeastern University where students participate in summer activities on the college campus for several weeks. (GEAR UP Information BAM WOW) School has held career day for the last 8 years beginning with 8th grade down to primary grades. Middle school classrooms have a college corner in each classroom. Counselor has meeting with students about high school choices and future planning for college. Teachers have one on one academic conferences with students about college and career readiness. Students use Achieve 3000 that keep track of students that are college and career ready.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.

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

Evidence, Measures, and Standards

	EVIDENCE, MEASURES, AND STANDARDS
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

There has been a transition with the Comprehensive Gifted Program in the examination of tasks and assessments in their units. Teachers are provided support from the Literacy Coach on new ideas or concepts and how to implement them in a lesson. There has been a shift from lesson plans to preparing unit plans. Four teachers and three grade levels were supported once a week by a literacy coach or a math coach. Teachers were provided professional development on the gradual release model and implemented in most classrooms. Teachers took part in TLI training and came back to the school and provided a teach back session to teachers.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student**

misconceptions.

- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1   2   **3**   4

There has been the implementation of a Pilot MTSS Progress Monitoring tool among the Instructional Leadership Team in 2015-2016 with full implementation for the 2016-2017 school year. There has been professional development on what the difference is between the tiers of instruction. All teachers have been trained on the Second Step Program. This school year 2016-2017 Universally Teachers have implemented MTSS in every grade level using the CPS Gradebook component. Every student has been exposed to Tier 1 instruction with other students being provided Tier 2 and Tier 3 instruction for a span of at least 4 weeks. Teachers monitor the progress of the interventions being provided and add notes to the students intervention log in the MTSS logging system. As a school we developed our list of Tier 1,2, and 3 interventions. Students have been provided supports in literacy, mathematics and social emotional learning. In grade level meetings teachers review on track and off track data every 5 weeks. Teachers discuss as a team possible solutions to improve off track students for literacy, math, science, social science and attendance. Attendance concerns and celebrations are discussed weekly at grade level meetings and ILT meetings. The administrative team, teachers and Attendance Clerk monitors the attendance daily using Dashboard and Gradebook attendance.

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

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 school participates in NWEA as a whole school assessment from second to eight grade. For primary grades the assessment is DIbels and Mclass Math. There is also the Access for our ELL students along with NWEA. New grading policy and grading scale was developed in the 2015-2016 academic year. New grading policy specific addressed the reduction of Ds and Fs along with increasing the school's on-track rate. The 5 Essential are Strong in Ambitious Instruction. The bilingual students take part in ACESS.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

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.

> Teachers are encouraged to give different opportunities for students to make up failing grades and reduce zero's. We were rated strong ambitious instruction on the Five Essentials.We were also rate strong with collaborative teachers. (Narrative needed for student work) Grade level meetings are collaborative and everyone's opinion is respected and heard. Students have different support systems from outside resources like WOW, BAM and GEAR UP program. Students participate in college visits to encourage them to go beyond high school and think of careers for themselves. Based on 2015-2016 SQRP students growth ranked in the 90th percentile. Teacher gradebooks are monitored on a weekly basis.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

> Based on REACH evidence of domain 2 teachers and students are respectful of one another. Interactions between students are mostly appropriate along with the support of restorative practices. Reflection on My School My Voice surveys. The score for 5 Essentials was strong.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> Students participate in after school programs and Saturday voluntary programs including Chicago Cares on a consistent bases. Students work in partnership with NEIU on constructing a school garden and beautification of the school. Students participate in basketball, volleyball, soccer, tennis, golf, visual art and photography. Students participate in social emotional circles for student engagement and decision making.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
    - Student needs, interest, and input are solicited for student programming.
    - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
    - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
    - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

Based on the evidence from the My School My Voice Survey students

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   3   **4**

> Students at Ella Flagg Young encompass SEL in their daily classroom environment. SEIL stands for Social Emotional Learning. Students also participate in Peace Circles to settle differences, discuss any. Taproots will provide a Restorative Practice Program for the 2016-2017 academic year. Dashboard misconduct data indicates the out school suspensions are 3.19%. .

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

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

Parent Partnership:

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

Score

1   2   **3**   4

> Young School takes pride in communicating effectively with parents and families. We utilize daily/weekly Call Logs, Weekly Go for the Gold, and Progress Reports. Parents and students have access to parent/student portal to stay up to date on grades, expecations on their Robo Calls are utilized to pass on important imformatmion regarding, school closing, school events. The New Parent Engagement Center allows parents to research varied techniques to support their child academic success. The 5 Essentials score for Involved Families was strong indicating the importance of parent-teacher trust, parent involvement in school and parent influence on decision making in school.

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

School Excellence Framework Priorities

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

| 4 | Culture of & Structure for Continuous Improvement: Aligned Resources | | 1 | 2 | 3 | 4 | 5 | ⊘ |

| 4 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | | 1 | 2 | 3 | 4 | 5 | ⊘ |

Goals

Required metrics (Elementary)   17 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We would expect to see growth in the SY16 and SY17 due to Teachers implementing common lesson plans that include rigorous tasks with objectives that are aligned to the standards using the NWEA continuum, and data driven instruction. Also with the implementation of MTSS.	85.00	29.00	59.00	70.00
National School Growth Percentile - Math				
With the implementation of a new math curriculum, and data driven instruction it is expected to see growth in math in SY16 and SY17. Students were provided math support in math boot camp in all grade levels. Teachers are implementing guided math groups and MTSS.	23.00	21.00	60.00	67.00
% of Students Meeting/Exceeding National Ave Growth Norms				
It is expected to see growth in the percentage of students meeting and exceeding the national growth norms due to the support of math boot camps in all grade levels. Data driven instruction. Literacy support in particular grades. Implementation of a school wide grade policy and teacher collaboration.	56.20	(Blank)	60.00	65.00
African-American Growth Percentile - Reading				
There should be a growth in African American growth reading percentage due to the extra literacy support provided by the literacy coach in particular grade levels. Collaboration of teachers in ILT meetings on various topics and strategies. Implementation of MTSS school wide and teacher consistent use of the grading policy.	87.00	25.00	60.00	70.00
Hispanic Growth Percentile - Reading				
It is expected to see a growth in Hispanic growth percentage in reading due to General education teachers w collaborating with the ESL teacher in creating lessons or unit plans that incorporate Wida standards. Teachers will be provided PD on providing MTSS for bilingual students.	25.00	52.00	50.00	55.00
English Learner Growth Percentile - Reading				
It is expected to see a growth in Hispanic growth percentage in reading due to General education teachers w collaborating with the ESL teacher in creating lessons or unit plans that incorporate Wida standards. Teachers will be provided PD on providing MTSS for bilingual students.	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
Adhering to IEP goals, PD on writing IEP's collaboration of general education teacher and team teaching model	96.00	11.00	33.00	41.00
African-American Growth Percentile - Math				
There should be an increase in African American growth math percentage due to a new math curriculum implemented along with tier 2 and tier 3 supports put in place. Teachers are transitioning from lesson plans to unit plans with the collaboration of grade level teams. Students participated in pull out sessions with support staff to improve academic achievement. Grade level teams analyzed data as a team and began development of implementing small group instruction.	24.00	21.00	50.00	70.00
Hispanic Growth Percentile - Math				

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
A new math curriculum was implemented along with tier 2 and tier 3 supports put in place. Teachers are transitioning from lesson plans to unit plans with the collaboration of grade level teams and ESL Teacher to integrate Wida Standards. Students participated in pull out sessions with support staff to improve academic achievement. Grade level teams analyzed data as a team and began development of implementing small group instruction. Teachers will be provided PD on MTSS for bilingual students.	11.00	26.00	50.00	70.00

English Learner Growth Percentile - Math

A new math curriculum was implemented along with tier 2 and tier 3 supports put in place. Teachers are transitioning from lesson plans to unit plans with the collaboration of grade level teams and ESL Teacher to integrate Wida Standards. Students participated in pull out sessions with support staff to improve academic achievement. Grade level teams analyzed data as a team and began development of implementing small group instruction. Teachers will be provided PD on MTSS for bilingual students.	(Blank)	(Blank)	50.00	55.00

Diverse Learner Growth Percentile - Math

Adhering to IEP goals, Differentiation in instruction , rigorous tasks. objectives aligned to standards, use of NWEA continuum, collaboration of general education teachers and team teaching model	85.00	21.00	50.00	70.00

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

Literacy coach, ISL, professional development, small group instruction, targeted intervention, NWEA Learning Continnum	17.00	19.00	25.00	30.00

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

New math curriculum, math professional development, NWEA Learning Continuum, Common lesson plans, rigorous tasks, objectives aligned to standards,, analyzing student work monthly, analyzing student data monthly, small group instruction, MTSS	11.00	9.00	25.00	30.00

National School Attainment Percentile - Reading (Grade 2)

Change in 2nd grade teachers, gifted classroom, literacy coach, sight word inititative	21.00	12.00	25.00	30.00

National School Attainment Percentile - Math (Grade 2)

Change in 2nd grade teachers, gifted classroom, new math curriculum	19.00	6.00	25.00	30.00

% of Students Making Sufficient Annual Progress on ACCESS

small group instruction, collaboration between general education teachers and ESL Teacher, use of Wida standerd	50.00	50.00	55.00	60.00

Average Daily Attendance Rate

Training for the attendance coordinator, attendance store, attendance incentives, A Knock at Midnight program, home visits, phone calls, parent buy-in, daily attendance posted outside each classroom door, ILT root cause and solution sessions,	93.90	94.20	95.00	95.00

My Voice, My School 5 Essentials Survey

Strong teacher collaboration, Administrative involvement, safe, welcoming environment for completing survey, parent buy-in,	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   1 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Average Daily Attendance Rate				

Improve school wide attendance through parent education and incentive programs targeting parents, students and/or guardians of the primary grades. Offer field experiences as an incentive to target intermediate and middle school students.	94.20	95.00	95.25	97.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Develop a vertically aligned scope and sequence aligned to Common Core Standards for all grade levels in mathematics and reading.	will be able to identify specific skills of strength and weaknesses in which the students need to improve.	Meeting our SQRP Targets in math and reading. and see at least a 10% increase of academic growth in reading and mathematics as documented on SQRP using the NWEA data. Teachers will know what specific concept/ skill that needs to be re-taught and the needs of their individual students. The information will assist the teacher in providing individual and small group instruction.

Tags:
Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction

Area(s) of focus:
1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers meet weekly in grade level meetings to analyze student data including weekly and/or bi-weekly assessments. During these meetings strategies are discussed to be implemented in the classroom.	Teachers Administration	Sep 1, 2016 to Jun 30, 2018	Agendas Grade Level minutes	On-Track

Academic gain, Assessments, Collaborative teachers, Analyze data, Planning for instruction

Teachers will collaborate on how to form small group instruction in both reading and math by using professional development literature, data and professional reads such as Guided Math, Fountas and Pinnell for k-3 and McLaughlin and Allen for 4-8.	Administration Teachers	Sep 1, 2016 to Jun 30, 2018	Unit Plans Chart in the room Students knowledge of groups	On-Track

Professional Learning, Professional development, Resources, Planning, Developmental designs

Primary teachers will continue to use resource staff to pull out students in a small group to further practice skills to improve student achievement based in Dibels, TRC and Mclass data.	Teacher ESP Staff Administration	Sep 1, 2016 to Jun 30, 2018	ESP Staff Schedules	On-Track

Interventions, Academic supports

Strategy	Responsible	Timeline	Evidence	Status
Curriculum Mapping- Each grade level team will be provided with resources of professional development literature articles such as Understanding by Design Framework along with the ISL and Literacy coach providing PD to increase grade level team's understanding of curriculum development. ISL and literacy Coach will assist in the creation of grade level curriculum planning. Grade level teams will review curriculum mapping strategies monthly. Accountability will be via online form, observation and specific rubrics.	Teachers Administration Assist.Principal Sellers	Sep 1, 2016 to Jun 30, 2018	Development of Curriculum Maps Online Forms Rubric	Not started

Curriculum Design, Curriculum mapping, Instructional strategies, Ccss all, Understanding by design

K-8 Teachers will initially evaluate and re-evaluate monthly instructional materials and unit plans to ensure alignment with CCSS. Instructional materials will be evaluated utilizing an agreed upon researched rubric and/or model.	Administration Teachers Literacy Coach	Sep 1, 2016 to Jun 30, 2018	Grade Level meetings Materials selected	On-Track

Aligned resources, Instructional material

Second grade teachers will continue to implement blended learning approach with technology as preparation for NWEA assessment for second grade students	Administration Teachers	Sep 1, 2016 to Jun 30, 2018	Unit Plans Observations Grade Level Minutes	On-Track

Technology, Assessment, Test prep, Blended learning

Professional development targeting MTSS, Wida Standards, Small group instruction , and analyzing student work to support growth in NWEA, DIBELS, and mClass Math along with BOY to EOY	Administration Teachers	Sep 1, 2016 to Jun 30, 2018	Agendas	On-Track

Professional development, Assessment data

Teachers will implement more rigorous tasks such as MARS tasks, Performance tasks or POM's for valid data and to challenge students to improve student performance on assessments. Teachers will be provided with research-based regarding rigorous classrooms (Marzano Center).	Administration Teachers	Sep 1, 2016 to Jun 30, 2018	Unit/Lesson Plans Gradebook Research-based information	Not started

Rigorous tasks, Tasks, Anaylze data

| Teachers will continue to utilize technology programs such as IXL, Khan Academy and Achieve 3000 to increase student academic performance. | Administration
Teachers | Sep 1, 2016 to Jun 30, 2018 | Unit/Lesson Plans
Grade book
Account Usage | On-Track |

Technology, Interventions, Supports, Supplemental insruction

Strategy 2

If we do...	...then we see...	...which leads to...
Develop a MTSS Action Plan school wide to provide interventions for tier 2 and tier 3 students	Evidence of interventions and teachers using student data and the Self-Assessment of MTSS Implementation (SAM) based on student needs	a 10% increase in students on-track in reading and math by the end of SY18.

Tags:
Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data

Area(s) of focus:
1, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Teachers will engage in professional development around MTSS. ILT team will conduct the professional development workshop based from the pilot of MTSS for the 2015-2016 SY. Professional Development will be on going through out the year.	Administration ILT Mrs. Little MTSS Cordinator	Sep 1, 2016 to Jun 30, 2018	Agendas PD Calendar	On-Track

Academic expectations, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Actions

| Teachers will meet in grade levels every five weeks to collaborate on the process of MTSS. Using the MTSS protocol teachers will evaluate if the interventions are effective or need to be updated. Teachers will review student data for possible new candidates for MTSS. | Administration
Teachers
ILT team leaders
ISL | Sep 1, 2016 to Jun 30, 2018 | Grade level minutes
Agendas | On-Track |

Data Use, Academic expectations, Collaboration, Accountable talk, Academic rigor, Anaylze data

| Teachers will use MTSS documents as evidence to support student interventions provided. | Teachers
MTSS Coordinator | Sep 1, 2016 to Jun 30, 2018 | MTSS Documents | On-Track |

Data, Interventions, Document student progress, Expectations and goals

| Teachers will provide Tier 2, Tier 3 Interventions as needed to at least one student starting from September, but no more than 5. | Teachers
MTSS Coordinator
Administration | Sep 1, 2016 to Jun 30, 2018 | MTSS Documents | On-Track |

Interventions, Progress monitoring

Action step	Responsible	Timeframe	Evidence for status	Status
ILT will meet quarterly to review the status of the MTSS implementation and its effectiveness using the Self-Assessment of MTSS Implementation (SAM) document. ILT will review data of on-track and off-track students and feedback from teachers on findings and wonderings about the process.	Administration ILT Team	Sep 1, 2016 to Jun 16, 2017	Agendas MTSS documents On Track Data Surveys	On-Track

Feedback, Academic supports, Leadership and collective responsibility, Anaylze data

Implementation of restorative justice practices will be used as a support system of social emotional learning to decrease number of out of school suspension and build student moral.	Administration Consultant Teachers	Sep 1, 2016 to Jun 16, 2017	Dashboard OSS ISS	On-Track

Behavior and Safety, Social emotional

Teachers will continue to use standardized test data, progress monitoring tools and teacher created assessments to guide and improve instruction	Administration Teachers	Sep 1, 2016 to Jun 30, 2018	NWEA DIBELS Mclass TRC PARCC MTSS	On-Track

Instruction, Data driven instruction

Strategy 3

If we do...	...then we see...	...which leads to...
Implement school wide attendance (incentive) plan	an increase in student attendance	5 points on the SQRP and a 2-3 % increase in attendance school wide by the end of SY18

Tags:
Attendance

Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
coordinate a specific set time for attendance to be submitted to the attendance coordinator, classes who meet set time are included in weekly raffle	Administration, Attendance coordinator	Sep 1, 2016 to Jun 30, 2018	Increase of attendance documented in Dashboard	On-Track

Attendance, Attendance plan

Random classroom "Congratulations"attendance visits by principal	Bell Nelson Sellers	Sep 1, 2016 to Jun 30, 2018	Increase grade level attendance documented in Dashboard	On-Track

Assemblies, Care team, Celebrations

		Sep 1, 2016 to Jun 30, 2018		
Attendance assemblies and celebrations that highlight perfect and improved attendance and academic achievement.	Administrators, teachers and support staff		Attendance off-track student data decrease	On-Track

Attendance

		Sep 1, 2016 to Jun 30, 2018		
Knock at Midnight and Care Team will call and visit students' homes daily with attendance concerns.	Knock at Midnight Care Team		Targeted student attendance increase	Not started

Attendance

		Jan 9, 2017 to Feb 28, 2017		
Provide bus service during the frigid cold days	Bell Nelson Sellers BJ Transportation		Reduce the number of absent students during the frigid winter days	Not started

Attendance contracts

		Sep 1, 2016 to Jan 30, 2019		
Develop attendance contract for grade 3 (2016-2017) and grade 4(2017-2018)	Grade 3 Teachers Grade 4 Teachers Knock at Midnight Care Team Administrators		Increase attendance documented on Dashboard	Not started

		Nov 9, 2016 to Jun 16, 2017		
On report card pick up Parents will be requested to submit a form to clear any unexcused absences	Administration Attendance Coordinator		Decrease in student unexcused absences Attendance Forms	On-Track

Student attendance, Attendance interventions

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Teachers meet weekly in grade level meetings to analyze student data including weekly and/or bi-weekly assessments. During these meetings strategies are discussed to be implemented in the classroom. Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Academic gain, Assessments, Collaborative teachers, Analyze data, Planning for instruction	Teachers Administration	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Teachers will collaborate on how to form small group instruction in both reading and math by using professional development literature, data and professional reads such as Guided Math, Fountas and Pinnell for k-3 and McLaughlin and Allen for 4-8. Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Professional Learning, Professional development, Resources, Planning, Developmental designs	Administration Teachers	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Primary teachers will continue to use resource staff to pull out students in a small group to further practice skills to improve student achievement based in Dibels, TRC and Mclass data. Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Interventions, Academic supports	Teacher ESP Staff Administration	Sep 1, 2016	Jun 30, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Curriculum Mapping- Each grade level team will be provided with resources of professional development literature articles such as Understanding by Design Framework along with the ISL and Literacy coach providing PD to increase grade level team's understanding of curriculum development. ISL and literacy Coach will assist in the creation of grade level curriculum planning. Grade level teams will review curriculum mapping strategies monthly. Accountability will be via online form, observation and specific rubrics. Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Curriculum Design, Curriculum mapping, Instructional strategies, Ccss all, Understanding by design	Teachers Administration Assist.Principal Sellers	Sep 1, 2016	Jun 30, 2018	Not started
✚ K-8 Teachers will initially evaluate and re-evaluate monthly instructional materials and unit plans to ensure alignment with CCSS. Instructional materials will be evaluated utilizing an agreed upon researched rubric and/or model. Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Aligned resources, Instructional material	Administration Teachers Literacy Coach	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Second grade teachers will continue to implement blended learning approach with technology as preparation for NWEA assessment for second grade students Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Technology, Assessment, Test prep, Blended learning	Administration Teachers	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Professional development targeting MTSS, Wida Standards, Small group instruction , and analyzing student work to support growth in NWEA, DIBELS, and mClass Math along with BOY to EOY Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Professional development, Assessment data	Administration Teachers	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Teachers will implement more rigorous tasks such as MARS tasks, Performance tasks or POM's for valid data and to challenge students to improve student performance on assessments. Teachers will be provided with research-based regarding rigorous classrooms (Marzano Center). Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Rigorous tasks, Tasks, Anaylze data	Administration Teachers	Sep 1, 2016	Jun 30, 2018	Not started
✚ Teachers will continue to utilize technology programs such as IXL, Khan Academy and Achieve 3000 to increase student academic performance. Tags: Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Technology, Interventions, Supports, Supplemental insruction	Administration Teachers	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Teachers will engage in professional development around MTSS. ILT team will conduct the professional development workshop based from the pilot of MTSS for the 2015-2016 SY. Professional Development will be on going through out the year. Tags: Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Academic expectations, Academic supports, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Actions	Administration ILT Mrs. Little MTSS Cordinator	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Teachers will meet in grade levels every five weeks to collaborate on the process of MTSS. Using the MTSS protocol teachers will evaluate if the interventions are effective or need to be updated. Teachers will review student data for possible new candidates for MTSS. Tags: Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Data Use, Academic expectations, Collaboration, Accountable talk, Academic rigor, Anaylze data	Administration Teachers ILT team leaders ISL	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Teachers will use MTSS documents as evidence to support student interventions provided. Tags: Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Data, Interventions, Document student progress, Expectations and goals	Teachers MTSS Coordinator	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Teachers will provide Tier 2, Tier 3 Interventions as needed to at least one student starting from September, but no more than 5. Tags: Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Interventions, Progress monitoring	Teachers MTSS Coordinator Administration	Sep 1, 2016	Jun 30, 2018	On-Track
✚ ILT will meet quarterly to review the status of the MTSS implementation and its effectiveness using the Self-Assessment of MTSS Implementation (SAM) document. ILT will review data of on-track and off-track students and feedback from teachers on findings and wonderings about the process. Tags: Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Feedback, Academic supports, Leadership and collective responsibility, Anaylze data	Administration ILT Team	Sep 1, 2016	Jun 16, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Implementation of restorative justice practices will be used as a support system of social emotional learning to decrease number of out of school suspension and build student moral. Tags: Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Behavior and Safety, Social emotional	Administration Consultant Teachers	Sep 1, 2016	Jun 16, 2017	On-Track
✚ Teachers will continue to use standardized test data, progress monitoring tools and teacher created assessments to gulde and improve instruction Tags: Academic gain, Achievement, Analysis of data, progress monitoring, rit instruction, small group instruction, Anaylze data, Instruction, Data driven instruction	Administration Teachers	Sep 1, 2016	Jun 30, 2018	On-Track
✚ coordinate a specific set time for attendance to be submitted to the attendance coordinator, classes who meet set time are included in weekly raffle Tags: Attendance, Attendance, Attendance plan	Administration, Attendance coordinator	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Random classroom "Congratulations"attendance visits by principal Tags: Attendance, Assemblies, Care team, Celebrations	Bell Nelson Sellers	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Attendance assemblies and celebrations that highlight perfect and improved attendance and academic achievement. Tags: Attendance, Attendance	Administrators, teachers and support staff	Sep 1, 2016	Jun 30, 2018	On-Track
✚ Knock at Midnight and Care Team will call and visit students' homes daily with attendance concerns. Tags: Attendance, Attendance	Knock at Midnight Care Team	Sep 1, 2016	Jun 30, 2018	Not started
✚ Provide bus service during the frigid cold days Tags: Attendance, Attendance contracts	Bell Nelson Sellers BJ Transportation	Jan 9, 2017	Feb 28, 2017	Not started
✚ Develop attendance contract for grade 3 (2016-2017) and grade 4(2017-2018) Tags: Attendance	Grade 3 Teachers Grade 4 Teachers Knock at Midnight Care Team Administrators	Sep 1, 2016	Jan 30, 2019	Not started
✚ On report card pick up Parents will be requested to submit a form to clear any unexcused absences Tags: Attendance, Student attendance, Attendance interventions	Administration Attendance Coordinator	Nov 9, 2016	Jun 16, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

◉ NCLB Schoolwide Program

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

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

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

> Ella Flagg Young School will have an annual meeting at a convenient time. A survey will be distributed giving parents an opportunity to complete. The school time and location of the meeting will be posted on the school monthly calendar, a NCLB parent invitational flyer as well as the school's marquee. The school will also invite parents to the NCLB/PAC meetings at varied times. This will ensure that all parents will have the opportunity to attend. The Annual NCLB meeting was held on September 30, 2016. The Organizational NCLB-PAC meeting was held October 4, 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.

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

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

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

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

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

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

> Ella Flagg Young will assist parents with requesting a meeting with the principal regarding the qualification of teachers.

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

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

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

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

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

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

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

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

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

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

Policy Implementation Activities

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

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

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

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

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

N/A

Parent Compact   Complete

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

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

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

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

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

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

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

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

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

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

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

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

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

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

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

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

Parent Budget   Complete

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

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

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 500	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 250	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 300	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 500	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 2000	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 2000	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 1000	.00

53510	**Postage**	$	0	.00
	Must be used for parent involvement programs only.			

53306	**Software**	$	0	.00
	Must be educational and for parent use only.			

55005	**Furniture and Equipment**	$	746	.00
	Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.			