



Benjamin E Mays Elementary Academy (/school-plans/285) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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04/25/2016	Dr. McCann, Ms. Thomas, Ms. Bottigliero, Ms. Griffin, Mildred Kyles	Framework
04/26/2016	Dr. McCann, Ms. Thomas, Ms. Bottigliero, Ms. Carter, Mr. Rainey, Ms. Hull,	Framework priorities
04/27/2016	Dr. McCann., Ms Bottigliero, Ms. Griffin, Ms. Bottigliero, Mr. Rainey	Strategies, Action Steps
04/28/2016	Dr McCann, Ms. Bottigliero, Ms. Thomas, Ms. Carter, Ms. Hull,	Strategies, Action Steps
05/17/2016	Dr. MCCann, Ms. Carter, Ms. Thomas, Ms. Hull, Ms. Hudson, Ms. Pugh, Ms Carrethers, Ms. Mason, Ms. Gault	Strategies, Action Steps, Framework

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The school's vision and mission statement includes high expectations for all stakeholders. These statements are shared at the beginning of the school year and revisited throughout the year in order to promote high student achievement as well as positive social emotional learning.

The school's revised Theory of Action combines existing element of our current system of managed instruction with new elements of Performance Empowerment.

The school will continue to manage core elements of the instructional model, the key components of which are a baseline core curriculum, coordinated professional development and interim formative assessment.

Principal direction around these elements of instruction is designed to accommodate for the school's high mobility rates, facilitate quality professional development around a common curriculum, and efficiently provide quantifiable interim assessments to guide differentiated classroom instruction.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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The instructional leadership team has 12 members. It consists of three administrators, literacy coordinator, case manager, counselor, classroom assistant, and six teachers. The instructional leadership team meets bi-monthly.

The principal and leadership team collaborate to establish and communicate instructional goals for school success.

The leadership team sets high expectations for teaching, learning and leading and fosters an environment where staffs are free to take risks.

The principal and leadership team are knowledgeable about instructional best practices and research; they expect and support high-quality instruction in every classroom.

The leadership team allocates and manages resources to support the school's instructional program.

The leadership team effectively allocates and manages the school's resources; people, time, funds, and materials to address school priorities and student's needs.

The school community evaluates and plans school programs and policies based on their contribution toward reaching school goals.

Teachers use other staff, classroom volunteers, and family resources at home to maximize the amount of individualized instruction students receive.

School staff share leadership responsibilities' and participate in decision making that advances the school's mission.

The leadership team empowers staff and holds them accountable for results, developing a plan for leadership succession.

Teachers assume leadership roles outside of the classroom, actively participate in the school improvement process, and take ownership of resulting setbacks and successes.

The leadership team reflects the varied perspectives in the school; the principal taps into staff members' interests and areas of expertise to strengthen school programs.

Guide for Instructional Leadership Team

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

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

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

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District-designated professional development days are organized with time dedicated to school-wide issues and collaborative planning time.

Staff has received training on CPS Allergy Protocol from trained medical professionals.

Teachers attend Network Lead Teacher professional development (based on grade level and curriculum focus). Teachers share information with grade level peers at team meetings.

School literacy coach provides ongoing coaching and support for all teachers.

Teachers have an opportunity to meet with literacy coach weekly in grade level teams to discuss best practices, plan instruction, and expand professional knowledge.

Guide for Professional Learning

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

- Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
- Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Strategically direct resources to address the school's most pressing needs, most at-risk students and use resources to support comprehensive school reform that can support the school's caring climate in which teachers, administrators and students believe academic success is possible and necessary for all students.

Decentralized decision making about resources so that Leadership teams can decide how best to leverage resources for school improvement.

Principal takes advantage of outside funding sources and external partnerships to support school initiatives and school improvement goals.

School allocates discretionary spending to align with identified needs.

We have a full-time counselor to support social emotional learning, student guidance, high school/college and career awareness.

We have a literacy coordinator who provides professional development for teachers as well as provides direct support for teachers in the classroom.

We have expanded student access to technology by purchasing two chrome book carts and one new laptop carts accompanied with chrome books and laptops.

We maintain our school partnerships which provide supplemental support to students which include: Children's Home + Aid, Chicago Urban League, CISC, Brother to Brother (Mentoring and tutoring), Community Schools Initiative, "By the Hand" program, and Chicago's Children's Choir, AON, United Stationers, Gear up, Gentlemen of distinction, Urban Gateways, Girls in the Game and Girl Scouts of America.

Our Children's Home + Aid partnership provides dynamic after school programming for students in order to promote student creativity, extended learning opportunities as well as home school connection through parent support groups.

Chicago Urban League engages students in academic and college preparatory activities. Some students have an opportunity programming as well as overseas trips to expand learning opportunities.

Community Schools Initiative connects our school to an abundance of social services, access cultural performances, and other resources that support students' intellectual, social and physical well-being.

"By the Hand" program engages students in an after school program that provides homework support, student/adult mentoring, and small group guidance to ensure personal and academic success.

Chicago's Children's Choir provides vocal training to students and gives them an opportunity to perform throughout the city promoting both student motivation and unity.

Our corporate partners including AON and United Stationers provide free book bags and school supplies to make sure that all students have necessary tools to support learning in the classroom.

Through our Gear Up program Over 85% of both 7th and 8th grade students have visited a college campus. Over 90% of students are exposed to college and career readiness through monthly workshops. Tutoring services have helped to increase student grades by 5-8% in math and reading. Brother II Brother mentoring program exposes students to careers, community service, and the fundamentals of being a young black male in the 21st century.

Gentlemen of Distinction helps to train students in the martial arts to promote self-discipline and self-awareness.

Urban Gateways partnership engages students in the performing Arts. Students are able to present theatrical performance and benefit from working with a resident artist gaining skills in focus, concentration memorization, public speaking, and music.

Girls in the Game helps to promote self-esteem for female students while engaging them in activities to promote physical fitness.

Girl Scouts of America supports self-esteem, self-awareness and collaboration and responsibility for young female students.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**

- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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The Five Essentials Survey showed a "strong" rating for Ambitious Instruction.

National School Growth Percentile - Reading is 62nd percentile

National School Growth Percentile - Math is 61st percentile

% of Students Meeting/Exceeding National Average Growth Norms - 60.3%

Teacher follow the Network 11 Scope and Sequence to create standards-based instructional plans for Reading, Math, and Science.

Grade-level partners collaborate by taking two of the core subject areas and preparing instructional plans for his or her team.

Text used expose students to grade level appropriate challenge. Learning Behavior Specialists collaborate with general education teachers to create activities suitable for each student to help meet their goals.

Unit Plans are created for each subject by grade level teams and individual teachers

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=Y3BzLmVkdXrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

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Core instructional materials vary by grade level. Kindergarten-8th grade have Reading, Math, and Science materials that is standards-based (Scholastic Leveled Readers, Go Math, Envision Science).

A literacy room has been established where teachers are able to check out instructional leveled text for all grade levels

Common core aligned instructional material is used to support differentiated instruction.

Compass Learning, Think Through Math are online tools that provide additional instructional support.

National School Growth Percentile - Reading is 62nd percentile

National School Growth Percentile - Math is 61st percentile

% of Students Meeting/Exceeding National Average Growth Norms - 60.3%

"Ambitious Instruction" Rated Strong on Five Essentials Survey

Guide for Instructional Materials

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

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

interest and motivation – for engaging and learning.

- Students make choices about instructional materials as part of learning.
- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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

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On Track for Week 35 of 2015-2016 is 41%

Teachers engage in student work analysis protocols during team meetings with literacy coach. The trend is that student work should be more rigorous to create more challenge and to increase student skill-level.

Based on weekly pop-ins on average, in over over 95% of classrooms learning objectives are identified. Teachers placed objectives in his or her weekly lesson plans and write them daily on display in their individual classrooms.

Weekly Pop-ins show that in approximately 75% of classrooms instructional tasks are on a DOK Level 2 or 1

Teachers use low and high level questioning to gauge student understanding. Based on weekly pop-ins, on average 50% of classrooms teacher-student dialog outweighs student-student dialog during the lesson.

Teachers engage students in standards-based learning based on instructional plans aligned to the Network’s Scope and sequence

Instruction is designed to start whole group, then break out in small-group sessions for Reading and Mathematics. Instructional rounds and pop-in visits indicate that guided reading and small group instruction in math is at times limited and shows the need for more strategic, purposeful instructional planning for guided reading and small groups.

The 2015-2016 School Quality Rating Report indicates the following:

- National School Attainment Percentile- Reading (3-8) is 15th percentile
- National School Attainment Percentile - Math (3-8) is 20th percentile
- National School Attainment Percentile- Reading (Grade 2) - 12th percentile
- National School Attainment Percentile- (Grade 2) Math - 13th percentile
- National School Growth Percentile - Reading is 62nd percentile
- National School Growth Percentile - Math is 61st percentile

% of Students Meeting/Exceeding National Average Growth Norms - 60.3%

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-%20%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

Full time school counselor works with students and families to identify high schools that yield high probability of college and career success.

School has partnered with the "Gear Up" program which helps to support students as they prepare for transition to high school (i.e mentoring programs, field experiences, guest speakers).

Over 85% of both 7th and 8th grade students have visited a college campus through GEAR UP.

Over 90% of students are exposed to college and career readiness through monthly workshops.

Tutoring services has helped increase student grades by 5-8% in math and reading.

Student attend high school investigation days to learn about academic and extra- curricular programs at potential high schools.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

ON Track Rate for Week 35 of 2015-2016 School Year is 41%

Teachers engage in student work analysis protocols during team meetings with literacy coach. The trend is that student work should be more rigorous to create more challenge and to increase student skill-level.

Based on weekly pop-ins on average, in over over 95% of classrooms learning objectives are identified. Teachers placed objectives in his or her weekly lesson plans and write them daily on display in their individual classrooms.

Weekly Pop-ins show that in approximately 75% of classrooms instructional tasks are on a DOK Level 2 or 1

Teachers use low and high level questioning to gauge student understanding. Based on weekly pop-ins, on average 50% of classrooms teacher-student dialog outweighs student-student dialog during the lesson.

Teachers engage students in standards-based learning based on instructional plans aligned to the Network's Scope and sequence

Instruction is designed to start whole group, then break out in small-group sessions for Reading and Mathematics. Pop-in visits indicate that guided reading and small group instruction in math is at times limited and shows the need for more strategic, purposeful instructional planning for guided reading and small groups.

Social Studies and science instruction is typically whole group.

The 2015-2016 Elementary School Quality Rating Report indicates the following:

- National School Attainment Percentile- Reading (3-8) is 15th percentile
- National School Attainment Percentile - Math (3-8) is 20th percentile
- National School Attainment Percentile- Reading (Grade 2) - 12th percentile
- National School Attainment Percentile- (Grade 2) Math - 13th percentile
- National School Growth Percentile - Reading is 62nd percentile
- National School Growth Percentile - Math is 61st percentile

% of Students Meeting/Exceeding National Average Growth Norms - 60th percentile

Diverse Learner Growth Percentile Reading - 14th Percentile

Diverse Learner Growth Percentile Math- 8th Percentile

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 **2** 3 4

Current attendance rate is 93.9%

Currently, 41% of students are On Track as of the 35th Week of the 2015-2016

At risk students have Personal Learning Plans. These plan need to implemented consistently and appropriated for all targeted students.

The Second Step curriculum is used as our core curriculum for SEL. Fidelity of implementation needs to increase across the school.

Teachers use assessment data, student class work and behavior monitoring to ascertain student's potential for intervention needs.

Grade 6-8 students receive one hour of daily intervention.

We have established an MTSS process for identifying students needing Tier 2 and Tier 3 academic and behavior intervention. Implementation needs to be refined to better respond to students needs.

Some teachers provide Tier 2 and Tier 3 academic interventions in the classroom. Implementation of Tier 2 and Tier 3 intervention needs to increase across the school in respond to academic and social emotional needs of students.

Students receive targeted instruction based on specific deficits according to their RIT band scores in Grades 3-8.

As needed students are referred to the "By the Hand Program" a support, faith-based program for students in need of guidance.

Teachers engage in student work analysis protocols during team meetings with literacy coach. The trend is that student work should be more rigorous to create more challenge and to increase student skill-level.

Based on weekly pop-ins on average, in over over 95% of classrooms learning objectives are identified. Teachers placed objectives in his or her weekly lesson plans and write them daily on display in their individual classrooms.

Weekly Pop-ins show that in approximately 75% of classrooms instructional tasks are on a DOK Level 2 or 1

Teachers use low and high level questioning to gauge student understanding. Based on weekly pop-ins, on average in 50% of classrooms teacher-student dialog outweighs student-student dialog during the lesson.

Teachers engage students in standards-based learning based on instructional plans aligned to the Network's Scope and sequence

Instruction is designed to start whole group, then break out in small-group sessions for Reading and Mathematics. Instructional rounds and pop-in visits indicate that guided reading and small group instruction in math is at times limited and shows the need for more strategic, purposeful instructional planning for guided reading and small groups.

Five Essentials rated "Ambitious Instruction" as "strong"

The 2015-2016 School Quality Rating Report indicates the following:

- National School Attainment Percentile- Reading (3-8) is 15th percentile
- National School Attainment Percentile - Math (3-8) is 20th percentile
- National School Attainment Percentile- Reading (Grade 2) - 12th percentile
- National School Attainment Percentile- (Grade 2) Math - 13th percentile
- National School Growth Percentile - Reading is 62nd percentile
- National School Growth Percentile - Math is 61st percentile
- Diverse Learner Growth Percentile Reading - 14th Percentile
- Diverse Learner Growth Percentile Math- 8th Percentile

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 3 4

Currently 41% of students are on Track as of the 35th week of the 2015-2016 School year

Instructional Walks, pop-ins and REACH observations show evidence that teachers are using both formative and summative assessments. The use of multiple measures of assessments need to increase in order to provide additional support to students in their efforts to master lesson content.

Gradebook reviews reflect some efforts to include reteach opportunities for students. Opportunities for retaching and reassessing need to increase school-wide to promote mastery of learning objectives.

Gradebook categories need to be appropriately represented according to school's grading policy in order to ensure fair distribution of weights which impact students' overall averages.

Teachers engage in student work analysis protocols during team meetings with literacy coach. The trend is that student work should be more rigorous to create more challenge and to increase student skill-level.

Based on weekly pop-ins on average, in over over 95% of classrooms learning objectives are identified. Teachers placed objectives in his or her weekly lesson plans and write them daily on display in their individual classrooms.

Weekly Pop-ins show that in approximately 75% of classrooms instructional tasks are on a DOK Level 2 or 1

Teachers use low and high level questioning to gauge student understanding. Based on weekly pop-ins, on average in 50% of classrooms teacher-student dialog outweighs student-student dialog during the lesson.

Teachers engage students in standards-based learning based on instructional plans aligned to the Network's Scope and sequence

Instruction is designed to start whole group, then break out in small-group sessions for Reading and Mathematics. Instructional rounds and pop-in visits indicate that guided reading and small group instruction in math is at times limited and shows the need for more strategic, purposeful instructional planning for guided reading and small groups.

Five Essentials rated "Ambitious Instruction" as "strong"

Some teacher reteach lessons as needed and provide opportunities for students to retake assignments/assessments.

The 2015-2016 School Quality Rating Report indicates the following:

-National School Attainment Percentile- Reading (3-8) is 15th percentile

-National School Attainment Percentile - Math (3-8) is 20th percentile

-National School Attainment Percentile- Reading (Grade 2) - 12th percentile

-National School Attainment Percentile- (Grade 2) Math - 13th percentile

-National School Growth Percentile - Reading is 62nd percentile

-National School Growth Percentile - Math is 61st percentile

% of Students Meeting/Exceeding National Average Growth Norms - 60.3%

-Diverse Learner Growth Percentile Reading - 14th Percentile

-Diverse Learner Growth Percentile Math- 8th Percentile

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
Measures	✓ Grade distribution reports (course success rates)
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

Five Essentials - Ambitious Instruction - "Strong"

Personal Learning Plans are created for at risk students.

CHAMPS has been adopted by MAYS to promote a positive climate both inside and outside of the classroom. CHAMPS needs to be fully implemented in all classrooms.

We have established school-wide expectations which are reinforced through positive incentives for students.

All classrooms post daily learning objectives, agenda, homework, and schedule. Teachers need to regularly communicate importance/relevance of learning.

Teachers engage in student work analysis protocols during team meetings with literacy coach. The trend is that student work should be more rigorous to create more challenge and to increase student skill-level.

The 2015 - 2016 School Quality Rating Report indicate the following:

National School Attainment Percentile- Reading (3-8) is 15th percentile

National School Attainment Percentile - Math (3-8) is 20th percentile

National School Attainment Percentile- Reading (Grade 2) - 12th percentile

National School Attainment Percentile- (Grade 2) Math - 13th percentile

National School Growth Percentile - Reading is 62nd percentile

National School Growth Percentile - Math is 61st percentile

% of Students Meeting/Exceeding National Average Growth Norms - 60.3%

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

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

1 2 3 4

Our school has a pleasant, approachable, and responsive environment. Our principal has an open door policy and encourages strong communication among stakeholders.

My Voice My School survey (14-15) reflects overall rating of "organized" for School Culture and Climate details.

Supportive environment and collaborative teachers received a "neutral" rating.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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:

Score

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

1 2 **3** 4

Students participate in the following programs:

Children's Home + Aid After School Program

Changing Worlds Dance program

Girls in the Game

Chicago Children's Choir

Male Mentoring Program (Brother to Brother)

Salvation Army After school band program

Chicago Urban League

After School All Stars

Competitive Sports (basketball, football, volleyball, track)

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

CHAMPS has been adopted by MAYS to promote a positive climate both inside and outside of the classroom. CHAMPS needs to be fully implemented in all classrooms.

Expectations for entrance, exit, transitions and movement in the halls have been established and are posted throughout the building.

At the beginning of the year all students were trained on school-wide expectations for all common areas (hall, lunchroom, bathroom, auditorium/gym, and playground)

Expectations for adult's have been established and shared with all staff.

Staff received professional development on the school-wide positive behavior plan including distinction between office referrals and classroom managed behavior.

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:

Score

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.

1 2 **3** 4

Staff have been trained in Restorative Justice practices including "Peace Circles" and "Restorative Conversations"

Administrative staff applies restorative justice practices when resolving conflicts among students.

We have established school-wide expectations which are reinforced through positive incentives for students

We have an active culture and climate team that meets twice a month to review student behavior concerns as well as to plan incentives for students.

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

Parent Partnership:

Score

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

1 2 **3** 4

Our community partner, Children's Home & Aid, in collaboration with staff, parent committee and LSC establishes a great deal of ways to involve parent and families in authentic engaging activities and events.

We host annual family literacy and math nights to reinforce home/school connection and support student learning.

Parents are trained on Parent Portal in order to give them regular access to student academic progress.

Communication is generated through monthly newsletters, flyers on special events, as well as through emails and text (parent/teacher).

Parent are welcome to volunteer and support daily and special school-wide events.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: 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 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: Restorative Approaches to Discipline	1 2 3 4 5 ☐

3 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

National School Growth Percentile - Reading

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

In order to increase the National School Growth Percentile in reading, teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Literacy instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.

66.00

62.00

70.00

75.00

National School Growth Percentile - Math

In order to increase the National School Growth Percentile in math, teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Mathematics instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.

67.00

61.00

70.00

75.00

% of Students Meeting/Exceeding National Ave Growth Norms

In order to increase the number of students meeting growth targets, teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.

63.50

(Blank)

70.00

75.00

African-American Growth Percentile - Reading

In order to increase the number of students meeting growth targets in reading, teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Literacy instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.

69.00

60.00

70.00

75.00

Hispanic Growth Percentile - Reading

n/a

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Reading

n//a

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Reading

Mays currently has two low incidence cluster classrooms. The remaining population of diverse learners will receive services through the inclusion model and through team teaching. Push in- and push out services will be provided by the resources teachers. Learning behavior specialists will collaborate with general education teachers to plan rigorous, differentiated, standards-based learning that will increase their academic achievement and prepare them to be college and career ready. Diverse learners will receive all necessary supports, accommodations and modifications that will provide them their maximum level of access to a quality education comparable to their general education peers.

3.00

14.00

25.00

35.00

The inclusion model supports the concept that all learners will receive the same rigorous instruction with appropriate instructional supports. Equal access will allow our diverse learners the same opportunity of success as their general education peers. Collaboration between learning behavior specialists and general education teachers assures cohesive planning in all core subjects and extra-curricular activities.

African-American Growth Percentile - Math

In order to increase the African-American Growth Percentile in Math, teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Mathematics instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.

69.00

60.00

70.00

75.00

Hispanic Growth Percentile - Math

n/a

(Blank)

(Blank)

0.00

0.00

English Learner Growth Percentile - Math

n/a

(Blank)

(Blank)

0.00

0.00

Diverse Learner Growth Percentile - Math

Mays currently has two low incidence cluster classrooms. The remaining population of diverse learners will receive services through the inclusion model and through team teaching. Push in- and push out services will be provided by the resources teachers. Learning behavior specialists will collaborate with general education teachers to plan rigorous, differentiated, standards-based learning that will increase their academic achievement and prepare them to be college and career ready. Diverse learners will receive all necessary supports, accommodations and modifications that will provide them their maximum level of access to a quality education comparable to their general education peers.

40.00

8.00

30.00

45.00

The inclusion model supports the concept that all learners will receive the same rigorous instruction with appropriate instructional supports. Equal access will allow our diverse learners the same opportunity of success as their general education peers. Collaboration between learning behavior specialists and general education teachers assures cohesive planning in all core subjects and extra-curricular activities.

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

In order to increase the National School Attainment Percentile in reading students must be engage in daily rigorous instruction. Teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Literacy instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.

9.00

15.00

20.00

35.00

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

In order to increase the National School Attainment Percentile in reading students must be engage in daily rigorous instruction. Teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Mathematics instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.

13.00

20.00

30.00

40.00

National School Attainment Percentile - Reading (Grade 2)

In order to increase the National School Attainment Percentile in reading, second grade students must be engaged in strong primary literacy instruction.. Teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Literacy instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.	4.00	12.00	20.00	30.00
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National School Attainment Percentile - Math (Grade 2)

In order to increase the National School Attainment Percentile in math second grade students must be engage in daily rigorous instruction. T teachers must be equipped to strategically use data to streamline daily instruction. Frequent grade level and subject data analysis will ensure that teachers plan for targeted groups within their classroom providing appropriate level of challenge (w/targeted skills and strategies) for individual and small groups. Students must be intellectually engaged in complex text and critical thinking. Mathematics instruction must be purposeful and responsive to students' needs. Professional development and ongoing planning will help teachers to accomplish this goal.	12.00	13.00	20.00	30.00
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% of Students Making Sufficient Annual Progress on ACCESS

n/a	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

<p>We have been striving to improve our overall attendance rate for past three years. Our goal is that students and parents will be motivated to maintain excellent student attendance for the entire school year through academic recognition programs, participation in extra-curricular school activities, incentives, educational and social emotional training, and support. Our attendance plan addresses, preventive actions, ongoing monitoring, stakeholder accountability ,and strategic intervention and support.</p> <p>Prior to the 2013-2014 school year Mays maintained a 95% or better attendance rate. Our attendance rate decreased during the 2013-2014 school year. Boundary changes increased our population which significantly impacted our attendance. Students and parents must be educated and supported concerning the school's high expectations for attendance. Attendance plays a significant role in student academic progress. Implementing motivational strategies will encourage students and parents to be more accountable for maintaining excellent attendance, thus positively impacting student achievement.</p>	92.30	93.50	95.00	96.00
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My Voice, My School 5 Essentials Survey

Our results of My Voice My School survey (2014-2015) indicates that our overall School Culture and Climate is "organized." Also responses indicate that we have "strong" rating in Ambitious Instruction (Is instruction focused, challenging and engaging?). Safety was rated as "weak" specifically as it relates to students feeling safe around the school building and traveling to and from school. Other areas were rated neutral. It is our goal to engage all stakeholders (staff, parents and students) in working as a team to increase parent involvement, promote a more supportive environment, maintain a sharp focus on results and overall school improvement and increase collaboration among teachers.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

1 of 1 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Engagement Rubric				
Students who participate in monthly school-wide incentive do so because they demonstrate good attendance and follow classroom and school-wide expectations. Students will be motivated to	75.00	80.00	90.00	95.00

Strategies

Strategy 1

If we do...

Engage students in data-driven, rigorous, standards-based literacy and math instruction based on Network 11 scope and sequence.

...then we see...

Literacy and math instruction will be purposeful and responsive to students' needs. Teachers will use data to streamline instructional plans to maximize student learning. Students will be intellectually engaged in complex text and critical thinking.

...which leads to...

The national school growth and attainment percentile will increase to at least 50% attainment and 70% growth. The number of students meeting and exceeding growth targets will increase to at least 70%..

Tags:

Literacy, Instruction, Mathematics, Instruction planning

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Instructional Leadership Team will meet bi-monthly using problem-solving protocol to analyze school-wide data (local pre and post assessments, student work, Compass Learning, NWEA, mClass) and instructional trends (based on observations and pop-ins,) to create action items for instructional improvement.	Administration ILT Teacher Team Leaders (Y. Williams, J. Wilkes, C. Pugh, A. Hudson, L. Carrethers)	Sep 20, 2016 to Jun 20, 2017	(Blank)	Not started

ILT, Data analysis

Teacher Teams meetings will occur bi-weekly where teachers will look at student data/student work (using LASW protocol) to plan for improvement in instructional tasks assigned to students.	Teacher Team Leads (Y. Williams, J. Wilkes, C. Pugh, A. Hudson, L. Carrethers)	Sep 20, 2016 to Jun 20, 2017	(Blank)	Not started
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Grade level teams, Student work, Instruction planning, Lasw

We will ensure the following is occurring: 1.Student-to-student conversation about text will comprise 50% of daily instructional time 2.Reading,writing and speaking grounded in evidence from text 3.All students have regular practice with complex text and its academic language.	Admin Team, All Classroom Teachers	Sep 6, 2016 to Jun 20, 2017	(Blank)	Not started
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Literacy, Academic expectations

Identify professional development needs based on data (NWEA, Compass, observation) Plan for whole group and differentiated Professional development. including direct coaching from administrative team. Professional Resource: Leverage Leadership (P. Bambrick-Santoyo)	Principal, Assistant Principal, Team Leaders (Y. Williams, C. Pugh, J. Wilkes, A. Hudson)	Sep 6, 2016 to Jun 20, 2017	(Blank)	Not started
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Professional development

Weekly monitoring of gradebook, unit plans, lesson plan overview using rubric to give specific feedback and next steps.	Principal and assistant principal	Sep 20, 2016 to Jun 20, 2017	(Blank)	Not started
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Gradebook, Instruction planning

Engage teachers in weekly on-site professional development and collaborative meetings with literacy/math coach and admin team to identify and implement best practices in literacy and math instruction.	Principal and Assistant Principal	Sep 20, 2016 to Jun 20, 2017	(Blank)	Not started
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Professional development

Schools will integrate Heggerty and Sing, Spell, Read and Write into their K-2 Literacy strategy. The implementation of the programs will be monitored by admin every 5 weeks.	Primary Teachers/Administrative Team	Sep 16, 2016 to Jun 16, 2017	(Blank)	Not started
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Balanced literacy

Continue to implement co-teaching model with Learning Behavior Specialists and General Education Teachers to provide quality instruction to diverse learners.	LBS/Case Manager (R. McCleod, C Ochiabutor, R. Thomas, V. Stewart, K. Ostrowski, C. Bargo, L. Jemkins/Administration	Aug 29, 2016 to Jun 20, 2017	(Blank)	Not started
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Diverse Learners, Diverse learner teachers

Learning behavior specialists will collaborate with general education teachers during weekly teacher team meetings to discuss instructional strategies and plans for improving student progress.	LBS (R. McCleod, C Ochiabutor, R. Thomas, V. Stewart, K. Ostrowski, C. Bargo, L. Jemkins()/Gen Ed Teachers/Admin	Aug 30, 2016 to Jun 20, 2017	(Blank)	Not started
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Diverse Learners, Instruction planning, Diverse learner teachers

Use Webb's DOK to plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning	All Classroom Teachers	Sep 9, 2016 to Jun 20, 2017	(Blank)	Not started
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Rigorous tasks

Conduct internal instructional walks and pop-ins to observe teacher practice.	Administrative team and ILT	Oct 3, 2016 to Jun 9, 2017	(Blank)	Not started
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Instructional practices, Academic expectations

The administrative team will meet to create plan for the school year	Administrative Team	Jun 27, 2016 to Aug 19, 2016	(Blank)	Not started
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Planning, Data driven instruction, Approaches to teaching and learning, Preparation, Administrative team, Long term instructional plans

Monitor K-2 literacy initiatives with weekly feedback	Principal and assistant principal	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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Literacy/Reading, Balanced literacy, Guided reading, Primary, Phonics

Strategy 2

If we do...

Fully implement MTSS in order to provide a system of academic and social emotional (SEL) supports for all students.

...then we see...

Student learning gaps will decrease and students will be able to master standards-based learning objectives in academic subjects. Students will learn SEL coping and problem-solving skills and apply these skills to engage in positive behavior management and social interactions.

...which leads to...

Increase in "ON Track" rate across all areas (both academic and attendance) as well as improvement in student behavior. The "On Track" rate will increase to 70% or more of students on track based on grades and attendance. The overall school attendance rate will increase to 95%.

Tags:

MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1

Area(s) of focus:

4

Action step	Responsible	Timeframe	Evidence for status	Status
We will provide after school interventions geared to increase NWEA scores. Support for students will be differentiated based on current data (Benchmark Assessment, Classroom Data, District Assessments, teacher input). Students will be grouped and receive targeted instruction based data and areas of need.	Administrative Team and Members of ILT (A. Rainey, S. Mason)	Feb 6, 2017 to May 12, 2017	(Blank)	Not started

MTSS, Academic supports

Integrate an intervention period during the day to provide Tier II and III literacy and math interventions for all grades. Support for students will be differentiated based on current data. Students will be grouped and receive targeted instruction based on data and areas of need.	Administrative and MTSS Team (S. Hull),	Sep 20, 2016 to Jun 20, 2017	(Blank)	Not started
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MTSS

Develop a schedule and integrate computer based, Common-core aligned, personalized supplemental curricula to improve and progress monitor literacy and math skills (i.e. Compass Learning	Principal and Assistant principal, classroom teachers	Sep 13, 2016 to Jun 20, 2017	(Blank)	Not started
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Compass

We will use the Second Step curriculum to provide Tier 1 instruction to explicitly teach social and emotional skills to all students.

Culture/Climate Lead Teacher (J. Wilkes) - All Classroom Teachers

Sep 6, 2016 to Jun 20, 2017

(Blank)

Not started

MTSS, SEL, Second step

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.

MTSS Team and related service providers (Administration, S. Hull, R. McLeod.)

Sep 6, 2016 to Jun 20, 2017

(Blank)

Not started

MTSS, Interventions, Problem solving process

Engage attendance team in bi-weekly data analysis of current attendance in order to identify targeted students per grade cycle who need additional support (i.e. distinguish between students who arrive late vs. non-attendance; cross reference to after school activities). Assign team members (mentors) to specific students for daily check-ins.

Attendance Team Lead (C. Harding) and administrator

Sep 16, 2016 to Jun 9, 2017

(Blank)

Not started

Attendance

Provide student activities before during and after school to engage students and keep them connected and excited about school (i.e. ASAS, sports, clubs, choir, etc.)

Attendance Team Lead (C. Harding) /Administrative Team

Oct 3, 2016 to May 26, 2017

(Blank)

Not started

Attendance, Motivation, After-school

Provide professional development for new to CHAMPS, and Restorative Justice.

Admin/ Culture/Climate Leads (J. Wilkes, A. Rainey, T. Gault)

Aug 29, 2016 to Sep 2, 2016

(Blank)

Not started

Champs

Mays will work with the Assistive Technology Department to provide needed technology to support students' access to instruction.

Case manager (R. McLeod)

Aug 29, 2016 to Jun 16, 2017

(Blank)

Not started

Diverse Learners

Strategy 3

If we do...

Utilize grading practices that clearly, accurately, consistently, and fairly reflects student learning progress and achievement. Use multiple measures to supplement district assessments with other formative assessments to provide a more comprehensive picture of student learning.

...then we see...

Students will have multiple opportunities to access content standards and demonstrate mastery of targeted skills across academic subjects.

...which leads to...

Increase "ON Track" rate directly related to reading and math grades. Decrease the number of students attending summer school for grades only.

Tags:

Gradebook, Balanced grading and assessment

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

Continue weekly grade book review and provide feedback to teachers.

Principal and assistant principal

Sep 16, 2016 to Jun 9, 2017

(Blank)

Not started

Balanced grading and assessment

Conduct internal gradebook deep dive (utilize Failure Rate Report Teacher Mark Summary Report, Teacher Grade Summary Report);

Principal and Assistant principal

Sep 16, 2016 to Jun 16, 2017

(Blank)

Not started

Balanced grading and assessment

Enter grades weekly with fidelity and provide opportunities for make-up assignments and re-assesmenp

All Classroom Teachers

Sep 16, 2016 to Jun 9, 2017

(Blank)

Not started

Balanced grading and assessment

Teachers review gradebook within Teacher Team Meetings using grade book resources

Teacher Team Leaders (Y. Williams, J. Wilkes, C. Pugh, A. Hudson, L. Carrethers)

Sep 16, 2016 to Jun 9, 2017

(Blank)

Not started

Balanced grading and assessment

Revisit professional development on gradebook best pratics

Principal, Assistant Principal

Aug 29, 2016 to Sep 2, 2016

(Blank)

Not started

Gradebook

Strategy 4

If we do...

Promote a strong culture for learning through student and staff recognition initiatives , communication of high, school-wide and classroom expectations, student engagement in academic and extra-curricular tasks,

...then we see...

Student taking ownership for their learning and making positive contribution to school's clulture Students engaged in rigorous learning tasks. Strong teacher teams working towards instructional improvement.

...which leads to...

Five Essentials- Maintain "Strong" rating in "Ambitious instruction". Increase rating in "Supportive Environment" and "Teacher Collaboration." Increase in overall student and staff attendance to 95%. Increase in number of students meeting and exceeding attainment.

Tags:

Attendance, Climate and Culture, Culture of learning

Area(s) of focus:

5

Action step	Responsible	Timeframe	Evidence for status	Status
School partnerships with community organizations will offer students opportunities to participate in extracurricular activities that peak their interest. Partnerships will include Children's Home + Aid, Chicago Urban League , CISC, Brother to Brother(Mentoring and tutoring), Community Schools Initiative, "By the Hand" program,and Chicago's Children's Choir, AON, United Stationers,, Gear up, Gentlemen of distinction, Urban Gateways, Girls in the Game and Girl Scouts of America.	Administration and A. Rainey, S. Mason, M. S. Hull	Sep 6, 2016 to Jun 20, 2017	(Blank)	Not started

Academic, Culture of learning

Student recognition programs will be implemented to celebrate attendance, honor roll, academic improvement, and citizenship.	Administration/Attendance (C. Harding)Lead/Culture/Climate Lead (J. Wilkes)	Oct 28, 2016 to Jun 16, 2017	(Blank)	Not started
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Attendance, Climate and Culture, Culture of learning

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➕ Instructional Leadership Team will meet bi-monthly using problem-solving protocol to analyze school-wide data (local pre and post assessments, student work, Compass Learning, NWEA, mClass) and instructional trends (based on observations and pop-ins,) to create action items for instructional improvement.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, ILT, Data analysis</p>	Administration ILT Teacher Team Leaders (Y. Williams, J. Wilkes, C. Pugh, A. Hudson, L. Carrethers)	Sep 20, 2016	Jun 20, 2017	Not started
<p>➕ Teacher Teams meetings will occur bi-weekly where teachers will look at student data/student work (using LASW protocol) to plan for improvement in instructional tasks assigned to students.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Grade level teams, Student work, Instruction planning, Lasw</p>	Teacher Team Leads (Y. Williams, J. Wilkes, C. Pugh, A. Hudson, L. Carrethers)	Sep 20, 2016	Jun 20, 2017	Not started
<p>➕ We will ensure the following is occurring: 1.Student-to-student conversation about text will comprise 50% of daily instructional time 2.Reading,writing and speaking grounded in evidence from text 3.All students have regular practice with complex text and its academic language.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Literacy, Academic expectations</p>	Admin Team, All Classroom Teachers	Sep 6, 2016	Jun 20, 2017	Not started
<p>➕ Identify professional development needs based on data (NWEA, Compass, observation) Plan for whole group and differentiated Professional development. including direct coaching from administrative team. Professional Resource: Leverage Leadership (P. Bambrick-Santoyo)</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Professional development</p>	Principal, Assistant Principal, Team Leaders (Y. Williams, C. Pugh, J. Wilkes, A. Hudson)	Sep 6, 2016	Jun 20, 2017	Not started
<p>➕ Weekly monitoring of gradebook, unit plans, lesson plan overview using rubric to give specific feedback and next steps.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Gradebook, Instruction planning</p>	Principal and assistant principal	Sep 20, 2016	Jun 20, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Engage teachers in weekly on-site professional development and collaborative meetings with literacy/math coach and admin team to identify and implement best practices in literacy and math instruction.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Professional development</p>	Principal and Assistant Principal	Sep 20, 2016	Jun 20, 2017	Not started
<p>✦ Schools will integrate Heggerty and Sing, Spell, Read and Write into their K-2 Literacy strategy. The implementation of the programs will be monitored by admin every 5 weeks.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Balanced literacy</p>	Primary Teachers/Administrative Team	Sep 16, 2016	Jun 16, 2017	Not started
<p>✦ Continue to implement co-teaching model with Learning Behavior Specialists and General Education Teachers to provide quality instruction to diverse learners.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Diverse Learners, Diverse learner teachers</p>	LBS/Case Manager (R. McCleod, C Ochiabutor, R. Thomas, V. Stewart, K. Ostrowski, C. Bargo, L. Jemkins/Administration	Aug 29, 2016	Jun 20, 2017	Not started
<p>✦ Learning behavior specialists will collaborate with general education teachers during weekly teacher team meetings to discuss instructional strategies and plans for improving student progress.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Diverse Learners, Instruction planning, Diverse learner teachers</p>	LBS (R. McCleod, C Ochiabutor, R. Thomas, V. Stewart, K. Ostrowski, C. Bargo, L. Jemkins()/Gen Ed Teachers/Admin	Aug 30, 2016	Jun 20, 2017	Not started
<p>✦ Use Webb's DOK to plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Rigorous tasks</p>	All Classroom Teachers	Sep 9, 2016	Jun 20, 2017	Not started
<p>✦ Conduct internal instructional walks and pop-ins to observe teacher practice.</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Instructional practices, Academic expectations</p>	Administrative team and ILT	Oct 3, 2016	Jun 9, 2017	Not started
<p>✦ The administrative team will meet to create plan for the school year</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Planning, Data driven instruction, Approaches to teaching and learning, Preparation, Administrative team, Long term instructional plans</p>	Administrative Team	Jun 27, 2016	Aug 19, 2016	Not started
<p>✦ Monitor K-2 literacy initiatives with weekly feedback</p> <p>Tags: Literacy, Instruction, Mathematics, Instruction planning, Literacy/Reading, Balanced literacy, Guided reading, Primary, Phonics</p>	Principal and assistant principal	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ We will provide after school interventions geared to increase NWEA scores. Support for students will be differentiated based on current data (Benchmark Assessment, Classroom Data, District Assessments, teacher input). Students will be grouped and receive targeted instruction based data and areas of need.</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, MTSS, Academic supports</p>	Administrative Team and Members of ILT (A. Rainey, S. Mason)	Feb 6, 2017	May 12, 2017	Not started
<p>✦ Integrate an intervention period during the day to provide Tier II and III literacy and math interventions for all grades. Support for students will be differentiated based on current data. Students will be grouped and receive targeted instruction based on data and areas of need.</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, MTSS</p>	Administrative and MTSS Team (S. Hull),	Sep 20, 2016	Jun 20, 2017	Not started
<p>✦ Develop a schedule and integrate computer based, Common-core aligned, personalized supplemental curricula to improve and progress monitor literacy and math skills (i.e. Compass Learning</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, Compass</p>	Principal and Assistant principal, classroom teachers	Sep 13, 2016	Jun 20, 2017	Not started
<p>✦ We will use the Second Step curriculum to provide Tier 1 instruction to explicitly teach social and emotional skills to all students.</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, MTSS, SEL, Second step</p>	Culture/Climate Lead Teacher (J. Wilkes) - All Classroom Teachers	Sep 6, 2016	Jun 20, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ 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.</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, MTSS, Interventions, Problem solving process</p>	MTSS Team and related service providers (Administration, S. Hull, R. McLeod.)	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Engage attendance team in bi-weekly data analysis of current attendance in order to identify targeted students per grade cycle who need additional support (i.e.distinguish between students who arrive late vs. non-attendance; cross reference to after school activities). Assign team members (mentors) to specific students for daily check-ins.</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, Attendance</p>	Attendance Team Lead (C. Harding) and administrator	Sep 16, 2016	Jun 9, 2017	Not started
<p>✦ Provide student activities before during and after school to engage students and keep them connected and excited about school (i.e. ASAS, sports, clubs, choir, etc.)</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, Attendance, Motivation, After-school</p>	Attendance Team Lead (C. Harding) /Administrative Team	Oct 3, 2016	May 26, 2017	Not started
<p>✦ Provide professional development for new to CHAMPS, and Restorative Justice.</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, Champs</p>	Admin/ Culture/Climate Leads (J. Wilkes, A. Rainey, T. Gault)	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Mays will work with the Assistive Technology Department to provide needed technology to support students' access to instruction.</p> <p>Tags: MTSS, Attendance, SEL, Academic gain, Tier 2 & 3, Behavior supports, Academic supports, Tier 1, Diverse Learners</p>	Case manager (R. McLeod)	Aug 29, 2016	Jun 16, 2017	Not started
<p>✦ Continue weekly grade book review and provide feedback to teachers.</p> <p>Tags: Gradebook, Balanced grading and assessment, Balanced grading and assessment</p>	Principal and assistant principal	Sep 16, 2016	Jun 9, 2017	Not started
<p>✦ Conduct internal gradebook deep dive (utilize Failure Rate Report Teacher Mark Summary Report, Teacher Grade Summary Report);</p> <p>Tags: Gradebook, Balanced grading and assessment, Balanced grading and assessment</p>	Principal and Assistant principal	Sep 16, 2016	Jun 16, 2017	Not started
<p>✦ Enter grades weekly with fidelity and provide opportunities for make-up assignments and re-assesmenp</p> <p>Tags: Gradebook, Balanced grading and assessment, Balanced grading and assessment</p>	All Classroom Teachers	Sep 16, 2016	Jun 9, 2017	Not started
<p>✦ Teachers review gradebook within Teacher Team Meetings using grade book resources</p> <p>Tags: Gradebook, Balanced grading and assessment, Balanced grading and assessment</p>	Teacher Team Leaders (Y. Williams, J. Wilkes, C. Pugh, A. Hudson, L. Carrethers)	Sep 16, 2016	Jun 9, 2017	Not started
<p>✦ Revisit professional development on gradebook best practices</p> <p>Tags: Gradebook, Balanced grading and assessment, Gradebook</p>	Principal, Assistant Principal	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ School partnerships with community organizations will offer students opportunities to participate in extracurricular activities that peek their interest. Partnerships will include Children's Home + Aid, Chicago Urban League , CISC, Brother to Brother(Mentoring and tutoring), Community Schools Initiative, "By the Hand" program,and Chicago's Children's Choir, AON, United Stationers,, Gear up, Gentlemen of distinction, Urban Gateways, Girls in the Game and Girl Scouts of America.</p> <p>Tags: Attendance, Climate and Culture, Culture of learning, Academic, Culture of learning</p>	Administration and A. Rainey, S. Mason, M. S. Hull	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Student recognition programs will be implemented to celebrate attendance, honor roll, academic improvement, and citizenship.</p> <p>Tags: Attendance, Climate and Culture, Culture of learning, Attendance, Climate and Culture, Culture of learning</p>	Administration/Attendance (C. Harding)Lead/Culture/Climate Lead (J. Wilkes)	Oct 28, 2016	Jun 16, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

The parents will come together during regularly scheduled meetings within the school in order to discuss the review and revision of the NCLB, Title I school parental involvement plan and overall school review and improvement. Meetings will be arranged at times, throughout the year and if necessary in places other than the school building (i.e. conduct in home conferences) to maximize participation and involvement in the process of school review and improvement.

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

The Title I Annual Meeting was held on October 20, 2016 and the PAC Organizational Meeting was held on October 27, 2016. After the organizational meeting, parental involvement meetings will be held monthly. The school will plan and organize different workshops for the parents to help them support their child's academic achievement. Also, on Parent-Teacher Conferences days this Compact will be discussed as it relates to the individual child's achievement.

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.

There will be several opportunities for parents to receive information about the school's Title I program. This information will be provided at the school-wide Open House Session in the fall, during the required annual parent meeting during the first month of the school year, as well as at the two Parent -Teacher conference sessions in November and April.

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.

The school will make every effort to respond to parents' suggestions about decisions concerning the education of their child. Suggestions will be captured and shared with administration and ILT during regularly scheduled meetings. Those suggestions that align with the school vision and that can be supported by the school will be implemented after an adequate plan of action is created to ensure fidelity of implementation.

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.

The school will give out this information through the five week progress report. This report will show parents their child's achievements at the five week period. Parents will receive information from five sources of support. 1. Quarterly report card distribution .2. Parent / teacher conferences.3. Upon request from parents for workshops or training in any area. 4. Open House Night 5. Quarterly Progress Reports sent home with students.

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.

The school enforces the mandate that all teachers are highly qualified at every level. Parents will be notified via mail if a teacher is not highly qualified. Form Letters from the Board of Education are mailed to the parents homes in September of every year when a student's teacher is not highly qualified as defined in the Title I Final regulations. The school office will also provide this information to parents upon request.

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.

A variety of workshops that will be offered to parents on a varied topics including Common Core Standards, NGSS (Next Generation Science Standards), NWEA, PARCC, mClass Assessments and Compass Learning. Parents will receive training on how to effectively work with school administration and teachers to help to support their child's academic progress. Workshops and training will be offered during monthly parent meetings, during parent conference days, and as scheduled by parent liaison and administration.

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.

Parents will attend monthly meetings where the school will provide information, resources, materials and training 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. Administration will collaborate with the PASS parent liaison from Children's Home +Aid to plan the aforementioned training during their regularly scheduled meetings as well.

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.

We will educate all staff in the value of contributions by parents and in how to reach out to, communicate and work with parents as equal partners through initial professional development at the start of the school year as well as through ongoing conversations during grade level, principal-directed meetings and during ILT meetings.

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

We will coordinate and integrate parent programs and activities with Head Start and other identified programs through collaborative planning between administration, teacher leads, and program coordinators of various initiatives. Programs and activities will be planned and scheduled in order to maximize parent participation in and contribution to such programs.

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.

Information related to school and parent programs, meetings, and other activities will be communicated through monthly parent newsletter/calendars, flyers, robocalls, and during special parent events.

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.)

The mission of the school is to make sure that every individual child is on track to graduate. In this school we are design to make sure that every child is in a well protected environment. Our goal is to make sure that every child is provided with every resource to excel in school.

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

We envision a school where the education of our students is a shared responsibility for all stakeholders. We foresee all students experiencing academic excellence from the engagement of well planned, Common Core State Standards based, differentiated learning activities that are interesting, stimulating, rigorous and developmentally appropriate.

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

Every school year, there is a five week progress report that is given to each child throughout the school year so that the parents could see their the child's achievement.

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

There are two formal parent conference days during the school year when parents are able to pick up their child's report card and have a conference with teachers. In addition to this, parents can schedule meetings with teachers via request through the office to address any concerns. Parents and teachers also communicate via emails, text messages and phone calls.

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.

Upon completing required CPS and being approved, Mays' parents are are welcome to volunteer on a daily basis. Parents help doing recess, field trips, assemblies and other special events.

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

There is a parent portal where parents can monitor their child's grades and assignments. Parents will encourage their children to read daily. Home work study time will be a part of the after school home routine. Parents will support their children getting proper rest so that they can get to school everyday, on time , and prepared to learn. The school will provide B.A.G. S. Reports to parents to communicate about their child's academic achievement.

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

In parent portal the parent can see every assigned work that was given by the teacher and they will be able to discuss any concerns with their child's teacher. The parents will share concerns and have in-put on decisions regarding their children via any Mays' parent meetings, the PAC monthly meetings and the Local School Council Meetings. Parents will be encouraged and invited to attend the CIWP meetings and vote on their Title I - NCLB Parental Involvement Policy and Plan at their PAC and LSC during the school year.

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

Students will assure academic achievement through support of staff, parents, school partners and peers. Students will be motivated to achieve success through ongoing academic and social support. Students will come to school daily, on time, prepared for learning. Students will adhere to school rules and regulations. Students will complete all classroom and homework assignment. Students will exhibit self-discipline and engage in positive social interactions with individuals in the building. Students want to learn in an environment that is safe, clean and with teachers who are highly qualified to meet their academic needs. Classroom books and the appropriate materials will be in each classroom.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The

overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Goals: Increase parent knowledge of Common Core Standards, District - Wide and local Assessments (NWEA, Compass, PARCC, mClass)
 Equip parents with skills to help support students increase academic achievement through best practices (attendance homework help)
 increase parental knowledge in physical, social emotional, fiscal wellness
 Topics of Workshops:
 Common Core Standards, Student Assessments, Nutrition, College Preparation, Social Emotional Learning, Bullying, Stress Relief, Attendance
 Timeline: Workshops will be held every other month

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1800 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	811 .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)	\$	750 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
53510	Postage Must be used for parent involvement programs only.	\$	200 .00
53306	Software Must be educational and for parent use only.	\$	Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount .00