William W Carter Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/02/2018	Perkins & Estes	SEF Review & Framework Prioritization
04/04/2018	CIWP Team	Review SEF, Framework Prioritization, Goal Setting & Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

> At Carter School of Excellence, there is an expectation and practice of shared responsibility that results in leadership roles for multiple staff members and a shared interest and goals for our school. Through personalized coaching, weekly grade band meeting, collaborative planning periods and biweekly content clusters meetings, teachers calibrate their practice and thinking around specific content to disseminate best practices for our teachers.
>
> Working collaboratively, teachers refine their practice while serving as think partners for colleagues around best practices for specific academic, attendance, culture and climate concerns problems. By analyzing informal and formal data such as student work samples, ANET, NWEA, BAS and other performance tasks, teachers work to come to a consensus on mastery of the standards and brainstorm ideas of how to reach all learners. Coaching, weekly grade band meetings, biweekly content cluster sessions, daily informal debriefs and monthly staff PD, our school has come to a consensus about the expectations for Carter classrooms and how those key components help the entire school to move towards our collective goals. Carter classrooms consist of a well-balanced, data-driven approach to teaching and learning. This approach encompasses rigorous small and whole group instructional scaffolds in which teachers provide students with support and enrichments that are engaging, promote critical thinking and allow further exploration of the Common Core State Standards.
>
> Students contribute to personal and communal ownership of data, content and learning as evidenced from 5E survey. These components are monitored and refined through personalized coaching where teacher colleagues and administration work to adjust and learn best practices to fit the specific needs of students and continually monitor and improve their teaching practice. This work is evident in our 5-Essentials survey where the school was rated very organized with a high satisfaction from parents, teachers, and students. Through biweekly PD for culture and climate and Content clusters, our team takes a temperature of the school's routines and procedures and works to continue to improve the environment and experience for all stakeholders in the school.
>
> Our efforts have increased student attendance through school-wide incentives, increased parent outreach, home visits and mass communication leading to exceeding the district's attendance for 2016-17 school year at 96.5%. Sharing our mission and vision for the school with the students and all staff allows for shared understanding of our goal as our work takes us to finding success for every student. Teachers are given many opportunities for professional development to better their practice (through network supports, personalized coaching and ongoing school based PD), to experience leadership roles, and bring back important learnings to their teams. Professional Developments for Culture and Climate, CKLA, EngageAUSL and Expeditionary Learning takes deep dives into content and curriculum learning, classroom management for newer teachers. Teacher leaders participate in the interview process for new Carter staff to encourage a shared ownership and vision for the growing team.

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.
    - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
    - Build shared leadership structures and opportunities for job-embedded leadership training and development.
    - Capitalize on the leadership skills of others.
    - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 **2** 3 4

At Carter School of Excellence, the ILT's goal is to develop/refine school-wide practices to calibrate our lenses, share ideas and best practices using data (observational, academic, behavioral) to maximize teaching and learning with 1-2 representatives from all grade bands, content areas, programs and related services. Our goal is convene to identify school-wide trends to collaborate and action plan for increased school-wide effectiveness. From there, team leaders meet weekly to lead their grade band team meeting and to communicate and collaborate on shared action plans and deliverables which allows feedback and problem solving to create a pipeline from every stakeholder at Carter to a shared vision. All meetings are organized and consistently aligned with the school's mission and vision, putting students first. Each meeting the ILT has an organized agenda, calendar updates, minutes are taken and roles are assigned. All team members have a equity of voice and are actively engaged in the decision-making process for multiple areas of school performance. Evidence of this includes bi-weekly Content Cluster sessions that consist of data analysis of student work, co-planning lessons with actionable feedback, MAP, ANET, Attendance, PLP, students on track and school-wide trends. Our student on track data has increased from 50% to 59% percent as a result of ILT analyzing best practices with grading policy to create consistent expectations school-wide.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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

Score

1   2   **3**   4

At Carter School of Excellence, we value consistent, ongoing and continuous professional learning. We have a variety of systems in place to ensure that each teacher has sufficient time, support and safe practice space to learn and practice new skills. All grade band teachers including DL teachers, have daily common planning time to collaborate, plan and take deep dives with curricular resources, materials, data, attendance and culture/climate. Grade band team leaders facilitate weekly grade band meetings (general education and DL teachers) are present to discuss trends and problem solving. We facilitate weekly biweekly reading and math content cluster meetings to allow teachers and coaches time to share best practices, co-plan, analyze student work, collaborate and learn from each other. Content area teachers also receive personalized learning from coaches to continue to reinforce the content and skills that are being learned.

All teachers have extended opportunities to attend network based PD for curricular resources, IEP development and best practices to support DL community in the least restrictive environment. We also facilitate monthly PD sessions using Doug Lemov as our mentor text for behavioral management and engagement strategies.

All PD allow our teachers time to learn from each other and to work collaboratively with teachers from other schools who use the same curriculum. All teachers (general education and DL) have shared planning time and weekly grade band meetings to collaboratively plan, create new units and activities and assess the effectiveness of lessons that have been taught.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   **3**   4

Carter School of Excellence ensures that all resources are aligned to the school's priorities. Financial resources are allocated so all classrooms (general education and DL) have equitable and ample instructional resources and technology to maximize teaching and learning. We offer 1:1 technology in grades 3-8 and 1:5 technology in K-2 classrooms, all staff have laptops and iPads on loan, classroom technology includes document cameras, LCD projectors, desktop computers, iPad grants and Promethean board. In addition, programming such as Scholar Academies, technology programs (such as IXL, Achieve 3000, StudyIsland, GoogleClass, Compass Learning, TenMarks, etc and college readiness courses (Success Project 6:16) are all evident to extend teaching and learning. As our students improve their academic achievement, resources are continuously allocated to ensure that this improvement doesn't become stagnant. Efforts like this involve ensuring general education and DL teachers in each grade band have aligned preps for planning and debriefing. Additionally, as our students improve, Carter receives more resources to help enhance their education; such as Bernie's Books, First Book. Last but not least, our 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 through extended math and reading blocks for MTSS. This can be seen during instructional time in classrooms in the form of streamlined and data driven differentiated small group instruction; data driven workstations, Scholar Academies where targeted students are receiving additional instruction before or after school; and during moments in which special teachers integrate content into their curriculum.

Guide for Aligned Resources

○ **Design a school day that is responsive to student needs.**
- Use CPS Instructional Time Guidelines to maximize instructional time.
- Use CPS Instructional Block Guidelines to maximize academic-engaged time.

○ **Align the budget to the CIWP priorities and the mission of the school.**
- Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
- Leverage strategic source vendors to maximize dollars.
- Seek and obtain grants to support articulated needs.
- Use grant funds strategically to support areas of highest need.
- Maximize the use of supplemental funding to close any priority group achievement gaps.

○ **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**

○ **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**

○ **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
- Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
- Use an interview process including a protocol for questioning and select highly qualified candidates.
- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.

○ **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
- Ensure all students have fair access to high-quality teachers in the school.

○ **Effectively utilize Related Service Providers at the classroom level.**

○ **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
- Create a positive climate and working conditions for teaching that attracts and retains educator talent.
- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.

○ **Make outreach efforts to engage community members as partners and resources.**

○ **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
- Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ Aligning Resources with Priorities: Focusing on What Matters Most
- ✓ Instructional Supports
- ✓ Strategic Source Vendor List
- ✓ CPS Instructional Time Guidelines: Elementary School Overview
- ✓ CPS Instructional Time Guidelines: High School Overview
- ✓ CPS Instructional Block Guidance: K-2 Literacy
- ✓ CPS Instructional Block Toolkits: Math

Curriculum:

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

Score

1   2   **3**   4

All Teachers (general education and DL) across the school utilize shared curricular resources for both math and literacy that is rigorous and aligns to grade level CCSS (Eureka Math, Expeditionary Learning, CKLA). We use the CCSS to drive the instructional curriculum, all resources are directly driven by the standards. This includes using the scope and sequence of EngageAUSL a as well as the Schedule of Assessed Standards from ANET. Teachers are able to differentiate and modify the curricular resources using data to meet the diverse needs and range of student learning. Teachers access technology to personalize students learning by assigning students rigorous online curriculum to supplement lessons through data driven tiered workstations, small group instruction and differentiated whole group instruction. Teachers continually differentiate whole group and small group instruction based on NWEA data, informal observational data and anecdotal notes, grade level data, and IEPs in order to meet the needs of students at all levels. Teachers engage in vertical and grade band planning weekly to create high quality tasks. Social and emotional learning is incorporated into classrooms through the use of behavior management cycles that incorporate incentives, consequences and restorative conversations. Quarterly PD is provided through our network to support teachers with implementation of curricular resources and monthly PD is provided for administration and coaches.

Guide for Curriculum

- ◇
  - **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- ◇ **Integrate academic and social emotional learning.**
- ◇ **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ◇
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
- ✓ CPS Literacy Scope and Sequence
- ✓ CPS Math Scope and Sequence Guidance
- ✓ Digital Citizenship Curriculum
- ✓ K-12 Financial Literacy Guide
- ✓ Personal Finance 3.0 Course
- ✓ Physical Education Scope & Sequence
- ✓ Health Education Scope & Sequence
- ✓ Interdisciplinary African & African American Studies Curriculum
- ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1   2   **3**   4

> Lesson materials are driven by CCSS learning objectives and adapted to meet the individual needs of students (in all classrooms-general education and DL) using grade level materials (for exposure, challenge and enrichment) to small group instruction with students of similar needs and individualized supports for struggling students through direct instruction, technology, manipulatives and consistent feedback for improvement. Materials include: Compass Learning, Achieve 3000, IXL, TenMarks, Google Classroom, Smartboards, Singapore Math, Engage New York, Eureka Math, Expeditionary Learning, CKLA, Rally!, Scholastic Leveled Library, and manipulatives. These materials are used in conjunction with each other to provide students with the opportunity to accommodate all learning styles. Instructional materials are used in combination with student data (ANET, MAP, BAS, IEPs) to differentiate for whole group, small group instruction and independent practice. Teachers incorporate technology (1:1 Chromebooks/iPads in grades 3-8, 1:5 in grades K-2) into daily instruction during Do Nows, whole group and small group instruction, Exit tickets, data driven workstations and independent practice.

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

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Universal Design for Learning Guidelines 2.0
✓ UDL PD Modules
✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1   2   **3**   4

During biweekly content cluster meetings, teachers meet for collaborative planning, lesson study, analyzing data and discussing actionable feedback to increase effectiveness. All teachers (general education and DL) are allotted time to research, create and share rigorous standards based tasks via vertical planning to increase student achievement. Teachers use daily common planning time with grade band peers to develop tasks, give feedback, analyze student work and data (exit tickets, ANet, MAP, BAS).Teachers engage students in complex tasks aligned to CCSS via curricular resources, tiered data driven workstations and small group instruction. Teachers use complex tiered questioning and scaffolding to guide students toward performance tasks that require students to analyze, evaluate, and defend their claim (in ELA and math). Teachers and staff regularly communicate the necessity of student attendance and participation to both students and parents through phone calls, daily/weekly/monthly attendance incentives and weekly updates.

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work

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

College readiness is communicated to students as early as pre kdg and is evidenced throughout the building in common areas and in every classroom (college degrees are posted along with college flags, posters, team/groups are named after colleges) to increase awareness and raise expectations for all families. We currently have a counselor dedicated to preparing middle school students through a daily college readiness course (6 to16 Success Project). 6 to 16 emphasizes high school preparation, application process, high school and college tours as well as keynote speakers from various high schools and universities.

Middle School students travel to local high schools and colleges to experience a typical day in a secondary and postsecondary institution. Each semester we host a high school and career fair to increase awareness for students and families and stress the importance of academic, behavioral and attendance requirements to be on track for success.
The Success Project focuses on "right fit" high school and college choice.

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, CTE recruitment fairs, 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 CTE Pathways around career options
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
    - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1 **2** 3 4

Carter's instructional vision consists of a well-balanced, data driven approach to teaching and learning. This approach encompasses rigorous small and whole group instructional scaffolds and independent practice in which teachers provide students with support for remediation and enrichment that is engaging, promotes critical thinking, and allows further exploration and proficiency with the Common Core State Standards. Students contribute to personal and communal ownership of data, content, and learning. We bring this to life through multiple layers of support and professional development: Through our bi-weekly content cluster sessions, we focus heavily on domains 1,3 & 4, with individual coaching based on identified needs for professional growth. Monthly PD is provided to increase effectiveness with domain 2 (culture, climate and engagement strategies).

Ongoing personalized professional development occurs through daily coaching supports (co-planning, co-teaching, modeling, observations and feedback). Weekly grade band meetings focus on student outcomes and action planning around trends across grade levels. Bi-weekly content cluster meetings for both ELA and Math occur in which sessions are developed so teachers can collaborate across grade levels to create quality performance tasks, focusing first on unpacking standards with attending to the coherence within and across grade levels, and then deconstructing the product demands and cognitive skills associated with student learning.

Both ELA and Math teachers focus on inquiry-based learning through effective questioning and discussion techniques in order scaffold the rigor for instructional tasks and ensure that all students have access to grade-level content, productive struggle and enrichment. Teachers incorporate of a range of strategies to bring engagement, thinking and metacognition to life. Teachers allow questions to guide the flow of the lesson, placing the student at the center of learning. Moreover, teachers emphasize both cognitive and participation ratio.

The administrative and coaching team engage in instructional walks as a tool to drive a cycle of continuous improvement and to calibrate lenses by focusing on the effects of instruction. It is also a way to become more familiar with school-wide trends with teachers' instructional practices. This both influences and is influenced our professional development foci during bi-weekly content clusters, as well as individual needs of all teachers to improve planning for personalized learning.

We also engage in daily collaborative planning to differentiate and provide immediate feedback to students and make adjustments and modifications based on exit ticket and other forms of data. As a result of teachers' efforts around planning and instruction, our achievement data at Carter was as follows for Year 4: NWEA Reading Growth 82nd percentile, NWEA Math Growth 68th percentile, 56% of students met or exceeded their growth targets, 2nd Grade Reading Attainment 34th percentile, 2nd Grade Math Attainment 46th percentile, 3rd-8th Grade Reading Attainment 50th percentile and 3rd-8th grade math 46th percentile.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.

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

Evidence, Measures, and Standards

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

> Carter School of Excellence recently took a data deep dive with network supports to re-establish grading expectations and common practices with a common grading scale from 1st-8th grades. 3 grading categories were established (assignments, assessments and homework and the specific tasks that fall under each category) as well as using the Gradebook coding system to standardize our practices. We've also revisited the grading policy so that students will have a floor for grading that doesn't penalize or drastically impacts student's grades (due to behavior or missing assignments) to a point that it becomes almost impossible to recover despite progress towards grade level standards and proficiency. As a result, our "On Track" data has increased from 50 to 59%.
>
> In bi-weekly cluster sessions, teacher engage in "flipping the assessment" strategy in which backwards planning/mapping is based on scope and sequence of standards, lesson and unit plans. Cluster sessions also analyzes student work, high-quality tasks and assessments. Teachers use BAS to assess reading fluency across all grade levels and differentiate instruction based on independent reading levels. ANet measures student achievement and proficiency towards grade level standards and is given quarterly to assess student learning and drive instructional planning and objectives. Gen Ed and Diverse Learner teachers all engage in research-based best practice of a teaching and learning cycle that is grounded in the data-driven cycle.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

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

Carter School of Excellence focuses on the academics, attendance, and social emotional learning of all students. There is common planning time for all general education and DL teachers across
grade bands to allow for the vertical alignment of instruction. Our core subject blocks are extended (2.5 hours K-5, 120 min 6-8) to accommodate for MTSS supports via whole group instruction as well as targeted data-driven small group, independent skills based practice through data driven workstations and individualized teacher support. We incorporate a co-teaching approach in targeted classrooms to provide additional targeted supports and to pull small groups to support a multi-tiered approach and to differentiate instruction. This ensures that students are learning throughout all classrooms and instruction is differentiated based on students' academic needs.

Last year, Carter scored in the 82nd percentile for NWEA Reading Growth, in the 68th percentile for NWEA Math Growth. The second graders at Carter were at the 34th percentile for NWEA Reading Attainment and the 47th percentile for NWEA Math Attainment. For NWEA 3rd-8th Grade Reading Attainment, Carter scored in the
50th percentile, while 3rd-8th Grade Math Attainment hit the 46th percentile. These scores provide a snapshot of the work Carter has already achieved as well as the ongoing support our students need. Scholar Academies are provided as Tier 2 and Tier 3 supports for targeted students (struggling, approaching grade level and exceeding grade level standards) before and after school.

This year, we have shifted our focus to incorporate more "On Track" data to emphasize the strong correlation between attendance and academic success. Last year, Carter was at 96.5% for attendance and our current YTD attendance is 97.2%. Without students' daily participation and parent support, learning can not be successful. We have assembled a PBIS team that takes a deep dive into incentives, analyzing student data and determining multiple forms of parent and community outreach to stress the importance of attendance. We take pride in our attendance and have whole staff commitment to ensure that students are at school
daily to receive instruction. Our attendance efforts include a range of methods including but not limited to increased home visits daily, attendance intervention contracts, daily parent outreach, monthly attendance calendars, weekly attendance communication, updated website information (including Facebook and Twitter pages). Our attendance goals are widely posted and communicated consistently daily.

Another integral part of a multi-tiered support system is the culture and climate of the school. At Carter, all classrooms have a structured behavior management system including non-verbal and verbal redirection, warning, reflection, phone calls home, detentions, and referrals for Saturday detentions or parent conferences. There are also positive individual and group behavior incentives school-wide and for individual classrooms to reinforce good behavior and a spirit of excellence. These are universal supports for all students across all grade levels. Tier 1 supports incorporate restorative conversations with teachers and students in classrooms. Student Logger is used to document student behavior as a way for all staff to communicate those students that may need individual support. Our Tier 2 supports include "Check-In Check-Out" (CICO) with a SCOPES social worker intern with students that have been displaying a trend of disruptive behaviors to help manage themselves. SCOPES also provides supports with group sessions (anger management, coping skills, conflict/resolution and self control). Students must take responsibility for their actions as well as be mentored by an adult staff member. We have a refocus room which helps students to be separated from distractions
that are interfering with their learning and take some time to refresh and return to be part of a positive learning environment. As a staff, we also focus on restorative justice, giving students tools, strategies, and opportunities to improve their behavior rather than handing out consequences. Our Tier 3 supports meet with our SCOPES intern and counselor with a select group of students individually and in small groups. SSGrin groups also focus on the social and emotional needs of primary students, while middle school groups are held by the school counselor.

Guide for Multi-Tiered System of Supports

- 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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

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

> Teacher mobility at Carter has been high over the past couple of years so we work feverishly to re-establish trust daily through ongoing communication with families and community, as well as being clear and explicit with student expectations and building meaningful relationships to increase student buy in and accountability. We facilitate monthly culture, climate and engagement PD to ensure that we adopt shared practices are consistent, effective and developmentally appropriate.
> There are some common school-wide trends in reference to behavior expectations and ensuring each staff member holds themselves and students accountable for the same expectations with consistency.
>
> Students understand and can explain their individual and school-wide data regarding MAP, BAS reading levels and attendance.
> This past year, our students were in the 82nd percentile for growth in literacy and 68th percentile for growth in math on the NWEA MAP Test. Overall, 56% of students met/exceeded their target growth, as attendance grew to 96.5%,
> demonstrating the culture for learning throughout the
> building. There is a strong belief that all children are capable of learning, and this is evident through after school academic programming, home visits, teacher attendance, Saturday field trips, and teacher to teacher relationships. All adults in the school advocate for students' well-being. Carter celebrates students' achievements with quarterly awards assemblies and a culminating NWEA MAP & Attendance Carnival.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.

- ○ **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- ○ **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

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

Score

1 **2** 3 4

Staff members convene during the summer to plan for opening day and quarter one expectations for teaching, learning, routines and procedures to establish strong relationships with students from the first day of school. Those relationships are fluid across grade levels. Through these relationships, staff demonstrate knowledge of how students learn, receive feedback, and respond to consequences. Teachers share academic responsibility for students within their grade level and across their grade bands through collaborative planning sessions daily and weekly grade band team meetings. Teachers communicate across grade bands to build relationships across grade bands to hold all students accountable for the high expectations through a shared BMC. Students and staff monitor each other's attendance to help meet classroom and school-wide goals with the support of attendance sponsors to increase motivation and outreach. Building-wide, there is a shared ownership of students, and all staff members support the academic and behavioral growth of students to ensure an all-hands-on-deck approach. Staff members actively build on relationships with parents to develop a triad approach to best meet the needs of all children.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested !Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
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
Now WHAT? Materials to Support Improvement Planning	
	✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

Students are involved in a variety of in school and after school programming, including Success Project 6 to 16 (high school, college and career readiness course), Boys and Girls Club, Girl Scouts, Dunamis middle school girls and boys mentoring, Girls on the Run and teacher-led Scholar Academies before and after school (students are chosen by goal strand and instruction is tailored to the needs of each individual student).

Students also participate in a range of extracurricular activities and incentives for academic, attendance and behavioral incentives that include: Open gym, Recreation Den, School and Family Dances, Book Club, STEAM Club and Man & Boy Saturday Breakfast Mentoring Carter provides 4th-8th grade students with athletic opportunities year-round (basketball, volleyball, football, baseball). This year we've partnered with the Chicago Fire Soccer program for grades 3-8 to extend our range of sports activity programming.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Safety & Order:

Score

1 **2** 3 4

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.

> Within the 5E Survey, over 90% of students responded agree or strongly agree to the statement "I feel safe in the hallways and in the classrooms at my school." Additionally, 85% of students responded positively to the statement "My teachers treat me with respect."
>
> School-wide expectations are set and reinforced through monthly culture and climate PD, daily collaboration and behavior management cycles. Our focus is on maintaining an environment that is safe and conducive to teaching and learning with safe and quiet transitions with minimal disruptions to other classrooms. Students are aware of expectations and understand the purpose behind all expectations. ESPs serve as a support system for classroom transitions to assist with management, support and emergency procedures.

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.
- **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.
- **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

Restorative Approaches to Discipline:

Score

1 **2** 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and

responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Carter takes a proactive approaches to behavior expectations throughout the building. All common areas (i.e. hallway, bathroom, lunchroom, etc) expectations are clearly posted in key spots in the building in order to hold students accountable. Phone calls, texts, and notes are frequently sent home to communicate with parents in regards to positive and negative behaviors. Students who self manage their behavior are rewarded with visits to the Cougar Cave, incentive field trips, positive notes and phone calls home and visits to the Recreation Room. Classroom and grade band behavioral management systems are used for integration of social emotional learning throughout instruction. The counselor, SCOPES and support staff all have check-in and check-out systems in place with "high-risk" students to prevent problems before they arise. Restorative conversations take place after misconduct, building relationships with students and allowing the teacher to gain a clearer understanding of the root of the behavior in order to put a plan in place to help the student overcome the challenging behavior. Students who are identified as being "high risk" are placed on an individualized behavior contract that clearly outlines target behaviors, incentives and consequences.

Teachers use data collected from behavior charts and logs to track student behavior and identify trends over time to problem solve behavior linked to particular setting or time of day. Teacher managed individualized behavior charts that target challenging behavior incentivize on task behavior. Students who do not own their behavior by serving their consequence are excluded from school wide incentives such as dress down days or field trips.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Score

1 **2** 3 4

Within the Five Essentials Survey, Teacher to Parent Trust scored an overall 77%. 96% of responses indicated that staff at Carter works hard to build trusting relationships with parents. 91% also indicated that teachers and parents think of each other as partners in their child's education. One third of parents are enrolled in parent portal. Carter conducts home visits for families that need additional assistance with attendance or social services. Parents attend report card pickup, and Carter creates incentives to gain stronger parent participation. Parents attend Open House, family dances, Back-to-School events. Phone calls, texts, home-visits and notes home are used to communicate with parents.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘ (⊘ selected)
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘ (1 selected)
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ⊘ (⊘ selected)
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘ (⊘ selected)

2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 [⊘]
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 [⊘]
2	Expectations for Quality & Character of School Life: Safety & Order	1 **2** 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 [⊘]
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 **5** ⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 [⊘]
3	Expectations for depth & breadth of 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: Rigorous Student Tasks	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: Student Voice, Engagement, & Civic Life	1 2 3 4 5 [⊘]

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
This metric accurately captures our demographic area and is directly aligned with growth percentile in reading.	95.00	85.00	85.00	87.00	88.00
National School Growth Percentile - Math					
This metric accurately captures our demographic area and is directly aligned with growth percentile in math.	88.00	69.00	70.00	72.00	73.00
% of Students Meeting/Exceeding National Ave Growth Norms					
This metric accurately captures our demographic area and is directly aligned with growth percentile in reading.	65.70	55.80	60.00	62.00	64.00
African-American Growth Percentile - Reading					
This metric accurately captures our demographic area and is directly aligned with African American growth percentile in reading.	95.00	83.00	85.00	87.00	88.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Reading

This metric accurately captures our demographic area and is directly aligned with Diverse Learners growth percentile in reading.	99.00	99.00	99.00	99.00	99.00

African-American Growth Percentile - Math

This metric accurately captures our demographic area and is directly aligned with school growth percentile in reading.	88.00	66.00	70.00	72.00	73.00

Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

This metric accurately captures our demographic area and is directly aligned with Diverse Learners growth percentile in math.	58.00	93.00	93.00	94.00	95.00

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

Goal demonstrates significant and steady progress on an upward trend with reading across grades 3-8	41.00	51.00	50.00	52.00	53.00

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

Goal demonstrates significant and steady progress on an upward trend with math across grades 3-8	40.00	46.00	46.00	48.00	49.00

National School Attainment Percentile - Reading (Grade 2)

Goal demonstrates significant and steady progress on an upward trend with reading in 2nd grade.	31.00	34.00	34.00	40.00	41.00

National School Attainment Percentile - Math (Grade 2)

Goal demonstrates significant and steady progress on an upward trend with math in 2nd grade.	36.00	47.00	50.00	51.00	52.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

Demonstrates consistent progress towards exceeding network and district goal for school progress.	96.70	96.90	96.60	96.70	96.80

My Voice, My School 5 Essentials Survey

Well Organized demonstrates consistency in practices, procedures and policies despite student and staff mobility.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
plan for and deliver differentiated, standards-based, data-driven, instruction that encompass small and whole group instruction	student discourse and high levels of student engagement with CCSS	critical thinking; increasing instructional outcomes and student growth based on yearly TODS goals;

Tags:
Standards-based instruction, 1, Cycles of learning, Data driven instruction, Smalll group instruction, 2, 3, Whole group instruction

Area(s) of focus:

Action step	Responsible	Timeframe	Status
personalized and school-based professional development common planning time, peer collaboration, vertical planning and alignment, deep dives with curricular resources student work analysis (will develop a scope and sequence for PD, surveys for all PD, monitoring coaching logs to track personalized PD, setting SMART goals for BOY-EOY with frequent checkpoints, MOY and EOY data conferences)	Teachers, Coaches, Admin	Sep 4, 2018 to Jun 22, 2020	On-Track

Academic rigor, Domain 2, Domain 1, Analyze student work, Instructional alignment, Domain 3

Strategy 2

If we do...	...then we see...	...which leads to...
maintain an environment that is safe and conducive to teaching and student learning based on school wide expectations	minimal disruptions in all classrooms, hallways, lunch, recess, entry and dismissal	increased time spent on instruction and a school environment where students feel safe

Tags:
Behavior supports, Safety and order, Culture for learning, 2

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
bimonthly culture and climate PD (All PD will have exit slip/survey to monitor effectiveness) daily collaboration between grade-band teachers and ESPs for BMC Restorative conversations (entering data into Student Logger & Verify to track effectiveness and occurrences) Counseling services, Check-in/Check-out, Scopes/SGA (adopting ASCA SEL rubric to monitor and track our effectiveness monthly) School wide/classroom based Incentives (developing PBIS tracker)	Teachers, Admin, ESPs	Sep 4, 2018 to Jun 22, 2020	Behind

Culture for learning, 2, Culture and climate leadership, Data systems to track all discipline referrals and interventions

Strategy 3

If we do...	...then we see...	...which leads to...
give students increased opportunities for discussion and inquiry and high academic expectations, including student goal setting	perseverance, confidence, student accountability of learning, high cognitive energy, and student ownership of goals	increased growth on interim and benchmark assessments and increased attendance

Tags:
Expectations and goals, Cognitive engagement, 3, Academic gains, Student agency

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
biweekly content cluster (exit slip for each session) student work/data analysis (exit slip for each session) classroom observations (tracked through weekly walk tool) internal/external PD (exit slip for each session) academic incentives parent communication scholar academy (pre and post program assessments)	teachers admin	Sep 4, 2018 to Jun 22, 2020	Behind

1, Student work, Classroom observations, 2, Academic achievement, 3, 4, Content teams

Strategy 4

If we do...

engage in regular planning sessions with GenEd and DL teachers examining and calibrating texts and tasks and provide necessary insight to gauge rigor around CCSS that are implemented regularly

...then we see...

students grapple with complex texts and task aligned with CCSS, increased student-student discourse, increased student writing opportunity, students persevering through tiered-questioning and tasks

...which leads to...

improved student writing, higher quality student work, improved REACH Domain ratings, student growth and movement MOY-EOY

Tags:
1, Academic rigor, Complex tasks, Planning for instruction, Consistent and quality instructional practices, Nwea growth

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
GenEd/DL common planning (built into master schedule) GenEd/DL analysis of texts. tasks, and student work to norm across school Internal/external PD Admin: observation and feedback cycles (through REACH and classroom walk tools)	GenEd/DL teachers, Admin, coaches	Sep 4, 2018 to Jun 22, 2020	Behind

1, Common planning time, 2, 3, Observation and feedback, Data system tracker, 4, Consistent and quality instructional practices

Strategy 5

If we do...

are transparent, communicative, and collaborative around our shared goals and school's mission

...then we see...

all stakeholders internalizing the mission of the school by taking leadership roles in and around their classroom and school

...which leads to...

increase collaboration, more trust between teachers, improvement in culture and climate, academic growth, improvement in attendance and community ownership of the school

Tags:
Communication, Expectations and goals, Culture and climate, Mission and vision, 4, Leadership alignment to school mission and vision

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Professional Development, building knowledge, community building, self-assessment, ADMIN; share vision and influence and motivate others to become invested in overall school community	ADMIN	Sep 4, 2018 to Jun 22, 2020	Behind

Self assessment, Leadership and collective responsibility, Trust building, Staff attendance

Action Plan

Strategy 1

ON-TRACK

personalized and school-based professional development common planning time, peer collaboration, vertical planning and alignment, deep dives with curricular resources student work analysis (will develop a scope and sequence for PD, surveys for all PD, monitoring coaching logs to track personalized PD, setting SMART goals for BOY-EOY with frequent checkpoints, MOY and EOY data conferences)"

Sep 04, 2018 to Jun 22, 2020 - Teachers, Coaches, Admin

Status history

May 11

ON-TRACK   May 11, 2018
Evidence

sample student work; student growth on school, network and district assessments; increased teacher proficiency (based on REACH)

Strategy 2

BEHIND

bimonthly culture and climate PD (All PD will have exit slip/survey to monitor effectiveness) daily collaboration between grade-band teachers and ESPs for BMC Restorative conversations (entering data into Student Logger & Verify to track effectiveness and occurrences) Counseling services, Check-in/Check-out, Scopes/SGA (adopting ASCA SEL rubric to monitor and track our effectiveness monthly) School wide/classroom based Incentives (developing PBIS tracker)"

Sep 04, 2018 to Jun 22, 2020 - Teachers, Admin, ESPs

Status history

May 11

BEHIND   May 11, 2018
Problem
fewer student infractions logged in student logger maximized instructional time
Root Cause
Next steps

Strategy 3

BEHIND

biweekly content cluster (exit slip for each session) student work/data analysis (exit slip for each session) classroom observations (tracked through weekly walk tool) internal/external PD (exit slip for each session) academic incentives parent communication scholar academy (pre and post program assessments)"

Sep 04, 2018 to Jun 22, 2020 - teachers admin

Status history

May 11

BEHIND   May 11, 2018
Problem
interim and benchmark assessment scores increased growth percentile and attainment
Root Cause
Next steps

Strategy 4

BEHIND

GenEd/DL common planning (built into master schedule) GenEd/DL analysis of texts. tasks, and student work to norm across school Internal/external PD Admin: observation and feedback cycles (through REACH and classroom walk tools)"

Sep 04, 2018 to Jun 22, 2020 - GenEd/DL teachers, Admin, coaches

Status history

May 11

BEHIND   May 11, 2018
Problem
REACH Observation feedback trackers
Root Cause
Next steps

Strategy 5

BEHIND

BEHIND

Professional Development, building knowledge, community building, self-assessment, ADMIN; share vision and influence and motivate others to become invested in overall school community"

Sep 04, 2018 to Jun 22, 2020 - ADMIN

Status history

●
May 11

BEHIND   May 11, 2018
           Problem
           Increased rating in Domain 4, attendance of staff
           Root Cause
           Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA 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.

◯ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

> The school will work intently to establish a quorum for PAC and LSC in order to discuss strategies for school improvement and increased opportunities for parental involvement.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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 and Organizational meeting will be held on or before October 1, 2018 annually.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

> Once a functioning PAC and LSC are established, both will convene monthly to collaborate efforts to build the home/school/community connection. To support efforts with recruiting parents to participate in LSC, teachers will be asked to nominate parents who are engaged and actively involved in their child's day to day progress.

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.

> School and district-wide assessment data will be shared with parents when it becomes available for each assessment cycle: PARCC, ISA, MAP, Anet, BAS (their individual student's data and school level data). Parents will also receive progress reports every 5 weeks in addition to final report cards each quarter (10 weeks).

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

> Letters will be sent home to parents each year regarding the HQL status of their child's teachers and a copy of the school report card when they become available.

Schools will assist parents of participating ESSA 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.

> Promotion criteria will be discussed at parent meetings for 3rd, 6th, and 8th grades throughout the school year. Open house, parent-teacher conferences, and individual goal setting meetings provide parents multiple opportunities to meet with teachers at various points in the year. Parents can also request appointments to meet with the counselor or classroom teachers to discuss their children's academic progress.

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

> Administration, teachers, and support staff will heavily emphasize available strategies and resources for academic improvement to parents in an effort to increase the home to school connection. School will use grant opportunities to provide additional resources for students to use at home. Teachers will also communicate regularly with parents regarding strategies that will strengthen academic supports for the home/school connection. All parents will be provided with the information necessary to access Parent Portal in order to stay abreast of their children's academic performance.

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

> The school will facilitate professional development on effective communication strategies between parents, teachers, and all stakeholders both monthly (PD) and weekly (grade band meetings).

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

> Parents will be invited to be partners in their child's education during multiple events within and outside the school day (including but not limited to: awards ceremonies, family social events, mentoring programs, etc).

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

> Upcoming events will be sent home on a regular basis to keep the lines of communication open as well as being posted on Carter's website, Facebook, and Twitter pages.

Policy Implementation Activities

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

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

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

Carter currently does not have a functioning LSC or PAC (quorum wasn't established on multiple occasions).

School-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.)

We are an exceptional community committed to inspiring students at Carter School of Excellence to develop creativity, curiosity, and critical thinking skills. We strive to prepare our students academically and socially to thrive in an ever expanding global society. With integrity, students will push beyond their known limits to become trailblazers within their generation and generations to come. We will establish trust among students, families, staff, and community partners. All children at Carter School of Excellence will receive equal access to opportunities for success.

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.

Parent-teacher conferences will be held according to the CPS yearly calendar as provided. School will also accommodate parents to meet as requested by appointment when parents are either unable to attend CPS-schedule conferences or have questions and concerns about their students' academic progress throughout the school year.

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

Progress reports will be sent home 4 times a year according to the CPS yearly calendar as provided. Teachers will also provide the necessary information and encourage parents to sign up for Parent Portal to stay abreast of students' grades weekly.

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

School staff will be available before and after school for parent-teacher conferences and during teacher planning periods (whenever possible due to availability and scheduling). Teachers will fully communicate their personal schedules in order to provide parents with flexible scheduling options to meet and discuss any questions or concerns they have regarding their children's school experience.

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

School will communicate opportunities for parents to volunteer for school-wide events, activities, field trips, and special projects throughout the year. School will communicate CPS guidelines for parent volunteers in order to establish a core group of parent volunteers. Our hope is to then mobilize this core group to launch and maintain a functioning LSC.

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

School will provide ongoing communication to parents to establish a partnership, ensuring that all students have a minimum attendance rate of 96%, and an "on track" status. School will provide additional support to assist parents in helping their students meet learning targets at home. An attendance incentive calendar is sent home monthly, and helpful tips, robocalls, and reminders are sent home weekly. Whenever possible, parents will be provided with student login information for online programming to practice content and reinforce learning objectives from school at home. School will support parents with access to Parent Portal in order to track academic progress.

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

Each year, the school will host a parent forum over the summer, an Open House in the fall, monthly PAC and LSC meetings to establish a quorum, and parent promotion meetings (for 3rd, 6th, and 8th grade students), as well as solicit informal ideas during parent workshops.

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).

We will increase student accountability through PBIS, attendance and academic celebrations, student-lets data conferences. Students will be held to a high level of behavioral and academic expectations, creative a positive learning environment within the school. Students and parents receive a copy of the Parent-Student Handbook at the beginning of the school year (or upon enrollment for transfers during the school year). Parents are asked to sign the handbook to indicate their understanding of the agreement to take responsibility for their children's education. By signing, parents also acknowledge their children's personal responsibility to meet academic, attendance, and behavioral expectations throughout the school year.

Parent Budget   Complete

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

Once the PAC & LSC have been established, they will collaborate with the school to provide supports for parent workshops and informational sessions to strengthen our home to school connection and meet our school-wide goals. We will also build
and establish collaborative relationships with community partners to enhance access to resources for students and families.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	$ 0 .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.	$ 500 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 0 .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)	$ 0 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 2953 .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 and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 0 .00
53510 **Postage**	Must be used for parent and family engagement programs only.	$ 0 .00
53306	**Software** Must be educational and for parent use only.	$ 0 .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ 0 .00