Brian Piccolo Elementary Specialty School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Michael Abello	Principal	mcabello1@cps.edu	Has access
Heather Pusatcioglu	Assistant Principal	hlbuford@cps.edu	Has access
Erin Lauesen	Dean of Culture and Climate	ealauesen@cps.edu	Has access
Joyce Wraggs	Dean of Students	jawraggs@cps.edu	Has access
Angel Adams	Attendance Coordinator	aaadams8@cps.edu	Has access
Terese Jackson	Teacher	tmjackson17@cps.edu	Has access
Kelly Witt	Teacher	krwitt1@cps.edu	Has access
Andrew Johnson	Teacher	arjohnson32@cps.edu	Has access
Danyell Stone	Teacher	dastone@cps.edu	Has access
Jasmine Floyd	Teacher	jgfloyd1@cps.edu	Has access
Jenny Garofalo	Teacher	jmalger@cps.edu	Has access
Gabe Paez	Bilingual Coordinator	gpaez2@cps.edu	Has access
Emma Russ	Special Education Teacher	ecruss1@cps.edu	Has access

Lauren LaJeunesse	Special Education Teacher	llajeunesse1@cps.edu	Has access
Anna Campbell	Teacher	amcampbell9@cps.edu	Has access
LaShana Fryer	Teacher	lfryer@cps.edu	Has access
Amy Franklin	Counselor	alfranklin6@cps.edu	Has access
Lizzy May	Special Education Teacher	emay6@cps.edu	Has access
Jasmin Klimunda	Teacher	jlvalladares1@cps.edu	Has access
Monique Smith	Teacher	mssmith22@cps.edu	Has access

Team meetings

Date	Participants	Topic
03/23/2018	PIT Team	Setting vision and purpose for the PIT, Discuss scope of PIT work through summer of 2018, Intro to CIWP school level problem solving process
04/06/2018	PIT Team	Analyze and discuss SEF results, Identify key areas for data collection
04/20/2018	PIT Team	Identify areas for further data collection
04/26/2018	PIT Team	Strategy Identification: Identify 3 areas of focus
05/04/2018	PIT Team	Strategy Identification: Root cause problem and strategy identification
05/18/2018	PIT Team	Action Planning

School Excellence Framework

Culture of & Structure for Continuous Improvement	4 of 4 complete

Leadership & Collective Responsibility: Score

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

> • Leadership and collective responsibility: EVIDENCE- leadership structures, shared vision often discussed NEED- Accountability around success of ALL students as a collective responsibility- see this with MTSS and DL vs Gen Ed teacher of tracking data etc
> • LCR: increase instructional coaching
> • LCR: collective responsibility - staff feels shared ownership over outcomes, leadership has become increasingly more shared from admin team down to teacher leadership teams, there is clear coherence in our instructional programming, shared vision is perhaps area to strengthen
> • Leadership and collective responsibility- very visible shared vision, with measurable goals for entire school.
> • Strength Collective Leadership: Create and sustain a coherent instructional program
> • Leadership & Collective Responsibility/Professional Development - I think as the ILT has refined its roles in curriculum development and instructional support, our sense of collective responsibility has increased. It's been really cool to have a hand in planning the scope and sequence for adult learning in CKLA, and then to see that learning live in the classrooms.

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

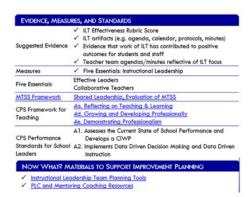| EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for 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

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.
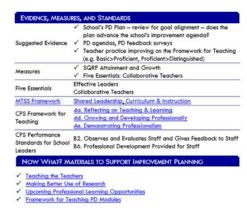
Score

1   2   **3**   4

> • PL-Although time is provided for peer observations, how often are teachers utilizing that time and how do we continue to encourage and stress the benefits of peer observations and joint learning. PL-I have very little knowledge of Piccolo provides induction and support for new teachers. How often are they given time for "learning experiences".
> • Professional Learning- A push for professional learning would be to support/plan more peer-observations, especially across grade-bands and departments.
> • For Professional Learning - I think that it has been way more coherent the last two years than I have ever experienced. I think that clusters are a good space for this to take place, but I don't think clusters should be happening every week, even in the beginning of the school year. I think we need way more opportunities for teachers to engage in PD outside of the school building. If we want our teachers to be the best at their craft we need to see how other schools do it, and get a chance to collaborate with other teachers outside of Piccolo. Also might be a good idea to have some sort of mentor teacher program for new hires (match them with one established teacher who has a protocol for how to 'onboard' a new piccolo teacher).
> • PL: monitor implementation
> • PL: clear and focused learning plans, structured time for collaboration, and practice is public and "safe", I would like to see improvement for our support of new staff (structured support)
> • When it comes to professional learning- we really excel in the protocols and process of instructional improvement. I don't think we build our practice around other areas of Professional Learning in the same way. Especially when it comes to "frequent non-reach observations" and "monitoring how staff is implementing new knowledge and if it is having the desired effect on practice and student outcomes."

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**

> • AR-I do appreciate being pulled into interviews but I was wondering if this summer, or when convenient we could develop a more formal process. It seems that that this year is a tad bit more formal, class observations and teacher participates.
> • AR- Do we have teacher exit interviews? Not sure if that's already a current practice. That would be valuable information for admin. AR-Piccolo does a great job providing opportunities for growth. AR- Are we monitoring the effectiveness of our partner organizations? If so, how's it going?
> • Aligned Resources: EVIDENCE: Teachers involved in hiring process, CIWP process involving multiple perspectives, Partnerships aligned to areas of need; NEED- Effectively utilizing Related Service Providers at the classroom level
> • For aligned resources - From what I can tell, you guys do a great job of managing the budget and school funds. Maybe more needs to pushed into creating parent partnerships, not sure exactly how at this moment but that is one CIWP strategy that I think still needs to be worked on. We have utilized a lot of outside resources and programs which have greatly added to the school.
> • AR: RSPs and community outreach
> • AR: school day, budget are supportive of school needs, hiring protocol in place and effective, teachers placed in effectively in positions, growth can be made in community outreach and use of RSPs, EL resources as well
> • Aligned resources- implemented Spanish phonics resources in Kindergarten, some phonics resources for Spanish special, few resources for Spanish reading comprehension, writing resources, lack of ESL curriculum.
> • I would like to have more opportunities for professional development outside of Piccolo. I think the culture around PD at school is established and strong, but lacks the dimension of outside perspective.

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 Engagment
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

Expectations for depth & breadth of Student Learning

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

• Our Engage Curriculum is rigorous, but I don't think it always engages student interest or allows for student choice. If LLI is also mandated for small groups, it takes even more of the student driven portion out of our day. The "connection to real world and authentic applications of learning" and "Social emotional learning" are largely dependent on the teacher implementing the curriculum, and doesn't seem very systematic.
• Curriculum- curriculum is both horizontally and vertically aligned but not always culturally relevant. Within math, there is a cohesive plan to cover standards but not always a "big idea" or bigger thematic understanding that connects multiple lessons. Finally, there are many opportunities to cross disciplinary learning but I don't feel that this is happening at Piccolo frequently. Could be a lack of skill or understanding, a lack of time, or just not knowing the value in doing so.
• C- How do we integrate project-based learning?
• Curriculum- Push for project-based learning, focus on writing consistently as opposed to small, disconnected portions of the CKLA curriculum, support for English Language learners and Diverse Learners within context of curriculum.
• Instructional Materials- Integration of technology within curriculum as opposed to supplemental, independent practice (ex. IXL/Raz-Kids), more engaging 'consumables' that promote more hands-on learning, support for English Language learners/Diverse Learners within the materials
• Curriculum: NEED- More room to have fully integrated opportunities all learners including ELL, DL and advance students and continued differentiation to meet all needs; building more opportunity for SEL learning opportunities to be reinforced throughout all curriculum (and school day) based on skills taught in SEL block Transitions
• Curriculum/Instructional Materials - I'm confident that our reading and math instruction will support students in developing the skills they need for high school and beyond. But I wonder about writing and science (particularly in primary) as well as social studies. If we could find a culturally responsive social studies curriculum to pilot, I think that would be really cool.
• Curriculum notes - I think we offer our students rigorous instruction. I think we should also be encouraging students to remember that teaching and learning is also supposed to be fun - more project based learning, themes, crafts...things that often get pushed aside in the fight to stay 'on pace' when they are some of the most meaningful and remembered activities for our students.
• C: engaging all learners (DL, ELL)
• C: whole group T1 curriculum is strong and effective, some inconsistent access and support of T2 curriculum, S/E curriculum is being utilized by most, science and social studies are generally absent if not integrated in literacy
• Curriculum- progress in standardizing curricula across building, everyone using standard math and ELA curricula. However, teachers are still having to modify much/most of their curriculum to make it accessible to students. Teacher often talking about the majority of their class "not getting it". Much of the curriculum is not appropriate for EL learners, does not implement strong ESL strategies. Measuring progress is now standardized with mid/end of module tests, but students still have to take tests we do not make use of like ANET and PARCC. Also, we have a serious lack of Social Studies, Geography school wide. We have a lack of Science in primary.
• I would still like to see more focus on Science and direct teaching of Social Studies in terms of current global cultures and happenings. Our students don't have enough intelligent input to current global events.

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

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)
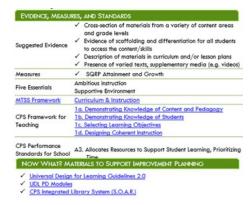
Score

1   2   **3**   4

• Again, when looking at the Instructional Materials section, we are weak in the "alternative pathways including choice of content...support and challenge, and options for recruiting and sustaining interest and motivation." The Engage Curriculum is limiting in this way.
• Instructional materials-could do a better job of providing "alternative pathways for learning including choice of content"
• IM-We currently use technology to fill gaps in instruction and to practice skills. How do we begin to use it to enrich learning, raise awareness, problem solve, instead of practicing skills? Is that possible?
• Rigorous Student Tasks- Primary focus in math- not sure how to incorporate high quality tasks within math curriculum (much stronger in Reading).
• IM: materials offer flexibility, growth in our use of tech and personalized learning platforms RST: T1 instruction promotes
• Instructional Materials- Lack of EL instructional materials even in bilingual classrooms. We need ESL, Spanish language materials in all bilingual classrooms. Progress with student booklets in CKLA, Engage- helps teachers and students organize their work, and approach it systematically. However, far too much dependence on "packet work", photocopies from books, worksheets.
• Instructional Materials: Technology is integral to students learning experience. I think we can improve our targeted use of technology in all classrooms. Teachers are improving but can continue to grow in adapting materials based on objective AND learner needs. Growth area,

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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)

• Rigorous student tasks are mostly well implemented, but we are weak on giving students opportunities to showcase their learning in more authentic ways.
• RST-We have worked diligently over the years to shift the rigor in our instruction, but I feel we need to spend some time investigating the coherence piece of the shift in our school. How do we know that our students are prepared for the next grade? What proof do we have?
• Rigor in Math- Interested in how this would look in the primary grades, in regards to math. Noticing that concept of math is attained and not just procedural steps that are being acquired. Think in Primary would be nice to see more speaking on how they got the answer.
• RST: growth in our examination of student work and our use of this data
• Rigorous student tasks- Students are challenged by work, teachers are often asked to reflect on student work, regular time for this within grade bands.
• Rigorous Student Tasks, K-2 specific: I think a key area we can focus professional learning is on actually looking at student work. I know this is much more common in grades 4-8 practices right now (where teachers understand the key shifts and it is also reflected in all tasks assigned).
• Rigorous tasks- How do we ensure the Reading performance tasks are completed each quarter? How do we manage the time needed for all components of lessons?

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

Transitions, College & Career Access & Persistence:

Score

1   2   **3**   4

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)

• Our school culture is so focused on college and career readiness! I was immediately impressed by this aspect when I arrived at Piccolo.
• Transitions- Opportunities for improvement in transitions between grades and communication about student support between grades (mClass, Tier 2 tracking, behavior data, etc).
• College and Career: EVIDENCE- 6to16, HS Fair, JA in a day, College Naming NEED- Transition category (A new student protocol, and more prep and follow up from 8th to 9th grade) and Readiness category (More time on those executive functioning skills to be successful)
• College & Career - this isn't really in my wheel house but I think from a primary perspective.. if we are picking colleges in the beginning of the year for "college naming ceremony" it needs to be embedded throughout the entire year. How are we engaging our students in thinking about their future education? Not just on the shoulders of the teachers, but how does everyone in the building make this an ongoing focus and conversation?
• TCCAP: This has been an area of strength in our middle school. Still room to grow on our preparation for student transitions to HS but team is actively problem solving and making improvements. Some room to consider how we are preparing students for transitions in our lower grades
• Transitions, College, Career Access & Persistence- Much focus on "on track" and why it's important. Students in middle school receive much support with High School transition. Students are reminded always of "big picture".

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

- I: While instruction is effective broadly, there is room for professional learning around Q&D techniques and fostering student ownership.
- Instruction - this year we have taken many steps forward to try and increase our effectiveness of instruction.
- Instruction-it would be interesting to look into lesson studies and get some teacher feedback to see how much modification is occurring in the Tier 1 level to ensure that the instruction is on grade level or is it accessible because teachers are taking extra amount of steps to ensure 80% mastery.
- The areas of instruction and balanced assessment are improved with teacher retention. Teachers are better able to adapt and modify the curriculum, as well as adjust to student needs the longer they are in the same position.
- Instruction-strength: engaging students in learning. Area of growth: "persist in adjusting instruction so individual student misunderstandings are accommodated" and "foster student ownership of learning"
- I: progress monitoring and intervening
- Instruction- instruction is not tailored to EL needs. No focus on language levels, no ESL, home language instruction in classrooms except for Kindergarten. Students are often disengaged, overwhelmed. Many students are stuck at copying teacher notes, words/sentences from the board. Students are not given enough opportunities to practice the 4 domains of language in a structured, non-evaluative setting. Progress with shared reading in primary from CKLA books. Much progress to be made for ELs in 4th, 5th grade.
- Strength: Primary emphasizing questions and discussion techniques, even with youngest learners Strength: Range of approaches and practices
- Instruction: How do we implement a system for small groups/guided reading across grade bands?

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

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

CPS SCHOOL EXCELLENCE FRAMEWORK   18

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

• BAG: Inconsistent use of grading practices and approaches to grading, I would like to see us move towards an approach where all students are able to make-up or improve on a grade. This supports an approach supports that learning is not fixed and that we can always improve. Curriculum assessments and informal assessments are effective tools for data collection. Possible room to grow in our ability to differentiate assessment tools.

• BAG-I think we have a lot of growing to do in this area. We consistently have discussions about grades, assessments, and how to make it reflective of what students have actually demonstrated mastery. I feel that we need some work in this area not to mention that this is a topic that regularly come up with the middle school team. Not to mention the same issues for students receiving Tier 2 & 3 services and instruction.

• Balanced Assessment and Grading- Normed grading/expectations around grading especially as it pertains to growth versus achievement within grade bands, small group versus whole group, Tier 1 versus Tier 2. Benchmark assessments are analyzed frequently, but unit/domain assessments could be better analyzed especially in terms of English Learners and Diverse Learners.

• MTSS- Continue to improve in the use of the Problem Solving Process, specifically for Math Tier 2 interventions. Ensure each teacher is tracking their Tier 2 Progress Monitoring with fidelity

• Grading: NEED- more norming around a grading system that is consistent and fair, grade level standards based?, More modified assessments to match tier level

• Balanced Assessment & Grading - Could we collaborate to create more standardized grading procedures for each grade level in the upcoming school year? I've heard a lot of teachers mention this particular issue in recent weeks, especially as it relates to on-track data.

• Balanced Assessment & Grading-It would be interesting to perhaps make grades more aligned across and within grade levels. Also would adding more than 3 categories in the grade book make grades more accurate? Standards based?

• BAG: EL, DL, standards-based

• Balanced grading- grading does not take EL status into account. Many students "failing" because of language levels, low levels of EL support in their grade level. Students who are "in line" for evals, who likely have learning disabilities or who are far, far behind, are measured using indicators designed for English proficient students on grade level. Grades for primary can be used to indicate reading level growth according to BAS/MCLASS. Report cards are not being used to indicate native language growth, even though the report card template calls for it.

• I believe we should focus on a more cohesive practice around grading. This is especially important in our retention grades as well as the grade level directly preceding.

• Growth area: Grading system that clear, accurately and consistently and fairly communicates learning progress--I think we need better practices for norming and more accountability for how/what teachers are grading

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

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

- MTSS: Tier 1 supports are broadly a strength, everyone is using T2 supports for their lowest students, progress monitoring has improved but room for growth (norming on some T2 approaches and tools will support this growth). On-track data is readily available, inconsistent use of this data to provide supports.
- MTSS - also many, many steps forward in primary with MTSS for literacy. Is Tier 3 happening at our school? What does that look like? What is happening in math? How can we make MTSS also live in our math blocks consistently? Assessment and grading - We need more PD/collaboration time on how to assess and modify for ELLs at our school. Our teachers are really good at using assessments to drive instruction, but how are we also choosing what to grade in terms of the grade book? Can we have more norms for primary on what is age appropriate for them?
- MTSS - I think as a school we've made so much progress in this particular category over the past couple of years. When I first came to Piccolo, most teachers didn't even know what MTSS was. I'm excited to see how we continue to progress in the coming years.
- MTSS- overall tier 1 emotional and academic instruction is a major strength at Piccolo. I think we have also made great progress in tier 2 but have a ways to go as a school to become proficient in tier 2 academic support. I think we also do a great job of focusing on track but need to improve supports for students who are not on track
- MTSS: EVIDENCE- Tier 2 Progress Monitoring and increased accountability, Initial Referral Conferences, Start of PSP Team NEED- Continued clarity around tier 2 (and tier 3) supports. Still confusion around what to do next and continuing to make adjustments as needed, More accountability to use SEL block for Tier 1 universal direct SEL instruction, Need for increased communication with parents/families around what these supports look like, process way earlier on.
- MTSS was challenging to rate. We don't have any measure of accountability for SEL instruction. I also think it is put into the school day in a way that lends itself to having it be the first thing taken out of the daily routine. Additionally, MTSS is hard to implement because of the lack of clarity in how a student is referred for an IEP. This process is confusing and frustrating for a lot of teachers. It is taught and re-taught by power point and teacher work time, but I think a nuanced conversation in to the process itself is warranted.
- Multi-tiered System of supports-Would be interested to see how support from parents would play a role in student progress. Parent workshops to help support child at home, even if language is an issue.
- MTSS: PLPs and Tier 2/3
- MTSS- Much focus on small group instruction, pull out support from me, Ms. S, other staff, universal curriculum, SEL in all classes, a huge growth of extra supports for challenging students, Check in Check out, Girls Rule club, etc.
- Strength: Tier 1 for SEL has grown a lot, on-track and our universal supports to get students there has also grown a lot
- MTSS: How can all teachers effectively find time and input data?

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

Expectations for Quality & Character of School Life

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.
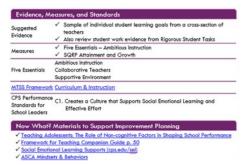
Score

1 2 **3** 4

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
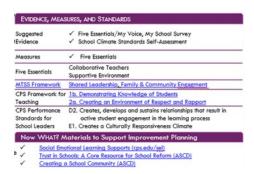
Score

1 2 **3** 4

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

• RT: D&I training
• RT: Strong levels of trust across staff, relationships with students are trusting, generally student staff interactions are respectful, room for development in our understanding of race and equity and its impact on student learning. Also how we are supporting students in their ability to have mutually supportive and respectful conversations
• Relational trust-overall good in most categories but have room to growth with respect to "recognize and support students' diverse social identities"
• Relational trust- Deep relationship between staff and students, staff and staff, staff and admin. With increased staff and admin retention, all participants function from a place of trust. Students know we care about them and their futures.
• Relational Trust: EVIDENCE- CICO, Adams and Attendance, Focus on positive adult relationship outside of classroom NEED-Student skill building to resolve conflict peacefully, I think we scratch the surface in understanding race and equity and its impact on learning (both academic and SEL) -- more opportunity for students and staff to engage in this dialogue and what it means for piccolo and greater community
• RT- Do we provide opportunities for students to engage in positive peer relationship building and conflict resolution? additionally do we provide structured opportunities for staff and student to engage about differences?
• Relational Trust- Push for mutually supportive and respectful peer-to-peer interactions, and trust among students. Relational Trust among staff and Teacher-Peer is consistently strong.
• Relational trust - I think there are many positive, warm, trusting relationships among students and staff, but there are many that are not. When I sit in the lounge at lunch I often hear screaming between adults and students and that just doesn't sit well with me. Respect is huge and on a daily basis we feel disrespect from students and it doesn't feel like students are getting that it is not ok. What needs to be done to make it clear that this way of speaking to each other can't continue if we want to be successful?

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

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

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
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 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

• S&O: Seen improvement over that last several years (policies, behavior supports, expectations have supported this growth). Room to engage parents more in the process (setting expectations and supporting them)
• Safety and order are present, but not always developmentally appropriate. Passing periods and teaching safe transitions and the dignity of choosing when to use the restroom without announcing it to a class of students is a piece of our school culture that needs to be addressed. Students do not have "voice and take informed action" in school safety and order protocols.
• Safety and Order- Morning/End of day dismissal routines could be more consistent, as well as lunch/recess. More clarity and consistency around breaks/removals/in school-suspensions/out of school suspensions as well as communication among staff around breaks/removals. Safety plans for students who exhibit unsafe behavior consistently (especially supporting transitions around the building).
• Safety and Order: NEED- Consistency in behavior throughout settings, and clear behavior expectations in less structured settings (specials, lunch/recess) to increase positivity throughout rest of day. Minimize punitive consequences- much better at this at beginning of year. Continuing to clarify office referrals vs classroom managed behavior especially as spring burnout comes. Overall much better at not saying "he needs to be picked up"
• Safety and order- Much improvement here, students know they are safe in the building, far fewer fights and altercations. However, we do need to ensure to reset breakfast and entrance expectations in the morning. The lunch room can get wild in the mornings, making students agitated, scared. Playground is increasingly unsafe as it falls further into disrepair. Bathrooms need upgrading, often left without soap, or locked. Windows of 3rd floor gym need urgent repair. Classrooms are often too hot or too cold.
• Growth: School environment occasionally leads to situations un-conducive to learning

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.
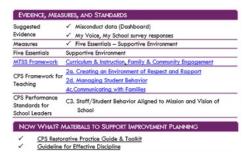
• RAD: Growth over the last couple of years (Wraggs and Lauesen have been integral is setting up systems of support). Some T2 systems have been effective and can be expanded (strategic SEL/counseling groups). ESPs have also becoming more effective in using RAD.

• Restorative - we need more PD on how to work with students exposed to trauma.

• Restorative Approaches- More conversations/PD around restorative discipline and what that looks like within the classroom, hallways, lunch, recess, specials in order to stay consistent throughout the school day. Possibility of Restorative Discipline committee to support teachers with this? PD around student trauma to support with highest needs students.

• Restorative practices are scattered and not always systematically applied. While they tend to be more subjective, we have not had a targeted conversation as a staff as to how we consistently apply this philosophy to our discipline practices. We also don't have a sense of staff "buy in" to this approach. It is also not always fully supported. What strategies have we employed or modeled for staff who don't feel comfortable with this approach? How have we supported growth in this area? Do we know what a "Restorative Conversation" looks and sounds?? What if the situation warrants more than a talk? Do staff know what next steps might look like in this process? Do they have the added time and energy to implement them? What data points do we have as to whether this is happening?

• Restorative Approaches to discipline: EVIDENCE- Proactive clear expectations, procedures, restorative consequences of how do we fix the harm, looking for root cause, Restorative practices coordinator NEED- Explicitly teaching expected behavior (or replacement behavior), Trauma Informed Training for all staff!! and continued push to understand the environmental effects on student performance

• Safety & Order- Ensure students and adults feel physically safe-Noticed more bullying incidents have occurred. Would be interesting to tie in with Student voice and find out reasons why it might be occurring more often. Teach how to ignore as well as how to step up. Would be interesting to look and see how much content is addressing opportunities for students to explore their identities and beliefs.

• Restorative Approach to Discipline- Would it help to look at the frequent students who are out of class, are they related? Is there a restorative approach to the students understanding of issues? Is there a bigger factor that would require are than just a classroom management system?

• Safety & Order/Restorative Approaches - I think we could improve our communication around "office managed behaviors" and classroom managed behaviors." For example - students showing aggression toward one another or toward their teachers. Should they be returned to class, or should there be a stronger consequence? I think we could also improve our communication around breaks/removals. For example, oftentimes when I pick up my class from recess, several students will not be with the class. Later, they will simply return to class with no adult communication about why they were out of class to begin with. As another example, after calling for a student break, teachers are often asked to send the student out into the hallway or to room 129. This feels unsafe, especially considering the student in question is usually escalated to some degree. I can imagine that these particular challenges reflect more of a personnel issue than anything else, but I'm not convinced that the current systems really ensure that restorative conversations are happening. I also think that we could do a better job of providing opportunities for students to repair the harm that their actions have caused. Relational Trust - In the past year, I feel like the culture of transparency at Piccolo has eroded a bit. I've been involved in a couple of situations (either directly or indirectly) where "top down" decisions have been made without necessarily including, or even informing, all teachers who had a stake in the situation. Teachers would appreciate clearer communication and rationale when big decisions are made about students in which they've invested a lot of time and effort. While I do understand that top down decisions need to happen at times, I think teachers need to at least be included in the conversation in order for those elements of trust and transparency between admin and teachers to really live.

• Restorative justice- Although improved, we have yet to get any formal training on restorative justice. There are orgs that put these on for teachers. Often "breaks" and "removals" become the same thing, with students just hanging out in the hallways, or walking around the building. Students in IS are kept in the front office all day. We need to be learning about peace circles, which will need formal training.

• Strength: Strong instructive restorative approaches to discipline--teaching expected behavior and positively reinforcing it school wide Growth in restorative practices: Specifically more trauma informed and more proactive with all students--continue to push the mindset that we are minimally using punitive responses

• Restorative Approaches to Discipline: What are other methods we can use school wide to help prevent misbehavior and other ways to give consequences?

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

• PP: We can improve on creating a warm welcoming environment for families (main office, classrooms, etc.). Remind is a great system and we can improve on our collective use to support two-way communication. We can also do a better job at incorporating parent voice. PAC/BAC have been great but it is generally the same 15-20 parents at each meeting. School wide events have been successful.
• PP-Although it has improved, I believe we still have some growing to do in this area.
• Parent Partnership- Parent Portal/Parent University? I am unsure if we/parents have access to this. Publicizing/explaining family events earlier so families know far ahead of time when events are taking place. Provide space for teachers to collaborate on best practices around parent communication/support. Provide targeted support for teachers who are struggling with communicating with specific families.
• Parent partnership- PAC and BAC meetings are mostly informative for parents, but not really used as an avenue for parent feedback. We do not have a functioning LSC. Some parents have been able to come volunteer in school, but mostly because an individual teacher has reached out, as opposed to a school wide system for volunteering. We could have regularly scheduled "parent volunteer days" for school fix-ups, painting, cleaning the neighborhood. We can also look into offsite parent/student events in the neighborhood, ex) Sunday at the park with Piccolo, Piccolo swim club, Movie Night with Piccolo..
• Why isn't there a parent panel as part of the PIT Team? We reach out to parents as if we are the experts, but rarely tap into their skill set and knowledge as to how we can improve as a school. We can do better by acknowledging that we might grow from the active input and expertise parents have. We follow a deficit model when it comes to parent engagement.

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	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 **4** 5 ⊘
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	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: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	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: Relational Trust	1 **2** 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	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					
These goals have been set based on our historical data in this category.	90.00	76.00	70.00	70.00	70.00
National School Growth Percentile - Math					
These goals have been set based on our historical data in this category.	88.00	80.00	70.00	70.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
These goals have been set based on our historical data in this category.	61.10	61.20	65.00	60.00	60.00
African-American Growth Percentile - Reading					
These goals have been set based on our historical data in this category.	95.00	68.00	70.00	70.00	70.00
Hispanic Growth Percentile - Reading					
These goals have been set based on our historical data in this category.	70.00	82.00	70.00	70.00	70.00
English Learner Growth Percentile - Reading					
These goals have been set based on our historical data in this category.	(Blank)	(Blank)	70.00	70.00	70.00
Diverse Learner Growth Percentile - Reading					
These goals have been set based on our historical data in this category.	99.00	8.00	70.00	70.00	70.00
African-American Growth Percentile - Math					
These goals have been set based on our historical data in this category.	84.00	77.00	70.00	70.00	70.00
Hispanic Growth Percentile - Math					
These goals have been set based on our historical data in this category.	94.00	77.00	70.00	70.00	70.00

English Learner Growth Percentile - Math

These goals have been set based on our historical data in this category.	(Blank)	(Blank)	70.00	70.00	70.00

Diverse Learner Growth Percentile - Math

These goals have been set based on our historical data in this category.	93.00	91.00	70.00	70.00	70.00

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

These goals have been set based on our historical data in this category.	30.00	35.00	40.00	45.00	50.00

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

These goals have been set based on our historical data in this category.	39.00	49.00	47.00	55.00	60.00

National School Attainment Percentile - Reading (Grade 2)

These goals have been set based on our historical data in this category.	8.00	26.00	35.00	40.00	45.00

National School Attainment Percentile - Math (Grade 2)

These goals have been set based on our historical data in this category.	9.00	16.00	35.00	40.00	45.00

% of Students Making Sufficient Annual Progress on ACCESS

These goals have been set based on our historical data in this category.	41.00	(Blank)	55.00	70.00	70.00

Average Daily Attendance Rate

These goals have been set based on our historical data in this category.	95.20	96.20	96.10	96.00	96.00

My Voice, My School 5 Essentials Survey

Well-Organized - These goals have been set based on our historical data in this category.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Level 1 HS Acceptance Rate					
These goals have been set based on our historical data in this category.	80.00	80.00	100.00	90.00	90.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
build teachers' capacity for and mindsets around small group instruction	teachers provide targeted on-level daily instruction for students in small groups	increases in student achievement, represented in MAP and on-track data, and across lower, middle, and higher level tiers of students

Tags:
Progress monitoring, Guided reading, Small group instruction, Tier 2 instruction

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Teachers will read and engage in discussion on current research on best practices and importance of on-level targeted small group instruction	ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew	Aug 13, 2018 to Sep 3, 2018	On-Track

Small group instruction

Teachers will collaborate to create small groups based on available data, map out a scope and sequence for each small group, and plan progress monitoring for each group	ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew	Sep 3, 2018 to Oct 15, 2018	On-Track

Progress monitoring, Scope and sequence, Small group instruction

Teachers will receive professional learning on available academic interventions, including those on technology	ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew	Aug 13, 2018 to Sep 3, 2018	On-Track

Technology, Small group instruction, Tier 2 intervention

Teachers will use progress monitoring data to change interventions and groups throughout the year	ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew	Oct 15, 2018 to May 13, 2019	On-Track

Progress monitoring, Small group instruction, Tier 2 intervention

In literacy, teachers will engage in professional learning in order to provide leveled guided reading to every student. Students will read a book of their choice at their level every day.	Heather, Erin, Jasmine, Emma	Aug 13, 2018 to Oct 15, 2018	On-Track

Guided reading, Small group instruction, Tier 2

Action Plan

Strategy 1

ON-TRACK

Teachers will read and engage in discussion on current research on best practices and importance of on-level targeted small group instruction"

Aug 13, 2018 to Sep 03, 2018 - ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew

Status history

Jul 31

ON-TRACK   Jul 31, 2018
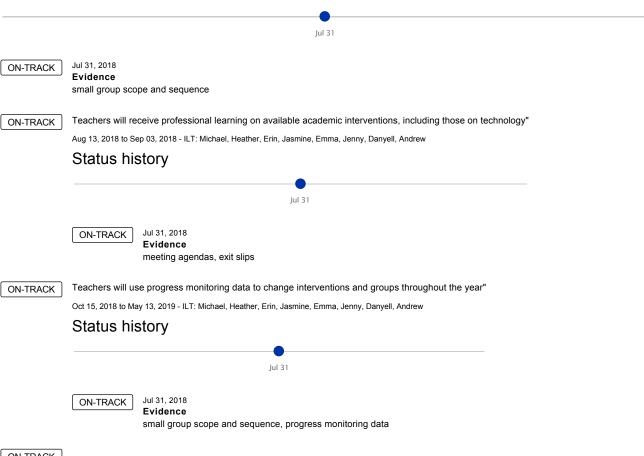   **Evidence**
            meeting agendas, exit slips

ON-TRACK

Teachers will collaborate to create small groups based on available data, map out a scope and sequence for each small group, and plan progress monitoring for each group"

Sep 03, 2018 to Oct 15, 2018 - ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew

Status history

Jul 31

ON-TRACK Jul 31, 2018
Evidence
small group scope and sequence

ON-TRACK Teachers will receive professional learning on available academic interventions, including those on technology"

Aug 13, 2018 to Sep 03, 2018 - ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew

Status history

Jul 31

ON-TRACK Jul 31, 2018
Evidence
meeting agendas, exit slips

ON-TRACK Teachers will use progress monitoring data to change interventions and groups throughout the year"

Oct 15, 2018 to May 13, 2019 - ILT: Michael, Heather, Erin, Jasmine, Emma, Jenny, Danyell, Andrew

Status history

Jul 31

ON-TRACK Jul 31, 2018
Evidence
small group scope and sequence, progress monitoring data

ON-TRACK
In literacy, teachers will engage in professional learning in order to provide leveled guided reading to every student. Students will read a book of their choice at their level every day."

Aug 13, 2018 to Oct 15, 2018 - Heather, Erin, Jasmine, Emma

Status history

Jul 31

ON-TRACK Jul 31, 2018
Evidence
meeting agendas, student conversations, exit slips, small group scope and sequence

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.

> We hold the annual NCLB and Title 1 meetings with all stakeholders to review our plans for parental involvement and school improvement. We submit these these documents in accordance with the district guidelines. Our LSC will participate in the school improvement planning process.

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

> These meetings will be held at the beginning of each school year. Our projected date will fall within the first couple of weeks of September. As most of our students receive NCLB and Title I funding, all parents will be invited to attend these meetings. The LSC, PAC, and BAC will meet monthly throughout the school year.

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.

> We will hold monthly PAC and LSC meetings to provide a space for parents to collaborate on school-wide initiatives and to share input on direction of programming.

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.

> This information will be shared with families by their child's teacher as it becomes available and will be reviewed at parent teacher conferences.

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.

> Our goal is to have teachers that are only "highly qualified." If that is not possible, we will notify parents through a classroom specific letter within the required timeframe.

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.

> We will hold annual workshops and incorporate some of these topics in our monthly PAC meetings to ensure every parent or family member as an opportunity to learn about these requirements. Before the start of the school year, we will survey parents on the topics they're interested in and provide the corresponding learning opportunities for them. We also survey parents for feedback on strengthening partnership opportunities.

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.

> These will be some of the topics covered in our monthly PAC meetings, scheduled parent workshops, and individual parent/family conferences. We will also use parent survey data described above to determine content preferences and desired volunteer opportunities.

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 importance of parent partnership and methods of communication will be built into our ongoing professional development with staff. We also have a school-wide priority of increasing parental involvement and communication that will be a part of our ongoing strategic planning. Within that school-wide priority, we intend to have consistent modes of communication with parents, more organized family files, and a schedule of family events.

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.

> We will generate an annual calendar of events to to encourage parent participation in a variety of ways at all grade levels. This will be shared with all families and the beginning of the school year and parents will receive monthly reminders of upcoming family events. We will offer open houses at the beginning of the school year both throughout the school and specific to our early childhood learning program.

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.

> These events will be included in our annual calendar and monthly reminders. All notifications will be translated and available in Spanish so it is accessible for all families.

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)

> n/a

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.)

At the Piccolo School of Excellence we collaborate and partner with all stakeholders to promote college and career readiness. We set and achieve challenging goals through rigorous, inquiry-based instruction and by supporting individual differences in an encouraging environment. Our collaborative efforts will result in opportunities where all students will accomplish their personal best.

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 by each homeroom teacher with every parent on November 9 and April 19.

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

The school will provide progress reports sent home with students on October 7, January 9, March 10, and May 19. The school will provide report cards at parent-teacher conferences on November 9 and April 19. The school will send home report cards on February 10 and June 20.

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

Staff are required and encouraged to meet with parents on an ongoing basis. Staff are expected to return phone calls and emails from parents within 24 hours. Staff are available to meet with parents before school, after school, during their prep periods, and during lunch.

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.

We will design a monthly parent volunteer calendar which will outline different parent volunteer opportunities and the process by which parents can get involved. We will also have ongoing classroom parent volunteer opportunities available to parents interested in volunteering on a more regular basis.

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

Teachers will be available to meet with parents to discuss each child's progress, classroom academic expectations, and necessary assistance. We will also provide training during report card pickup for parents to register for the parent portal which will allow parents to monitor student grades on a daily basis. We will also make daily phone calls home based on attendance and academic/behavioral concerns.

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

Parents may consult with the school through monthly LSC and PAC meetings. Parents can also provide feedback through our bi-annual surveys and by sharing feedback with their classroom teachers and administration.

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

Students will be able to create their own goals and incentives around academic achievement, behavior, and attendance. Teachers and staff will provide students with feedback on their progress toward those goals on a regular basis. The school will also create opportunities for celebration of those achievements.

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.

Increased parental involvement leads to increased trust and student achievement

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation	

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.	$ 1000	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 250	.00

53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 500	.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)	$ 1000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 500	.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.	$ 500	.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.	$ 250	.00
53510 **Postage**	Must be used for parent and family engagement programs only.	$ 100	.00
53306	**Software** Must be educational and for parent use only.	$ 100	.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.	$ 250	.00