



Arthur E Canty Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
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### Team meetings

Date	Participants	Topic
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01/22/2018	Malo, Donahue, Beach, Yak, M. Mavridis, Laurencell, Krason, C. Mavridis, Laduzinsky, Mirowska.	Review of 2016-18 CIWP completion recommendations from PPLC; Review the new CIWP planning protocol; Relevant data for next meeting; Assign roles and meeting dates;
02/06/2018	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Determine a score (from 1-4) and provide a description of the reflection on the evidence (provided for each category) the team used to designate that score.
02/20/2018	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Analyze relevant data; Identify problems; Analyze problems;
02/21/2018	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Set Goals for 2018-20 CIWP
02/27/2018	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Identify Strategies for 2018-20 CIWP
03/06/2018	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Develop Action Steps for each Strategy
03/20/2018	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Present Plan to PPLC
04/03/2018	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Present Plan to Staff
	Laurencell, Donahue, Yak, M. Mavridis, Krason, Beach, Laduzinsky, C. Mavridis, Malo, Mirowska-Kopec, Wasko	Present Plan to LSC

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.

1 2 3 4

Throughout the building all classrooms and halls have the mission and vision posted. The mission and vision was presented at the school open house to all parents along with an in depth presentation during the LSC State of the School address in November and again in April. It is clearly stated within the CIWP. All committees focus on the overall vision and mission of the school. We have running team agenda and minutes for weekly Behavior Intervention team meetings that are held every Tuesday. Teachers are presented the vision and mission during the BOY professional developments. All stake holders have an opportunity to share in the decision making process, CIWP, BAC, ILT, RP, Climate Team, CPTC. We vertically align our curriculum in the core subjects during our flex days and school improvement/professional development days. We do REACH coaching during observation process.

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

### Instructional Leadership Team:

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

Score

1 2 3 4

This team meets regularly with clear agendas and minutes that are posting on the google drive for all staff to have access. It is represented by each content area, counseling departments DL, EL and MCLT leads. ILT present PD to staff during grade level meetings and also during other professional development days. We have two focus areas this year one academic and one social emotional that is our focus for school year. ILT reviews DIBELS, NWEA, ACCESS, PARCC, Discipline referrals, and attendance. We have schedule professional learning walks led by ILT members for April.

## Guide for Instructional Leadership Team

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### 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

Professional Learning includes all staff members when applicable. This year's focus has been Restorative Practice and School Climate. Time was given to the staff to try out what they learned. PD plan is created in the spring with input from staff members which is based on teachers' need survey, data and CIWP goals. All new teachers get mentors to guide them through their first year at Canty. As for teacher collaboration, there is grade level meetings, content area, diverse learner meetings. EL and MCLT department provide PD to staff during flex days. Content areas are encouraged to attend outside PD and this year we have 5 staff members that are part of the Restorative Practice PLC that attend meetings monthly and outside PD.

### Guide for Professional Learning

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

- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

1 2 3 4

Detailed schedules are created following board guidelines. Budget is aligned to the CIWP. Materials are purchased in a timely manner. Purchased items are with specific intentions in mind. A hiring process is developed based on the candidate being hired with set questions to make it a fair process. Teachers are placed in positions based on endorsements and certificates. Clinicians support teachers by providing interventions to students and resources to the teachers. We are working with many tuition based organizations to support our students.

### Guide for Aligned Resources

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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.

1 2 **3** 4

UbD Unit plans are posted on google drive and WIDA and CCSS goals are listed. We use pacing groups for text complexity for 1st through 8th grade. Second Step is done with fidelity in all grade levels weekly.

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

**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

Due to the CPS limitations of not getting federal funds and no Science or Social Studies curriculum scope and sequence provided curriculum is mainly teacher created based on the standards and supplemented by magazines to give them current events. Instructional materials are intentional thought out and accessible to all learners. Technology programs are purchased for all grade levels to supplement all core curriculum

**Guide for Instructional Materials**

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

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGPR Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UCA PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

Score

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

1 2 **3** 4

Differentiation through rit band instruction. Non fiction and Achieve 3000 and RazKids, Math Instruction is vertically due to having same curriculum, they all do math talks, FLA and problem of the month based on the 5 domains.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

### Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1.d. Designing Coherent Instruction</li> <li>2b. Establishing a Culture for Learning</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> </ul>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a></li> <li>✓ <a href="#">Math Practices: What to Look For Observation Tool</a></li> <li>✓ <a href="#">Checking In: Do Classroom Assessments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQAP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

**Transitions, College & Career Access & Persistence:**

Score

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

1 2 3 4

All 6th through 8th participate Naviance with highest completion in the network. Through research class students research high schools, colleges and discuss scholarship with a college visit included. We have transition in place for grade to grade. We had 100% GoCps application process. All students with IEP's have transition goals written in their plans. EL students have support throughout their time at Canty.

**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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Ambitious plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Ambitious Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Identifying Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

### Score

1 2 3 4

Canty prides our self with having students in flexible RIT based departmental setting for grades 1st through 8th. Within these RIT/pacing groups teachers are able to target the skills that will grow the students knowledge. You would see this through REACH observations that are done by the administration. Are NWEA reflect that we are a high retaining school in Reading and Math. DIBLES growth is seen by end of the year. Those students who are not mastering their skills are put into MTSS process and interventions are developed to help the students to advance their skills. Instruction provided at the level and pacing that is appropriate for each grade band. When working in small groups students take on leadership roles to guide their instruction. Academic language is non negotiable is is part of all content areas for all stakeholders. Teachers develop UbD unit plans with differentiation and RIT groups in mind as is evident in the google drive file.

Departmental and Flexible RIT groups created for Grades 2-8, Students are required to cite text evidence. School-wide we also use a RACE strategy for writing. Students are enabled to develop conceptual understanding of their content area and provided different modalities to achieve that understanding. Instruction is scald to include all learners and groups. Targeted support is provided for struggling students. Teachers monitor students weekly and discuss concerns with administration monthly . Teachers adjust their instruction based on data and needs of the students. In REACH area 1C,1D, 1E & 3C. We want to see an increase in collective responsibility, teacher teacher trust and rigorous study habits on the 5Essentials by 10%

## 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	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Framework for Teaching with Critical Attributes</li> <li>✓ CPS Framework for Teaching Professional Learning Modules</li> <li>✓ CPS Framework for Teaching Professional Learning Opportunities</li> <li>✓ Special Education Addendum</li> <li>✓ English Language Learner Addendum</li> </ul>

### 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

Canty has a school wide grading policy so core subjects have similar coherent categories for their grade levels. Core subjects meet quarterly to align curriculum.

last year

CPS assessment calendar is strictly followed. We started to work on assessment alignment with in all core subjects vertically. Subject teams are using common protocols to calibrate on scoring and grading. Grading scale and guidelines are listed in student and parent handbook. Purpose and the use of assessments is a work in progress. Increase results on 5 essentials in the areas of academic press, academic personal-ism, academic engagement, collective use of assessment data and instruction. Student should see an increase NWEA attainment and growth; Dibels, and ACCESS. We should see an increase in teacher REACH 3D assessment.

### Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).

- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1a. Designing Student Assessment</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>81. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> </ul>
<b>Now What? Materials to Support Improvement Planning</b>	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a></li> <li>✓ <a href="#">Assessment Design Toolkit</a></li> <li>✓ <a href="#">Teacher Made Assessment Basics</a></li> <li>✓ <a href="#">Grading principals and guidelines</a></li> <li>✓ <a href="#">Great Schools Partnership –Grading + Reporting</a></li> </ul>

### 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

Canty has monthly MTSS meetings and develop tier 2 and 3 plans were more supports are needed. Our flexible RIT band groups support our departmental settings. Our support system is effective because we are able to promote all students that last few years.

### 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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

**Culture for Learning:**

Score

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.

1 2 3 4

School is set with a departmental setting and rotation for grades 1st through 8th . Where we have some parts to the culture present we do not have all. Our SEL focus is growth mindset and their is evidence through ILT presentation to LSC, parents and staff. This is due to the fact that we are training our staff, students and parents to change the mindset of how we think of ourselves and and abilities.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SELP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Frameworks Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>✓ C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Competency Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/SEL)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>

### Relational Trust:

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

Score

1 2 **3** 4

Most of our students have a good relationship with at least one staff member in the building. The majority of the classroom students from our grade level meeting discussion and student counsel meetings feel they have great relationships with at least one teacher in the building. Students with SEL needs have been buddied up with adults when appropriate to give them additional support by a mentor or their choice. The Behavior Health Team is also informed and available for deeper SEL support and relational trust needs.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult

- and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

### Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Canty has had a Student Counsel for the past 10 years. Student Counsel meets weekly and is made up of 2 students in every classroom from grade 5 - 8. They conduct speeches to elect officials that is voted on by their peers after campaigning. They created school community activities for the entire school after school. The President and Vice President meet with the Principal at least each month to discuss ideas and concerns. They also work with our Parent Club and do Charity collections like toys for tots and Leukemia and Lymphoma Awareness. All social studies curriculum from K-8 cover the electoral process, civics learning and local/state government process which are part of the Illinois State Social Studies Standards. Besides the monthly activities provided by Student Council students also have the opportunity to attend tuition based after school programs such as language learning, arts, chess and karate.

## 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	<ul style="list-style-type: none"> <li>▪ AVIDS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVCs)</li> <li>▪ Meeting minutes/agendas that include student participation</li> <li>▪ Policies regarding student engagement in decision making</li> <li>▪ Service learning reports and/or reflections of SL projects</li> <li>▪ Unit and curriculum maps, rubrics, assessment artifacts</li> <li>▪ Evidence of student work</li> <li>▪ Democracy School recognition</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supporting Environment</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Engaging Students in Learning</li> </ul>
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

School has procedures that are developed but not fully implemented throughout the school. We have safety drills more than the minimum requirements that CPS mandates. Our school is growing and currently has one security guard for 860 kids in a building that has expanded with a new addition.

### 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



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – "Safety"</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey "Safety" score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/pdf)</a></li> </ul>

### 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.

This school year the school has sent a team of three classroom teachers and two discipline leads to be a part of the 2017 - 2018 Restorative Practice Leads PLC. With this PLC they attend 4 PLC meetings and Restorative Practice 101 training, Talking Circle and Peace Circle Training which they have then worked on informing professional development. Where as we need more staff and student buy in we have made improvements to what is in place. We have reconstructed our PBIS forms to incorporate the restorative practice wording. We are building the foundation for a strong restorative approach. We limit suspensions to only the extreme cases. Second Step is taught with fidelity in all grade levels and we are discussing SEL concerns in our MTSS monthly meetings.

### 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	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">CPS Restorative Practice Guide &amp; Toolkit</a>
✓	<a href="#">Guideline for Effective Discipline</a>

### Parent and Family Partnership:

Score

1 2 3 4

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.

Canty has an active Canty Parent Teacher Club that meets monthly and runs fundraisers to support the school with financial needs like technology. School is a fine and performing arts school hold winter, spring and art shows three times a year as well as an after school chorus program. Parents are open to 100 day celebrations, BAC, LSC, science fair meetings and we have field trips that are well supported by parents. We promote parent portal and GoCPS to give parents support. We provide translation in nine languages when necessary especially during report card pick up. Majority of the teachers have website or communication system in place to provide parents with information.

### 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

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

School Excellence Framework Priorities

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

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
<b>National School Growth Percentile - Reading</b>					
Based on a thorough data analysis and the 2017-18 goal, we have determined that each year we should be able to reach a goal of 3% increase. We have established priorities which, when implemented with fidelity, should help us reach that goal. We had a drop from where we wanted to be but we have put focus on authentic assessments and differentiation. Flex days time has been devoted to teacher collaboration in the content area departments to allow teachers align curriculum and assessment.	93.00	85.00	95.00	88.00	91.00
<b>National School Growth Percentile - Math</b>					
Based on a thorough data analysis we have determined that now that we have established and implemented a new math series in all grade levels, that is aligned with CCSS, we should see an increase in student growth and be able to reach growth of at least 3% each year. Math department is working collaboratively on alignment of expectations for student learning and work. We have not fully implemented the new Math series and expect to see growth as it is used with fidelity. All teacher implemented Math Talk, FLAs, Problem of the Month. Teacher collaborate in developing Math Tasks.	85.00	82.00	90.00	85.00	88.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Based on a thorough data analysis we will continue our departmental setting for all grade levels 1st through 8th with RIT band groups for core instruction. We are implementing a focus on growth mindset which we feel will support some SEL concerns that will bring student to exceed or meet norms once those are met. We offer Saturday Academy for those student specifically at the cusp on exceeding to give them the extra push 8 weeks 2nd quarter which we will continue as well as after school clubs and program to push students. We plan to see 2% growth each year.	69.10	69.20	68.00	71.00	73.00
<b>African-American Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
By strengthening our EL program, we expect that this group of students will be able to improve their scores by 2% each year.	90.00	85.00	90.00	88.00	91.00
<b>English Learner Growth Percentile - Reading</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
We believe with consistent DL teachers teaching their grade levels this will help students and we will see an increase each year by two or three percent.	99.00	71.00	82.00	74.00	77.00
<b>African-American Growth Percentile - Math</b>					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					

By strengthening our EL program, and teachers now having fully implemented Math In Focus with fidelity that include math talks, FALs and problem of the months we expect that this group of students will be able to improve their scores by 3% each year.

82.00	75.00	88.00	78.00	81.00
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**English Learner Growth Percentile - Math**

N/A

(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

We see a drastic difference in scores in DL students based on who is administering their test. We believe with specific testing protocols now put in place DL students will continue to grow but we will also not see flux scores due to testing procedures. We would like to continue growth of 3 to 5% each year. Strengthened and streamlined teacher collaboration, should help in improvement for diverse learners.

91.00	22.00	24.00	30.00	35.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Continue to provide differentiated instruction within departmental RIT bands 3rd grade through 8th grade. Teachers will implement a balanced curriculum with focus on authentic vocabulary and writing.

93.00	92.00	95.00	93.00	94.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Continue to provide differentiated instruction within departmental RIT bands 3rd grade through 8th grade. Math Department will continue to implement our new Math Series Math in Focus with fidelity that include math talks and FAL's multiple times a quarter.

92.00	91.00	98.00	92.00	93.00
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**National School Attainment Percentile - Reading (Grade 2)**

Continue departmental program within 2nd Grade. 2nd Grade will continue to be separated bases on TRC levels to created level RIT groups for the teacher who will differentiate instruction with balanced literacy. We expect to see 3% growth each year.

73.00	84.00	84.00	87.00	91.00
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**National School Attainment Percentile - Math (Grade 2)**

Continue departmental program within 2nd Grade. Math teacher will continue to implement our new Math Series Math in Focus with fidelity that include math talks and FAL's multiple times a quarter. We plan to see 1% growth each year.

83.00	95.00	95.00	96.00	97.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Our plan for EL students is to strengthen our program and instructional practices. We provide bilingual/ESL services directly by endorsed classroom teachers in primary grades, PK, K, 1, 2, and 3. For grade 4 through 8, we have at least one ESL certified teacher per grade level who provides additional support to ELs. We have added additional .5 position which matches state funded ESL position. That teacher pulls out students in intermediate and upper grades for ESL and content area support. She also provided in-service to entire staff and consultation to all teachers. She monitor students transitioning out of the bilingual program for both ACCESS scores and parent refusal. We make sure that WIDA standards are included in unit/lesson plans and implemented in instruction.

51.70	(Blank)	64.00	54.00	56.00
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**Average Daily Attendance Rate**

Historically, Canty ADA has been between 95% and 96%. We are striving to improve in this area, however despite our incentive program, it has been a struggle. Every year, we set a school-wide goal of 97% as well as for individual classrooms. This goal has been reached easily in September by majority of classrooms. Then, it drops, specifically for primary grades as well as for DL students. Last couple of years we were severely hit by flue epidemics for both students and staff. We will still continue setting higher goals school-wide each year, however realistically we are trying to keep over 95%.

95.70	95.40	97.00	95.20	95.50
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**My Voice, My School 5 Essentials Survey**

Survey is given to 4th - 8th grade student via internet during the window with 96% compliance. Parent Survey is provided via internet and paper copies during 3rd quarter report card pick up. Staff technical support is available. Access to computers is provided upon request. Teacher are also encouraged to complete survey. We continually during the window sent blast to parents and teachers.

(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
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SQRP overall score on Quality Rating Report

We want to keep our Level 1+ rating. In order to go accomplish this goal, we have implemented Restorative Practice conversation and established a School Climate Team to improve overall school culture.

4.40

4.00

4.40

4.40

4.50

## Strategies

### Strategy 1

If we do...

If Cauty School culture becomes the collective responsibility for all students success

...then we see...

all stakeholders will take increased ownership of the academic and social emotional learning environment with persistence, effort and a growth mindset.

...which leads to...

20% increase in ambitious instruction, collaborative teachers and supportive environments in the responses of agree or strongly agree in 5 Essentials that will reflect a strong appreciation of diversity.

Tags:

Diverse Learners, Climate and Culture, Family and Community Engagement, Academic expectations, Accountability, Growth mindset, Student council, Assemblies, Student achievement, Collective responsibility, Mclt, Hots, School culture climate, EI learners, Allocations of funds for purchasing materials for instruction and professional development, Mentoring, Cultural awareness, Classroom environment, Student accountability, Exepctations and goals, Student centered, School-wide culture, Celebrations, 5 essentials, Student voice, engagement, School-wide expectations, Student attendance, Chronic absences, Academic achievement, Student empowerment, Respect and rapport, Supportive school certification

Area(s) of focus:

1

Action step

Bring outside fine arts groups to perform for students that show diversity examples, historical perspectives, and/or music assemblies.

Responsible

Fine Arts  
Department  
Social Studies  
Department  
Admin

Timeframe

Jul 2, 2018 to  
Jun 19, 2020

Status

Not started

**Music, Fine arts, Diversity, Dance, Multicultural, Assemblies, Mclt, Cultural awareness, School-wide culture**

Create a list of cultures including those represented at Cauty that will be showcased on a monthly bases recognition of their cultural highlights. This will include school-wide announcements and Social Studies will incorporate cultural awareness to their curriculum and discussing geography and culture.

Social Science  
Department  
Student Council  
Admin

Jul 2, 2018 to  
Jun 19, 2020

Not started

**Diversity, Multicultural, Cultural awareness, School-wide culture, Celebrations**

Cultural Diversity Night - that showcases students visual and performing arts skills.

Fine Arts Committee

Jul 2, 2018 to  
Jun 19, 2020

Not started

**Family and Community Engagement, Music, Fine arts, Diversity, Dance, Mclt, Cultural awareness, Student performance, School-wide culture**

Fine and Performing Arts department will provide three activities/assemblies per year: Fine Arts Showcase, Musical Showcase and Dance Showcase.	Fine Arts Department	Aug 27, 2018 to Jun 19, 2020	On-Track
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**Family and Community Engagement, Music, Fine arts, Dance, Mclt, Student performance**

Expand the literature focus on diversity through novel units and articles or short stories at least once a year. Some grade levels need to purchase novels for their different RIT bands to expose all students to diverse literature.	ELA Department Social Studies Department Administration	Jul 2, 2018 to Jun 19, 2020	On-Track
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**Diversity, Ubd, Allocations of funds for purchasing materials for instruction and professional development, Cultural awareness, Ela curriculum, Multiculturalism, Culturally relevant resources**

Redesign the posters and displays that include positive messages and motivational quotes which are grade cluster appropriate through out the building.	Admin School Culture Committee Student Council	Jul 2, 2018 to Jun 21, 2019	Not started
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**Diversity, Growth mindset, School-wide culture, School-wide expectations**

Identify student work using common core state standards on hallway displays.	All Teachers Admin	Jul 2, 2018 to Jun 19, 2020	On-Track
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**Common core state standards, School-wide expectations**

Create a display in the multipurpose room that fits all grade levels that incorporates RP, PBIS and Lunch rules and expectations as well as motivational.	Student Council RP Committee School Climate Committee	Jul 2, 2018 to Jun 28, 2019	Not started
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**Culture and climate, Student accountability, Student centered, School-wide culture, School-wide expectations, Respect and rapport, Student environment, Collectivie responsibility**

Continue goal setting in all grades with Dibels/TRC, ESGI, 8th algebra assessment and NWEA.	All Math and Reading Teachers	Jul 2, 2018 to Jun 19, 2020	On-Track
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**Academic expectations, Expectations and goals, Student accountability, Celebrations, Academic achievement**

Purchase and install cork strips and hallway bulletin boards in the new building.	Engineer Admin	Jul 2, 2018 to Sep 7, 2018	Behind
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**Climate and Culture, Purchase, Hallway displays**

Strengthen Student Council that is represented by 5th through 8th grade students who lead student activities bi-monthly for all grades.	Student Council	Jun 4, 2018 to Jun 4, 2018	On-Track
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**Student council, Student centered, 5 essentials, Student voice, engagement, Afterschool activities**

Create a student inventory survey for grades 4th through 8th twice a year (BOY and EOY) regarding school culture and activities	Student Council School Climate Team	Jul 2, 2018 to Jun 19, 2020	Not started
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**Student council, 5 essentials, Student voice, engagement**

Advertise Student Council activities including blackboard connect	Student Council Clerk Admin	Sep 10, 2018 to Jun 19, 2020	On-Track
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**Family and Community Engagement, Student council, Student centered, School-wide culture**

Establish Mentoring Team of Teachers to provide on-going support for new employees, connecting them to a subject and/or grade level mentor.	Admin	Jul 2, 2018 to Jun 19, 2020	Not started
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**Accountability, Growth mindsets, Mentoring**

Continue to focus on positive growth mindset for students and parents.	ILT Committee	Jul 2, 2018 to Jun 19, 2020	On-Track
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**Climate and Culture, Growth mindset, Student centered, School-wide culture, School-wide expectations, Accountability**

Create monthly positive staff activities that focus on growth mindset and personal celebrations i.e. morning breakfast, email shout outs, intercom announcements	Admin School Climate Committee	Jul 2, 2018 to Jun 19, 2020	Not started
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**Growth mindset, Celebrations, Staff interaction**

Establish a monthly instructional newsletter that will showcase grade level goals and accomplishments besides the administrative news updates of what is occurring in the building. This newsletter would be sent via email to all parents through blackboard.	School Climate Committee Admin	Jul 2, 2018 to Jun 19, 2020	Not started
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**Family and Community Engagement, School-wide culture, 5 essentials, School-wide expectations, Accountability, Communication**

Healthy Wellness Committee develop incentives for student to improve student morale, that would include but not limited to: Wellness Garden, Bike Day, Open gyms for different sports, Soccer Club , All-Star basketball Game - Teachers vs Students, Kickball Game -Teachers vs Students, End of the year Block Party stations, Birthday Raffles, Spirit Weeks or different Spirit Weeks, Staff outings/Outside events	Health Wellness Committee	Aug 27, 2018 to Jun 19, 2020	Not started
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**Student Health & Wellness, Celebrations, School-wide expectations**

Strategy 2

If we do...

If we implement Restorative Practice and PBIS procedures with fidelity throughout the entire school in all settings

...then we see...

Students and Staff will have a positive growth mindset towards behavior

...which leads to...

10% decrease in discipline referrals in groups 3, 4, 5, and 6 in the Student Code of Conduct, an increase of students and staff on 5 Essentials responses to questions on feeling safe and secure "agree or strongly agree" categories.

Tags:

Behavior and Safety, SEL, Restorative approaches, Pbis, Restorative justice, Growth mindset, Data tracking, Counseling, Sel mtss, Self assessment, Second step, Recess, Classroom management, Peace circles, Behavioral health team, Behavior contingency map, Alternatives to suspension, 5 essentials, Positive behavior supports, Security, Restorative practice, Behavior expectations, Behavior mtss, Behavior incentive, Chill zone, Restorative conversations, Talking circles

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status



Provide professional development and school-wide discussion on the implementation of Restorative Practice	Admin Restorative Practice Team	Jul 2, 2018 to Jun 19, 2020	Not started
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**Restorative approaches, Restorative justice, Restorative practices, Restorative coaching, Restorative con**

Current Restorative Practice Team will develop a schedule for monthly meetings to review data and help guide implementation	Admin Restorative Practice Team PBIS Team	Jul 2, 2018 to Jun 19, 2020	Not started
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**SEL, Data tracking, Restorative practice**

Restorative practice team, now fully trained, will take on a coaching role for all staff. At least one time per month RP will be discussed and address concerns in Grade Level meetings.	Restorative Practice Team	Jul 2, 2018 to Jun 19, 2020	Not started
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**Restorative approaches, Restorative justice, Restorative coaching, Restorative conversations**

Create and implement a tool for Discipline/RP where all staff reports students with SCC violation or SEL concerns in a central location to enable a proactive rather than a reactive approach to chronic offenders.	Admin Behavior Health Team RP Team	Jul 2, 2018 to Dec 21, 2018	Not started
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**Pbis, Data tracking, Behavior health team, Restorative practices, Behavior mtss**

Implement strict teacher protocol guidelines through a discipline mapping on how to handle various discipline situations. This will be part of the RP handbook that will be developed for 2018-2019 school year.	Admin RP team PBIS team	Jul 2, 2018 to Jun 19, 2020	Not started
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**Growth mindset, School climate pbis, Sel mtss, Recess, School-wide expectations, Behavior expectations, Restorative conversations, School climate restorative, Classroom management, Behavior health, Behavior contingency map, Alternatives to suspensions**

Create a handbook on google drive for all staff that provides them with tools to help them with PBIS and RP implementation. PBIS forms now have RP wording but protocols and process need to be followed with fidelity. Staff need to know the chain of command when handling various situations.	Admin PBIS Team RP Team	Jul 2, 2018 to Sep 4, 2018	Not started
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**Restorative approaches, Pbis, Restorative justice, Data tracking, Sel mtss, Recess, Classroom management, Peace circles, Behavior health team, Restorative practices, School-wide culture, School-wide expectations, Talking circles, Behavioral expectations, Positive behavior su, Alternative to sus, Self assessment, Behavior incentives**

Post RB and PBIS signage throughout the building at the various grade cluster levels: PK-2, 3-5, 6-8	School Climate Team PBIS Team RP Team	Aug 27, 2018 to Nov 30, 2018	Not started
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**Pbis, Restorative practices**

Create and provide a workshop on Restorative Practice for Parents	RP Team	Jul 2, 2018 to Nov 30, 2018	Not started
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**School climate, Restorative practice**

Implement Canty Buck School Wide	PBIS Team	Aug 27, 2018 to Jun 19, 2020	Not started
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**Pbis, School wide expectation**

Canty Bucks Program data will be displayed in the lunchroom so students can see how other grades are earning their monthly bucks.	PBIS Team	Aug 27, 2018 to Nov 23, 2018	Not started
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**Pbis, School-wide expectations**

Create a peace room to provide peace/talk circle opportunity for teacher use. This would be a place for teachers to conduct investigations as well as peace or talking circles. Display motivational signage and RP/PBIS posters in the Peace Room.	ADMIN RP Team	Jul 2, 2018 to Aug 31, 2018	Not started
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**Peace circles, Talking circles, Restratorative practice**

Provide Second Step instruction in all grade levels with fidelity.	Admin All teachers	Aug 27, 2018 to Jun 19, 2020	On-Track
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**Second step**

Create and Develop SEL MTSS strategies for teachers to utilize and become familiar with. Place it in a central location for all staff to access.	MTSS Team Behavior Health Team	Jul 2, 2018 to Jun 19, 2020	Not started
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**MTSS**

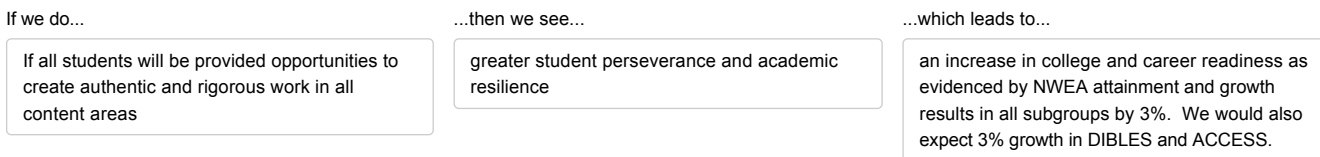
Freed Counselor will support the RP counseling needed as well as MTSS SEL Support.	Admin	Jul 2, 2018 to Sep 30, 2019	On-Track
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**MTSS, Restorative practice**

Provide additional Security Guard Needed due to the size of school and new addition, if budget allows	Admin	Jul 2, 2018 to Aug 31, 2018	Not started
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**Security**

**Strategy 3**



**Tags:**

MTSS, Differentiated instruction, Fine arts, Balanced literacy, Academic expectations, Balanced grading and assessment, Dance, Approaches to teaching and learning, Algebra, Academic rigor, Mclt, Units of study, El learners, Music education, Aligned assessments, Summative assessment, Allocations of funds for purchasing materials for instruction and professional development, Analysis of data, progress monitoring, rit instruction, small group instruction, Rigorous instruction, Next generation science standards, Art, Formative assessments, Social science, Amplified now what next, Academic achievement, Arts integration, Balanced math, Rigorous assessment, Assessment and grading, Rigorous student tasks, Diverse learning strategies, Academic interventions, Writing workshop, Academic languag

**Area(s) of focus:**

3

Action step	Responsible	Timeframe	Status
Strengthen High Quality UbD Units involving other disciplines, multimedia embedded, alternative pathways and levels of support that are student centered.	Teachers Administration	Jul 1, 2018 to Jun 30, 2020	Not started

**Academic, Ubd, Academic rigor, Student centered, Academic acheivement, Academic growth, Multimedia**

Provide online programming RazKids, Achieve3000, IXL Math (2-8); Happy Numbers K-1, Turn It In, and ESGI.	K-8 teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Differentiated instruction, Academic rigor, Purchase, Core subjects, Online programs**

Expand ESGI online tool to 1st and 2nd grade and get network and admin view-ability.	Administration Kindergarten, 1st and 2nd grade teachers.	Jul 1, 2018 to Jun 30, 2020	Not started
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**Software, Progress monitoring, Purchase, Mtss tiers 1, 2, and**

Provide collaboration time for all EL, DL, GenEd teachers in regards to unit planning and assessments across all core subject areas.	Adminstration	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Collaboration, Unit planning**

Fine and Performing Arts Magnet Cluster Team will provide one professional development each school year.	MCLT & FPA teachers	Jul 1, 2018 to Jun 30, 2019	Not started
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**Professional development, Mclt, Fine and performa**

Implement fine and performing arts magnet cluster curriculum in all content areas.	MCLT, All teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Mclt, Fine and performing**

Develop rubrics for students to self-assess before turning in assignments.	All Teachers	Jul 2, 2018 to Jun 30, 2019	On-Track
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**Self assessment, Rubrics, Student centered, Fidelity**

RACE response method will be used in extended response writing in all content writing.	All Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Writing**

ELA teachers will continue to develop and implement their Literacy Curriculum through UbD plans that incorporate the agency, identity and authority where students show ownership in authentic pieces of work.	ELA Department	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Balanced literacy, Ubd, Expectations for depth & breadth of quality teaching: balanced assessment & grading, Agency,authority identity**

Develop and implement consistent writing strategies and expectations within grade levels across content areas.	ELA Department Math Department Science Department S.S. Department	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Writing curriculum, School-wide expectations, Core subjects, Authentic**

Develop a plan to implement writing with fidelity within all content areas in grade levels.	All Teachers	Jul 1, 2018 to Jun 30, 2020	Not started
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**Writing, School-wide expectations, Fidelity, Authentic, Student cedntered**

Writing expectations with non-negotiables will be aligned vertically. .	All Teachers	Jul 1, 2018 to Jun 30, 2020	Not started
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**Non-negotiables, Writing expecations, School-wide expen**

All teachers will model and practice writing appropriate to their content areas.	All Teachers	Jul 1, 2018 to Jun 30, 2019	Not started
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**School-wide expectations, Authentic writing**

Kindergarten teachers will use the Super Writer Checklist they have created with fidelity	Kindergarten Teachers	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Writing curriculum, Non-negotiables**

Vocabulary will be taught in context of all subjects focusing on academic areas.	All Teachers	Jul 1, 2018 to Jun 30, 2019	Not started
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**Balanced literacy, Vocabulary, Core subjects, Non-negotiables**

implement Math Talks, FAL's, Problem of the Months and complete grade level domain coverage.	Math teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Math talks, Math curriculum, Math problem of the month, Fals**

Update Canty Math Grade Level Pacing Guides to reflect changes in instruction	Math Teachers	Jun 1, 2018 to Jun 30, 2020	On-Track
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**Math curriculum, Pacing guide**

Math teachers will update grade level lists of skill mastery in google drive.	Math Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Math, Skill mastery**

Social Studies teachers will take an active role in collaborating with ELA teachers to create and assess writing tasks quarterly	Social Studies and ELA Department Teachers, Administration, ILT	Jul 1, 2018 to Jul 1, 2020	Not started
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**Social studies standards, Writing expectations, Writing in the content areas**

Social studies teachers will implement the new Illinois Social Studies standards.	Social Studies teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Social science, Social studies standards, Non-negotiables**

Investigate possibilities to purchase a new series for Social Studies that is aligned with the Social Studies standards.	Social Studies teachers	Jul 1, 2018 to Jun 30, 2019	Not started
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**Social studies**

Social Studies teachers grades 1 - 8 will pilot a novel study into their curriculum at least 1 time each school year.	Social Science Department	Jul 2, 2018 to Jun 30, 2020	Not started
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**Social studies, Diversity**

Science teachers will continue to implement Next Generation standards.	Science teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Science standards**

Investigate and develop a plan to purchase new Science curriculum aligned with NGSS.	Science Department Admin	Jul 1, 2019 to Jun 30, 2020	Not started
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**Science**

Implement the new learning garden into all science curriculum.	Science teachers	Jul 1, 2018 to Jun 30, 2019	Not started
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**Science instruction, Garden**

In order to properly implement the NGSS standards, 6-8 would like to purchase Mosa Mack online program to use in their curriculum to enhance the STEM.	6th - 8th grade Science Teachers Admin	Jul 2, 2018 to Jun 30, 2020	Not started
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**Science, Purchase, Online programs**

Promote student agency, identity and authority in the science classroom based on Action Plan created during Science Summit	Science Department	Jul 2, 2018 to Jun 30, 2020	On-Track
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**Science, Agency, authority identity**

Provide funds for Science Labs for all grade levels.	Administration	Jul 1, 2018 to Jun 30, 2020	Not started
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**Science lab**

Purchase supplemental magazines from weekly readers, weekly magazine, and time for kids.	Administration	Jul 1, 2018 to Jun 30, 2019	On-Track
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**Purchase, Core subjects, Supplemental materials**

Implement WIDA standards in all grade levels by all classroom teachers.	All Teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Wida, Core subjects**

Develop the MPIs - expectations of students work at their English proficiency level that	Teachers EL coordinator	Jul 1, 2018 to Jun 30, 2020	Not started
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**EI learners**

Progress monitor students who have exited the program based on ACCESS.	EL coordinator and teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Progress monitoring, EI learners, Access**

All teachers who are giving a grade on report cards will update google doc from EL department in EL folder that pertains to students who transitioned out or opted out of the bilingual program.	EL coordinator, teachers	Jul 1, 2018 to Jun 30, 2020	On-Track
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**EI learners, School-wide expectations**

Continue native language print in all classroom.	EL coordinator, bilingual staff	Jul 1, 2018 to Jun 30, 2020	Not started
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**EI learners, Bilingual education**

Provide native language support based on students needs.	Bilingual teachers	Jul 1, 2018 to Jun 30, 2020	Not started
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**EI learners, Bilingual education**

Provide EL professional development on instructional practices for English language learners at least one time per year.	EL teacher	Jul 1, 2018 to Jun 30, 2020	Not started
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**Instructional practices, Professional development**

Purchase ESL software program to support ELs.	EL teacher, administration	Jul 1, 2018 to Jun 30, 2019	Not started
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**Software, EI learners, Purchase, Online programs**

Provide proper instructional materials and supplies to guarantee student access to curriculum in all learning environments and subjects.	Administration, department chairs	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Instructional material, Purchase, Core subjects**

Fund a reed technology coordinator to maintain all electronic devices and support all programs.	Administration	Jul 1, 2018 to Jun 30, 2021	On-Track
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**Restorative coaching, Counselor, Sel coach**

Continue to provide outside support for MTSS support plans written Reading and Math students.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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**MTSS**

Provide substitutes for primary and EL assessments.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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**MTSS, Trc, Access, Dibles**

Allocate funds for both after school program and Saturday Academy.	Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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**Afterschool activities, Allocate funds, Saturday programs**

Monitor student progress with fidelity to provide necessary support for students in Tier 2 and Tier 3 using local assessments	Teachers, Administration	Jul 1, 2018 to Jun 30, 2020	On-Track
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**MTSS, Progress monitoring**

Fund all teachers and staff positions to provide proper instruction and support to all students.	Administration	Jul 2, 2018 to Jun 19, 2020	On-Track
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**Teachers**

Provide Algebra program to eligible 8th grade students.	Algebra Teacher	Jul 2, 2018 to Jun 19, 2020	On-Track
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**Math, Algebra**

Action Plan

Strategy 1

<b>NOT STARTED</b>	Bring outside fine arts groups to perform for students that show diversity examples, historical perspectives, and/or music assemblies." Jul 02, 2018 to Jun 19, 2020 - Fine Arts Department Social Studies Department Admin
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Status history

NOT STARTED

Apr 24, 2018

**Evidence**

Fine Arts minutes from monthly meetings Receipts from Performance companies

NOT STARTED

Create a list of cultures including those represented at Canty that will be showcased on a monthly bases recognition of their cultural highlights. This will include school-wide announcements and Social Studies will incorporate cultural awareness to their curriculum and discussing geography and culture."

Jul 02, 2018 to Jun 19, 2020 - Social Science Department Student Council Admin

## Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Monthly Newsletter, Social Science UbD Units; Social Science quarterly meetings agendas and minutes Student and Staff Survey at the end of each year giving feedback for the next year; 5 Essentials

NOT STARTED

Cultural Diversity Night - that showcases students visual and performing arts skills."

Jul 02, 2018 to Jun 19, 2020 - Fine Arts Committee

## Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Monthly Fine Arts agendas and minutes; Flyer announcing event Student Survey at the end of the school year, 5 Essentials

ON-TRACK

Fine and Performing Arts department will provide three activities/assemblies per year: Fine Arts Showcase, Musical Showcase and Dance Showcase."

Aug 27, 2018 to Jun 19, 2020 - Fine Arts Department

## Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Monthly Fine Arts agendas and minutes, seating charts of performance in auditorium Flyers advertising events, 5 Essentials

ON-TRACK

Expand the literature focus on diversity through novel units and articles or short stories at least once a year. Some grade levels need to purchase novels for their different RIT bands to expose all students to diverse literature."

Jul 02, 2018 to Jun 19, 2020 - ELA Department Social Studies Department Administration

## Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Quarterly ELA Department meeting minutes, UbD Units of Study; Google Drive Inventory, 5 Essentials

NOT STARTED

Redesign the posters and displays that include positive messages and motivational quotes which are grade cluster appropriate through out the building."

Jul 02, 2018 to Jun 21, 2019 - Admin School Culture Committee Student Council

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Pictures of hallway displays Minutes from School Culture Committee Feedback from Student Survey at end of year, 5 Essentials

ON-TRACK

Identify student work using common core state standards on hallway displays."

Jul 02, 2018 to Jun 19, 2020 - All Teachers Admin

## Status history

Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

Pictures of hallway displays Walk Through ILT, Teacher Teams, Administration

NOT STARTED

Create a display in the multipurpose room that fits all grade levels that incorporates RP, PBIS and Lunch rules and expectations as well as motivational."

Jul 02, 2018 to Jun 28, 2019 - Student Council RP Committee School Climate Committee

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Student and Teacher survey feedback, 5 Essentials

ON-TRACK

Continue goal setting in all grades with Dibels/TRC, ESGI, 8th algebra assessment and NWEA."

Jul 02, 2018 to Jun 19, 2020 - All Math and Reading Teachers

## Status history

Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

NWEA. Algebra Assessment, TRC, Dibels, ESGI Results

BEHIND

Purchase and install cork strips and hallway bulletin boards in the new building."

Jul 02, 2018 to Sep 07, 2018 - Engineer Admin

## Status history

Apr 24

BEHIND

Apr 24, 2018

**Problem**

purchase orders

**Root Cause**

**Next steps**

ON-TRACK

Strengthen Student Council that is represented by 5th through 8th grade students who lead student activities bi-monthly for all grades."

Jun 04, 2018 to Jun 04, 2018 - Student Council

## Status history



Apr 24

**ON-TRACK** Apr 24, 2018  
**Evidence**  
Student Council Agendas and minutes Flyers of Events, 5 Essentials

**NOT STARTED** Create a student inventory survey for grades 4th through 8th twice a year (BOY and EOY) regarding school culture and activities"  
Jul 02, 2018 to Jun 19, 2020 - Student Council School Climate Team

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
Survey Results, 5 Essentials

**ON-TRACK** Advertise Student Council activities including blackboard connect"  
Sep 10, 2018 to Jun 19, 2020 - Student Council Clerk Admin

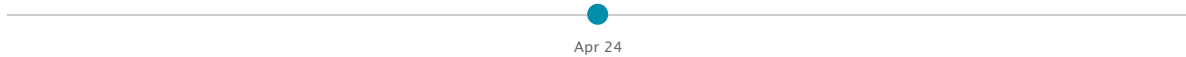
### Status history



**ON-TRACK** Apr 24, 2018  
**Evidence**  
Attendance Records of Events, 5 Essentials

**NOT STARTED** Establish Mentoring Team of Teachers to provide on-going support for new employees, connecting them to a subject and/or grade level mentor."  
Jul 02, 2018 to Jun 19, 2020 - Admin

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
Sign in sheets of meetings, 5 Essentials

**ON-TRACK** Continue to focus on positive growth mindset for students and parents."  
Jul 02, 2018 to Jun 19, 2020 - ILT Committee

### Status history

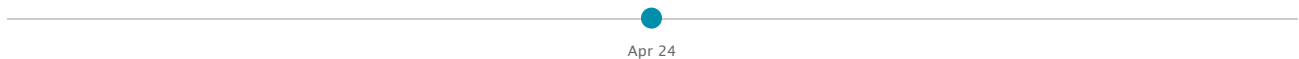


**ON-TRACK** Apr 24, 2018  
**Evidence**  
5 Essentials, pictures, flyers

**NOT STARTED** Create monthly positive staff activities that focus on growth mindset and personal celebrations i.e. morning breakfast, email shout outs, intercom announcements"

Jul 02, 2018 to Jun 19, 2020 - Admin School Climate Committee

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
5 Essentials

**NOT STARTED**

Establish a monthly instructional newsletter that will showcase grade level goals and accomplishments besides the administrative news updates of what is occurring in the building. This newsletter would be sent via email to all parents through blackboard."

Jul 02, 2018 to Jun 19, 2020 - School Climate Committee Admin

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Parent 5 Essentials Data, Internal Parent Survey

**NOT STARTED**

Healthy Wellness Committee develop incentives for student to improve student morale, that would include but not limited to: Wellness Garden, Bike Day, Open gyms for different sports, Soccer Club , All-Star basketball Game - Teachers vs Students, Kickball Game -Teachers vs Students, End of the year Block Party stations, Birthday Raffles, Spirit Weeks or different Spirit Weeks, Staff outings/Outside events"

Aug 27, 2018 to Jun 19, 2020 - Health Wellness Committee

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Quarterly minutes, fliers, 5 Essentials

## Strategy 2

**NOT STARTED** Provide professional development and school-wide discussion on the implementation of Restorative Practice"  
Jul 02, 2018 to Jun 19, 2020 - Admin Restorative Practice Team

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
PD Agendas Staff Survey

**NOT STARTED** Current Restorative Practice Team will develop a schedule for monthly meetings to review data and help guide implementation"  
Jul 02, 2018 to Jun 19, 2020 - Admin Restorative Practice Team PBIS Team

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Data Tracking Tool, Agenda and Minutes, School Calendar

**NOT STARTED**

Restorative practice team, now fully trained, will take on a coaching role for all staff. At least one time per month RP will be discussed and address concerns in Grade Level meetings."

Jul 02, 2018 to Jun 19, 2020 - Restorative Practice Team

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Notes from Coaching, 5 essentials, Grade Level meetings agendas

**NOT STARTED**  
Create and implement a tool for Discipline/RP where all staff reports students with SCC violation or SEL concerns in a central location to enable a proactive rather than a reactive approach to chronic offenders."

Jul 02, 2018 to Dec 21, 2018 - Admin Behavior Health Team RP Team

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Weekly meeting minutes, Monthly Data Analysis, Grade Level minutes

**NOT STARTED**  
Implement strict teacher protocol guidelines through a discipline mapping on how to handle various discipline situations. This will be part of the RP handbook that will be developed for 2018-2019 school year."

Jul 02, 2018 to Jun 19, 2020 - Admin RP team PBIS team

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Weekly meeting minutes, Monthly Data Analysis, Grade Level minutes

**NOT STARTED**  
Create a handbook on google drive for all staff that provides them with tools to help them with PBIS and RP implementation. PBIS forms now have RP wording but protocols and process need to be followed with fidelity. Staff need to know the chain of command when handling various situations."

Jul 02, 2018 to Sep 04, 2018 - Admin PBIS Team RP Team

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Grade Level minutes, handbook

**NOT STARTED** Post RB and PBIS signage throughout the building at the various grade cluster levels: PK-2, 3-5, 6-8"  
Aug 27, 2018 to Nov 30, 2018 - School Climate Team PBIS Team RP Team

## Status history

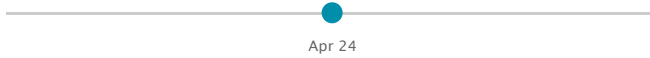
Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Picture of Hallway displays, 5 Essentials

**NOT STARTED** Create and provide a workshop on Restorative Practice for Parents"

Jul 02, 2018 to Nov 30, 2018 - RP Team

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
Agenda for Workshop Attendance Sheet from Workshop

**NOT STARTED** Implement Canty Buck School Wide"

Aug 27, 2018 to Jun 19, 2020 - PBIS Team

### Status history

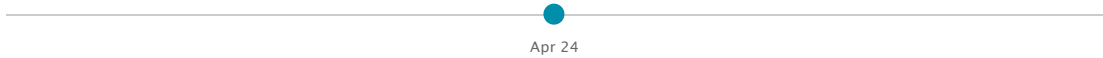


**NOT STARTED** Apr 24, 2018  
**Evidence**  
Canty Bucks monthly data, 5 Essentials

**NOT STARTED** Canty Bucks Program data will be displayed in the lunchroom so students can see how other grades are earning their monthly bucks."

Aug 27, 2018 to Nov 23, 2018 - PBIS Team

### Status history



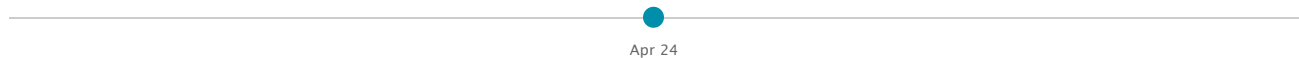
**NOT STARTED** Apr 24, 2018  
**Evidence**  
Picture of the lunchroom, 5 Essentials

**NOT STARTED**

Create a peace room to provide peace/talk circle opportunity for teacher use. This would be a place for teachers to conduct investigations as well as peace or talking circles. Display motivational signage and RP/PBIS posters in the Peace Room."

Jul 02, 2018 to Aug 31, 2018 - ADMIN RP Team

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
Creation of room Sign up sheet of room usage, 5 Essentials

**ON-TRACK** Provide Second Step instruction in all grade levels with fidelity."

Aug 27, 2018 to Jun 19, 2020 - Admin All teachers

### Status history



**ON-TRACK** Apr 24, 2018  
**Evidence**  
Monthly Check-Ins; Lesson Plans

**NOT STARTED**

Create and Develop SEL MTSS strategies for teachers to utilize and become familiar with. Place it in a central location for all staff to access."

Jul 02, 2018 to Jun 19, 2020 - MTSS Team Behavior Health Team

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Documents on Google Drive

ON-TRACK

Freed Counselor will support the RP counseling needed as well as MTSS SEL Support."

Jul 02, 2018 to Sep 30, 2019 - Admin

## Status history

Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

Staff Roster, budget

NOT STARTED

Provide additional Security Guard Needed due to the size of school and new addition, if budget allows"

Jul 02, 2018 to Aug 31, 2018 - Admin

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Staff Roster, budget

## Strategy 3

NOT STARTED

Strengthen High Quality UbD Units involving other disciplines, multimedia embedded, alternative pathways and levels of support that are student centered."

Jul 01, 2018 to Jun 30, 2020 - Teachers Administration

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

UbD Units, Lesson Plans, NWEA data

ON-TRACK

Provide online programming RazKids, Achieve3000, IXL Math (2-8); Happy Numbers K-1, Turn It In, and ESGI."

Jul 01, 2018 to Jun 30, 2020 - K-8 teachers

## Status history

Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

Program Reports, Data results, purchase orders

ON-TRACK

Provide collaboration time for all EL, DL, GenEd teachers in regards to unit planning and assessments across all core subject areas."

## Status history



Apr 24

**ON-TRACK** Apr 24, 2018  
**Evidence**  
Meeting minutes/reports

**ON-TRACK** Implement fine and performing arts magnet cluster curriculum in all content areas."

Jul 01, 2018 to Jun 30, 2020 - MCLT, All teachers

## Status history



Apr 24

**ON-TRACK** Apr 24, 2018  
**Evidence**  
Units/lesson plans, student projects

**ON-TRACK** RACE response method will be used in extended response writing in all content writing."

Jul 01, 2018 to Jun 30, 2020 - All Teachers

## Status history



Apr 24

**ON-TRACK** Apr 24, 2018  
**Evidence**  
Student writing samples

**ON-TRACK** Develop and implement consistent writing strategies and expectations within grade levels across content areas."

Jul 01, 2018 to Jun 30, 2020 - ELA Department Math Department Science Department S.S. Department

## Status history



Apr 24

**ON-TRACK** Apr 24, 2018  
**Evidence**  
UbD units, lesson plans

**NOT STARTED** Develop a plan to implement writing with fidelity within all content areas in grade levels."

Jul 01, 2018 to Jun 30, 2020 - All Teachers

## Status history



Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Student work

**NOT STARTED** Writing expectations with non-negotiables will be aligned vertically. ."

Jul 01, 2018 to Jun 30, 2020 - All Teachers

## Status history



Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

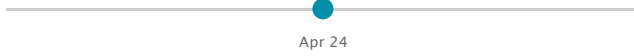
Measured by the quality of student work.

NOT STARTED

All teachers will model and practice writing appropriate to their content areas."

Jul 01, 2018 to Jun 30, 2019 - All Teachers

### Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Student work displays, lesson plans

ON-TRACK

implement Math Talks, FAL's, Problem of the Months and complete grade level domain coverage."

Jul 01, 2018 to Jun 30, 2020 - Math teachers

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Student work, Math lesson plans and units, NWEA results

ON-TRACK

Social studies teachers will implement the new Illinois Social Studies standards."

Jul 01, 2018 to Jun 30, 2020 - Social Studies teachers

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Social St. units and lesson plans, student work

ON-TRACK

Science teachers will continue to implement Next Generation standards."

Jul 01, 2018 to Jun 30, 2020 - Science teachers

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Science units & lesson plans, student work

NOT STARTED

Provide funds for Science Labs for all grade levels."

Jul 01, 2018 to Jun 30, 2020 - Administration

### Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Purchase orders

NOT STARTED

Investigate possibilities to purchase a new series for Social Studies that is aligned with the Social Studies standards."

Jul 01, 2018 to Jun 30, 2019 - Social Studies teachers

### Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Purchase orders, minutes of the Social St. department meetings

ON-TRACK

Purchase supplemental magazines from weekly readers, weekly magazine, and time for kids."

Jul 01, 2018 to Jun 30, 2019 - Administration

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Purchase orders

ON-TRACK

Implement WIDA standards in all grade levels by all classroom teachers."

Jul 01, 2018 to Jun 30, 2020 - All Teachers

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Unit plans, lesson plans

NOT STARTED

Develop the MPis - expectations of students work at their English proficiency level that"

Jul 01, 2018 to Jun 30, 2020 - Teachers EL coordinator

### Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Student work, rubrics

ON-TRACK

Progress monitor students who have exited the program based on ACCESS."

Jul 01, 2018 to Jun 30, 2020 - EL coordinator and teachers

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Monitoring form on google drive.

ON-TRACK

All teachers who are giving a grade on report cards will update google doc from EL department in EL folder that pertains to students who transitioned out or opted out of the bilingual program."

Jul 01, 2018 to Jun 30, 2020 - EL coordinator, teachers



## Status history

Apr 24

**ON-TRACK** Apr 24, 2018  
**Evidence**  
Monitoring form on google drive.

**NOT STARTED** Continue native language print in all classroom."  
Jul 01, 2018 to Jun 30, 2020 - EL coordinator, bilingual staff

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Visulas in classrooms and around school

**NOT STARTED** Provide native language support based on students needs."  
Jul 01, 2018 to Jun 30, 2020 - Bilingual teachers

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Master Schedule, lesson plans

**NOT STARTED** Provide EL professional development on instructional practices for English language learners at least one time per year."  
Jul 01, 2018 to Jun 30, 2020 - EL teacher

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
PD Agenda, unit/lesson plans, student work

**NOT STARTED** Fine and Performing Arts Magnet Cluster Team will provide one professional development each school year."  
Jul 01, 2018 to Jun 30, 2019 - MCLT & FPA teachers

## Status history

Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
PD agenda, units/lesson plans, student projects

**NOT STARTED** Implement the new learning garden into all science curriculum."  
Jul 01, 2018 to Jun 30, 2019 - Science teachers

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Lesson plans, student work, garden products

NOT STARTED

Purchase ESL software program to support ELs."

Jul 01, 2018 to Jun 30, 2019 - EL teacher, administration

### Status history



NOT STARTED

Apr 24, 2018

**Evidence**

Purchase order

ON-TRACK

Provide proper instructional materials and supplies to guarantee student access to curriculum in all learning environments and subjects."

Jul 01, 2018 to Jun 30, 2020 - Administration, department chairs

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Purchase orders, teacher request sheets, PPLC minutes

ON-TRACK

Fund a reed technology coordinator to maintain all electronic devices and support all programs."

Jul 01, 2018 to Jun 30, 2021 - Administration

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Position roster, schedules

ON-TRACK

Continue to provide outside support for MTSS support plans written Reading and Math students."

Jul 01, 2018 to Jun 30, 2020 - Administration

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Schedules, MTSS rosters, interventions, and progress monitoring results.

ON-TRACK

Provide substitutes for primary and EL assessments."

Jul 01, 2018 to Jun 30, 2020 - Administration

### Status history



ON-TRACK

Apr 24, 2018

**Evidence**

Substitute buckets and sign in sheets

NOT STARTED

Vocabulary will be taught in context of all subjects focusing on academic areas."

Jul 01, 2018 to Jun 30, 2019 - All Teachers

## Status history



Apr 24

NOT STARTED

Apr 24, 2018

### Evidence

Student work, units plans, lesson plans, student NWEA and TRC results

ON-TRACK

Allocate funds for both after school program and Saturday Academy."

Jul 01, 2018 to Jun 30, 2020 - Administration

## Status history



Apr 24

ON-TRACK

Apr 24, 2018

### Evidence

Program schedules, student attendance sheets, teacher sign-in sheets; student grades and testing results

ON-TRACK

Update Canty Math Grade Level Pacing Guides to reflect changes in instruction"

Jun 01, 2018 to Jun 30, 2020 - Math Teachers

## Status history



Apr 24

ON-TRACK

Apr 24, 2018

### Evidence

Google Document

ON-TRACK

Math teachers will update grade level lists of skill mastery in google drive."

Jul 01, 2018 to Jun 30, 2020 - Math Teachers

## Status history



Apr 24

ON-TRACK

Apr 24, 2018

### Evidence

Google Document

NOT STARTED

Expand ESGI online tool to 1st and 2nd grade and get network and admin view-ability."

Jul 01, 2018 to Jun 30, 2020 - Administration Kindergarten, 1st and 2nd grade teachers.

## Status history



Apr 24

NOT STARTED

Apr 24, 2018

### Evidence

Progress Monitoring Reports purchase order

NOT STARTED

In order to properly implement the NGSS standards, 6-8 would like to purchase Mosa Mack online program to use in their curriculum to enhance the STEM."

Jul 02, 2018 to Jun 30, 2020 - 6th - 8th grade Science Teachers Admin

## Status history

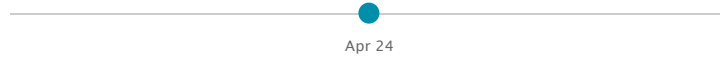


Apr 24

**NOT STARTED** Apr 24, 2018  
**Evidence**  
Purchase order online use data

**NOT STARTED** Investigate and develop a plan to purchase new Science curriculum aligned with NGSS."  
Jul 01, 2019 to Jun 30, 2020 - Science Department Admin

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
Purchase Orders

**ON-TRACK** Promote student agency, identity and authority in the science classroom based on Action Plan created during Science Summit"  
Jul 02, 2018 to Jun 30, 2020 - Science Department

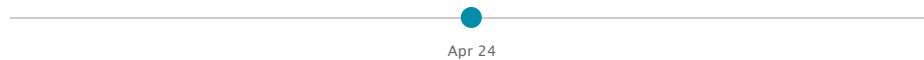
### Status history



**ON-TRACK** Apr 24, 2018  
**Evidence**  
Participation in summit meetings to bring back to rest of department Action Plan developed during summit meeting

**NOT STARTED** Social Studies teachers grades 1 - 8 will pilot a novel study into their curriculum at least 1 time each school year."  
Jul 02, 2018 to Jun 30, 2020 - Social Science Department

### Status history



**NOT STARTED** Apr 24, 2018  
**Evidence**  
UbD Unit Plans

**ON-TRACK** Develop rubrics for students to self-assess before turning in assignments."  
Jul 02, 2018 to Jun 30, 2019 - All Teachers

### Status history



**ON-TRACK** Apr 24, 2018  
**Evidence**  
Grades in Grade book

**ON-TRACK** Kindergarten teachers will use the Super Writer Checklist they have created with fidelity"  
Jul 02, 2018 to Jun 30, 2020 - Kindergarten Teachers

### Status history



**ON-TRACK** Apr 24, 2018  
**Evidence**  
Writing Binder Specific Writing Samples

ON-TRACK

ELA teachers will continue to develop and implement their Literacy Curriculum through UbD plans that incorporate the agency, identity and authority where students show ownership in authentic pieces of work."

Jul 02, 2018 to Jun 30, 2020 - ELA Department

## Status history



Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

Authentic Student Work Ubd Lesson Plans

ON-TRACK

Monitor student progress with fidelity to provide necessary support for students in Tier 2 and Tier 3 using local assessments"

Jul 01, 2018 to Jun 30, 2020 - Teachers, Administration

## Status history



Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

MTSS data

NOT STARTED

Social Studies teachers will take an active role in collaborating with ELA teachers to create and assess writing tasks quarterly"

Jul 01, 2018 to Jul 01, 2020 - Social Studies and ELA Department Teachers, Administration, ILT

## Status history



Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Units and Lesson Plans, Student authentic work, meeting minutes

ON-TRACK

Fund all teachers and staff positions to provide proper instruction and support to all students."

Jul 02, 2018 to Jun 19, 2020 - Administration

## Status history



Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

Organization Chart

ON-TRACK

Provide Algebra program to eligible 8th grade students."

Jul 02, 2018 to Jun 19, 2020 - Algebra Teacher

## Status history



Apr 24

ON-TRACK

Apr 24, 2018

**Evidence**

Algebra Roster Units

Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## 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

Not 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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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)

(Blank)

School-Parent Compact

Not 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.)

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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).

(Blank)

Parent Budget

Not 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.

(Blank)

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

Account(s) Description

Allocation

51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
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53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount	.00
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53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	Amount	.00
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54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	Amount	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	Amount	.00
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<p>54565</p>**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.

\$	Amount	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

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

\$	Amount	.00
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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.

\$	Amount	.00
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