



Edison Park Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
J. Jeffrey Finelli	Interim Principal	jfinelli@cps.edu	Has access
Amber Whitfield	Assistant Principal	awhitfield1@cps.edu	Has access
Lorraine Ortiz	ILT, 4th grade	lgortiz@cps.edu	Has access
Erik Almer	ILT, 4th grade, EL	ealmer@cps.edu	Has access
Lee Marcheschii	3rd grade	lamarcheski@cps.edu	Has access
Sara Taylor	ILT, MS, Science, EL	sjtaylor4@cps.edu	Has access
Emily Morrissey	MS, reading/writing	eemcgrath@cps.edu	Has access
Patty Walsh	ILT, DL - primary	pjdoyle@cps.edu	Has access
Nolan Donlin	ILT, DL - Middle School	nmdonlin@cps.edu	Has access
Kevin Sampey	LSC, parent (3rd, 4th)	ksam41@gmail.com	No Access
Martha Carman	LSC (teacher), Health & Wellness	malushniak@cps.edu	Has access
Nancy Hyman	2nd grade	nhyman@cps.edu	Has access
Kelly Rubel	2nd grade	klgriffiths@cps.edu	Has access

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Dominique Davis	Counselor	dmlocascio@cps.edu	Has access
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Ginnie Flynn	LSC, Parent (5th, 8th)	ginnieflynn@gmail.com	No Access
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#### Team meetings

Date	Participants	Topic
02/02/2018	Whole staff	Gathering evidence for CPS' SEF
02/20/2018	CIWP team	Review evidence and self-eval; narrow down to 5-7 priorities
03/05/2018	CIWP team	Network workshop
03/09/2018	CIWP team	DUE 3/9: School Effectiveness Framework and Goalsetting
03/20/2018	CIWP team	DUE 4/6: Strategies & Action Steps
04/02/2018	CIWP team	DUE 4/20: Fund Compliance & Parent Involvement; Draft of CIWP
04/09/2018	CIWP team	DUE 4/20: Fund Compliance & Parent Involvement; Draft of CIWP
04/23/2018	CIWP team	Due 5/21: Finalize CIWP

#### School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Doing well...

Student population was considered when developing the school vision.  
Instruction and student behavior model school beliefs and priorities.  
Teachers strive to find and share best instructional resources for their students.  
Leadership works hard to keep staff focused on students.  
Leadership is gathering evidence on what school priorities should be and listens to feedback/input from staff.  
Admin does a good job of buffering staff from external distractions, assessments, etc.  
Mentoring program that was recently added seems to be valuable.

Areas of Improvement...

All stakeholders are not aware of what is in our vision. It is not posted or shared with students.  
Varied leadership impacts implementation of school identity, vision, and school-wide decisions.  
Lack of consistency with MTSS Framework  
Shared leadership structures and opportunities are present but there's a lack of time for teacher leaders to train their peers.  
"Master skills...large scale strategic planning" WTF???  
Coherent instructional program is inconsistent from room to room  
Goals for teaching and learning do not demonstrate differentiation for all priority groups school-wide  
We would like to see more student ownership not only of work, but also of behavior whether it be positive or negative.  
Consequences for both positive and negative behavior should be implemented across the board.  
Collective responsibility necessary for all students not only in the classroom or after-school, but also in the hallways  
Provide PD to increase understanding of needs of students with significant disabilities.  
Not enough vertical planning opportunities

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<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 A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

## Instructional Leadership Team:

Score

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

1 2 3 4

Doing well...

Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.

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. Are there currently members from all teams on the ILT?

Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)

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.

Use an agenda with a clear focus. School-wide agenda

All team members have equity of voice and are actively engaged in asking questions. In ILT everyone has the ability to contribute

Celebrate small wins and improvements. Sharing "good news"

Clear objective of meetings.

Evidence: Effectiveness Rubric, Master Schedule,

Need Improvement...

Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes. MTSS program is still forming and trying to understand the root causes

ILT should use school-wide data/trends to prioritize school-wide decisions/practices

Relentlessly ask, "Is it working?" about every program, and strategy in the school. Equity of voice and change in education

Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?" with change in admin this has been hard to accomplish

Systematically consider root cause(s) based on thorough review of evidence. ILT does not thoroughly implement

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. Assessment could be improved

Disaggregate data for priority student groups (e.g. English learners, diverse learners). No EL teacher position

Regularly inform and engage stakeholders of key data and work of the ILT. Information sharing from ILT not reaching all staff effectively

Group 2 does not agree that information is shared to staff. Admin has worked to share ILT updates through email messages.

More transparent about what goes on in these ILT meetings. Perhaps there should be minutes for the meetings, or some general way to inform everyone about topics/outcomes of the meetings.

Follow through of goals set. Come back to unfinished business.

## 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	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</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, Evaluation of MTSS</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>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> </ul>
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:

Score

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.

1 2 3 4

Doing well...

PD opportunities are advertised via email.

When staff asks to go to PD opportunities, we are encouraged to do so

Staff is given time to try out new strategies with students & see their effectiveness

Needs Improvement...

PD that is onsite is very beneficial for individual learning; however, onsite PD needs to be tailored more directly to individual groups (i.e. cluster program, resource, etc.)

This year, admin has begun to ask us for our input into PD opportunities; however, this is very new

Linguistic needs of students are a concern since we do not currently have an ESL teacher or speech pathologist

Need to discuss as a whole building research-based best practices, curriculum, etc. to utilize as potential resources for students based on their individual needs

Dedicated, structured time needs to be provided for special ed team (teachers and paras) to collaborate, share ideas, conduct peer observations, and share feedback

The option of having a coach/mentor would be nice to have for all staff

More support needed for new teachers specific towards

Conduct frequent non-REACH observations to provide coaching and actionable feedback.

Need to discuss as a whole building research-based best practices, curriculum, etc. to utilize as potential resources for students based on their individual needs

Schoolwide professional development days seem to be geared towards gen ed classroom teachers. We would like to see breakout sessions to differentiate learning needs for different teachers.

Opportunities to peer observe could be beneficial across all grade bands.

### 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	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</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	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

- ✓ [Teaching the Teachers](#)
- ✓ [Making Better Use of Research](#)
- ✓ [Upcoming Professional Learning Opportunities](#)
- ✓ [Framework for Teaching PD Modules](#)

### Aligned Resources:

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

Score

1 2 3 4

#### Doing well...

- 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.
- 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.
- Streamline purchase procedures to minimize lapses between ordering and receiving materials
- 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.
- 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.
- 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.
- Use an interview process including a protocol for questioning and select highly qualified candidates. Interview questions shared
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve. IL School Report
- \*UBD consistent in some grades but not all - and what about all subjects?
- \*opportunities are offered for professional development and advancement
- \*Enrichment team does a fantastic job of reaching out to community partners

#### Needs Improvement...

- \*UBD evidence is apparent, but more sharing between grade levels would be great
- \*Teachers have connections with community and/or city resources - how can we implement this more and share resources?
- 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.
- 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.
- Effectively utilize Related Service Providers at the classroom level.
- 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.
- Monitor the impact of partner organizations' activity.

## 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:

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

### Score

1 2 **3** 4

Doing well...

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.

UbDs using Common Core alignment

Weekly meetings with grade levels and grade bands

Integrate academic and social emotional learning.

Second Step

Morning Meetings/Closing circle (in primary)

Home room check in with kids (middle school)

Connection to real world, authentic application of learning. For example

Connected math in MS/enVision K-5: Both offer real world math

Project based learning

Current events

Agree with horizontal planning being aligned

Needs improvement...

English Learners

Lack of ELL teacher

Vertical alignment

Lack of time

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.

Lack of resources

Need social studies curriculum

Diverse learners to demonstrate core knowledge and skills.

Need more support staff for inclusion

Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.

Knowing what is most important to move on will drive vertical planning.

What are the few things that are most important before moving on, and we can focus on that, rather than focusing on everything

Agree on necessity of ELL teacher within the school

Loss of advisory groups in middle school has diminished the SEL integration in the middle school.

Provide more project-based learning in primary

## 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	
	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS Content Frameworks: Math, Science, Social Science, and Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

**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

Doing well...

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.

SEL curriculum

Enrichment classes

After school programs

Teacher lesson plans that show student choice (i.e. elective classes)

Technology is integral to students learning experiences.

Needs improvement...

Aligned to curricular plans and expectations of the standards.

Science materials are not aligned to NGSS

We do not have a social studies curriculum in primary grades

We develop and create our own curriculum for literacy

Varied and flexible.

Lacking quality media in classrooms

Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.

Materials are rarely updated/upgraded in response to new information and understandings (with the exception of math)

Equitably available and accessible to all teachers and students.

Teachers and students do not have a variety of high quality, standards-aligned instructional materials and resources.

Materials are not available for in native language for English learners.

No ESL teacher

Aligned to curricular plans and expectations of the standards.

Science materials are not aligned to NGSS

We do not have a social studies curriculum in primary grades

We develop and create our own curriculum for literacy

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Lacking quality media in classrooms

Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.

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Equitably available and accessible to all teachers and students.

Teachers and students do not have a variety of high quality, standards-aligned instructional materials and resources.

Materials are not available for in native language for English learners.

No ESL teacher

Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.

There is a lack of technology options integral to students learning experiences.

Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.

There is a lack of technology available to enhance students' higher order, creative thinking and problem solving.

Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.

There is a lack of curriculum available to the cluster program for all subject areas.

Reference and resource materials are readily available and circulated throughout the school.

There is a lack of sharing materials throughout the whole school. A whole school list of materials/curriculum and a sign out sheet would be helpful.

## Guide for Instructional Materials

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

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

- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <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><a href="#">Curriculum &amp; Instruction</a></li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
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="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

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

Score

1 **2** 3 4

Doing well...

Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

Students are aware of what is expected of them within the classroom

Students are aware that teachers have high expectations

Ask 3 before me to persevere before asking for direct help

Communicate the necessity of attendance and engagement everyday in order to succeed.

Check in on students who are absent more than a day

Parents are notified when students are absent

Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.

UBD

Using standards to plan for tasks and activities that meet standards

Tasks are Integrative to draw on multiple standards.

Students are expected to engage in critical thinking across different content areas

Complexity: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.

Ex: students have to explain terms and phrases and make claims based on the complex texts.

Evidence: Cite evidence from text and write to sources, not decontextualized prompts.

Cite evidence from the text in both reading and writing.

Math provide evidence of thought for why you're doing what you're doing

Focus: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).

The curriculum that is used for math, focuses on making sure students build on knowledge

Coherence: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);

Higher grades rely on what was previously taught/understood

Building on each other

Rigor: Problems require construction of mathematical reasoning and critiques of other possible solutions.

Math curriculum requires this

Always asked why and how you know

Analyze models with students to build a vision of quality.

Use work to highlight what students should and should not be doing.

Needs improvement...

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.

There could be more opportunity for peer conferencing and a structure for that.

Less teacher led conferencing

Talk about how to critique work properly and in a way that is helpful to another peer

Continue to work on student agency, authority and identity

Focus on student led goal setting\*

How can we explicitly teach these skills to students?

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.

More professional development on what is productive struggle

More showing how math is used in the real world

Project based learning

Less "I do, you do, we do" more "we do, I do, you do"

Consider more ability grouping (Is this tracking? If so, is this best practice/appropriate?)

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

Rubric for speaking and listening (school wide/gradeband wide)

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

There are examples of this happening in the school

Less grade and hand back, more publish for bigger cause (e.g. kid published magazines)

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

Just not a legit protocol in place currently

Schoolwide/gradeband wide?

Use of instructional ladders

Consider ability grouping

Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Teachers are doing this individually, but are not always using student work in a professional setting to better inform future teaching.

We need time to do this... (second that)

Need time to align curriculum vertically

## 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>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></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 Assignments Reflect Today's Higher Standards?</a></li> <li>✓ <a href="#">Student Work Protocol (SQRP)</a></li> <li>✓ <a href="#">Slice Protocol – Looking at Student Work</a></li> </ul>

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

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

Score

1 2 3 4

Doing well...

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.

In classrooms, student written letters have been written for students who join the classroom midyear.

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).

Things that we have in place ( 6th grade student & parent orientation, Kindergarten tea/orientation, High school fair, SEL class providing transition support

ESY is available for all students with IEPs to practice skills they were already working on during the school year.

Needs improvement...

Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).

ESY is available for SPED students with data in the IEP process

AWARENESS - Expose students early to academic/professional worlds beyond K-12.

More opportunities to explore career interests/field trips for all students (low-incidence, resource, gen ed)

READINESS – Ensure equitable access to college preparatory curriculum.

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:

N/A

Students who transition out of low-incidence into resource and whose home school is not Edison are currently required to transition back to their home school. This transition can be very hard for our students, who have many friends at Edison and teachers who know them and can collaborate with other teachers to best help the student.

Transitions: Have information ready for parents to help ease the transition from eighth grade-high school. Have information ready about high schools across the city, including vocational high schools (Vaughn, Northside Learning Center, etc.).

## 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>✓ Artifacts, 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	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
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 Authority Framework</li> <li>✓ Transitioning college plans from meeting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scores</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful 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

Doing well...

\*Guide students to articulate the relevance of the objective(s) to learning. Teachers start lesson with "I Can" statements or objectives on the board.

\*Anticipate possible student misunderstanding. Teachers differentiate each lesson during the day to meet students individual needs.

\*Monitor progress and check for understanding for individual students. Progress monitoring done weekly or biweekly to check students progress

Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.

When planning, especially in MS, student interests and connections are considered

Student choice in writing and reading within intermediate and primary

Some choice in math when finishing work

Enable students to contribute to extending the content by explaining concepts to their classmates.

MS math students present their math strategies to the group

Primary present math strategies with "solve and share"

Math talks

Needs improvement...

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.

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

Effectively communicate with students.

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.

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).

\*Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

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.

Foster student ownership. Create opportunities for students to have voice and choice in instructional tasks.

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

Using ubd, planning for those misconceptions for both diverse learners and general education students

Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.

Lack of resources in primary and intermediate

## 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>✓ SGRP 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><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</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>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>✓ <a href="#">CPS Framework for Teaching with Critical Attributes</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Modules</a></li> <li>✓ <a href="#">CPS Framework for Teaching Professional Learning Opportunities</a></li> <li>✓ <a href="#">Special Education Addendum</a></li> <li>✓ <a href="#">English Language Learner Addendum</a></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

Doing well...

Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)

Teachers use their assessments to develop students groups

Improve and promote assessment literacy.

Work together on building common assessments within a department, course, or grade level team.

Teachers use common rubrics and exams/quizzes in grade levels.

Use common protocols and calibrate on scoring and grading in teacher teams.

Teachers use common rubrics in grade levels, but not across grades.

Ensure grades are not used as a form of punishment, control, or compliance.

Needs improvement...

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 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

Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.

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.

Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.

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.

All learners' needs are taken into account when designed core instruction (i.e. English Language Learners, Diverse Learners, Gifted Learners, etc.)

Establish school-wide expectations and positive behavior instructional supports for all students Use the School Climate Self-Assessment to identify your areas of growth and create a plan for improving in those areas. SEL instruction is embedded into core content classrooms.(We feel that we consider all of the things, but there is not always follow through or effective)

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)

We need an MTSS team to lay out a protocol for students who need additional support

Need a progress monitoring tool

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.

Not entirely clear on who is responsible for what when making modifications on assessments.

Special ed staff stretched too thin, making it nearly impossible to collaborate with all of the teachers they work with.

## Guide for Balanced Assessment & Grading

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

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	Now What? Materials to Support Improvement Planning
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

### Multi-Tiered System of Supports:

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

### Score

1 2 3 4

Doing well...

Tier 1

Intervene in a timely and effective way to help students who are struggling.

Teachers review tests, student work, and students interactions to determine who needs additional support

Empower student to advance their learning.

Teachers motivate students to learn

Teachers are constantly and consistently adapting work to meet the interests of students

Needs improvement...

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.

## Guide for Multi-Tiered System of Supports

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Measures	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<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>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	<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

1 2 3 4

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.

Doing well...

High learning standards are apparent within the school community.  
The school has high attendance.  
Student driven rubrics; differentiation of curriculum; cultivate student curiosity; emphasis on perseverance and doing your best; a lot of frequent feedback; MS individual goal setting; growth mindset = SEL; NJHS; appealing to whole child  
Students have positive rapport with teachers. Each student has a teacher/staff member in the building they can rely on.

Needs improvement...

A school wide academic and behavior expectation document to be displayed around the school.  
Students need to spend time in reflecting how he or she can improve. Teachers need to model how to reflect.  
Do all students need recognition?  
School wide expectations displayed/posted/understood  
Student driven rubrics  
When all students receive recognition, what does it do to a student's internal motivation?

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>✓ SQRP 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>
<u>MTSS Framework Curriculum &amp; Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<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 Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/set)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### Relational Trust:

Score

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

1 2 **3** 4

Doing well...

- There are a lot of opportunities for staff to get involved within teams.
- There are mentors for new teachers.
- The environment within the school is positive
- Students are encouraged to ask for help/get help.
- Students are allowed to take breaks or seek preferred staff member to talk if needed.

Needs improvement...

- Provide more opportunities for students to work on peer to peer conflict resolutions.
- Provide more opportunity for staff to collaborate with not only members of their grade bands but with staff members both below and above them.
- More collaboration among all staff within the school.
- We don't feel like there are strong mentor groups

### 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>1b. Demonstrating Knowledge of Students</li> <li>2a. Creating an Environment of Respect and Rapport</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	
<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> <li>✓ <a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a></li> <li>✓ <a href="#">Creating a School Community (ASCD)</a></li> </ul>	

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

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

Score

1 2 3 4

Doing well...

Study Politics: MS curriculum covers in Social Studies, PRimary and Int. dive deep during election years, PE also plays election game.

Informed voters: Student Counsel

Current Issues: Developing with SEL support

Exploring Identity and belief: Developing with SEL and Health

Exercise student voice: Student government

Throughout grade levels, students learn about the election during election years.

Seventh Grade: US & IL constitution

MS Social Studies: Political Debates/ Current Event Debates

Student Council -- Question & Suggestion Box for students

Student Choice: Lunch seating & freedom to create games at recess.

Sexual Health is covered in SEL and health.

Daily 5 in Primary- student choice

Intermediate - student choice about where to work

Needs improvement...

Intermediate and younger could cover more often and not just during an election year. OR having students be exposed to elections more often.

WE feel MS covers it a lot but we think PRimary and INT. COULD try doing this more.

Students at ALL grade levels can learn more about having a respectful debate

Are students at ALL grade levels learning about the voting process?

Conflict resolution.

## 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	
<b>Suggested Evidence</b>	<ul style="list-style-type: none"> <li>▪ IVCMS Student Survey completion rates and results</li> <li>▪ Artifacts from student-run organizations and events (including SVG)</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>
<b>Measures</b>	✓ Five Essentials – Supportive Environment
<b>Five Essentials</b>	Supportive Environment
<b>MTSS Framework</b>	Curriculum & Instruction, Family & Community Engagement
<b>CPS Framework for Teaching</b>	2a. Creating an Environment of Respect and Rapport 2c. Ensuring Students in Learning
<b>CPS Performance Standards for School Leaders</b>	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
<b>Content Standards</b>	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

Doing well...

Fostering independence, Self management of transitions.

Needs improvement...

What are the procedures for reporting or sharing an incident. We dont feel this is across the board understood.

(MS) We have given student ownership on transitioning but when some take advantage, there are no consequences in place and it snowballs. (MS students going from enrichment to class, Arriving to school 20 min into enrichment, going to recess, etc...)

Arrival of Sped Students is understaffed, managing the kids in line is a necessity that is underlooked.

We are providing the climate for positive behavior but what happens when students don't adhere or follow through. What is a universal disciplinary action?

What is the protocol for office referrals? Do we have zero tolerance policy? Sometimes we feel big offenses get minimized and then the students don't have regard for the rules.

No core set of rules, no self-awareness

### 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>✓ HVMS 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/sel)</a></li> </ul>

### Restorative Approaches to Discipline:

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

Score

1 2 3 4

Doing well...

N/A

Needs improvement...

There is a need for a team to address restorative approaches to discipline; identify clear procedures for classroom vs. office issues; develop school wide positive motivators that reflect the culture of school; identify who is the administrator in charge of discipline; The MTSS should address students at risk due to behavioral concerns. There is a need for use of data to inform decisions related to shaping behavior.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.

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

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

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

Score

1 **2** 3 4

Doing well...

### 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**

✓ Examples of communication methods and content  
 ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.  
 ✓ Outreach efforts  
 ✓ Documentation of responsiveness to Parent Support Center concerns raised  
 ✓ Event agendas, flyers  
 ✓ Fundraising activities and amounts (if applicable)  
 ✓ How does the school honor and reflect the diversity of families including language and culture?

**Suggested Evidence**

✓ Five Essentials Score – Involved Families  
 ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust

**Measures**

Five Essentials Involved Families

MTSS Framework: Family & Community Engagement

CPS Framework for Teaching: 2c. Managing Classroom Procedures etc. Communicating with Families

CPS Performance Standards for School Leaders D1. Engages Families

**NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**

✓ Parent Support Centers  
 ✓ Parent University  
 ✓ Parent Portal

## School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Culture for Learning

1 2 3 4 5

3 Expectations for Quality & Character of School Life: Relational Trust

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
National School Growth Percentile on the NWEA Reading Assessment (Grades 3-8)* *could reduce and see same results - see here: <a href="https://goo.gl/1phgZo">https://goo.gl/1phgZo</a>	73.00	92.00	85.00	94.00	96.00
<b>National School Growth Percentile - Math</b>					
National School Growth Percentile on the NWEA Math Assessment (Grades 3-8)*	27.00	76.00	87.00	83.00	90.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Percentage of Students Meeting or Exceeding National Average Growth Norms (Grades 3-8)*	57.90	67.20	55.00	68.60	70.00
<b>African-American Growth Percentile - Reading</b>					
African American National School Growth Percentile - NWEA Reading	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Hispanic National School Growth Percentile - NWEA Reading *could reduce and see same results - see here: <a href="https://goo.gl/1phgZo">https://goo.gl/1phgZo</a>	85.00	89.00	73.00	91.00	93.00
<b>English Learner Growth Percentile - Reading</b>					
ELL National School Growth Percentile - NWEA Reading	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Diverse Learners National School Growth Percentile - NWEA Reading *could reduce and see same results - see here: <a href="https://goo.gl/1phgZo">https://goo.gl/1phgZo</a>	29.00	99.00	60.00	99.00	99.00
<b>African-American Growth Percentile - Math</b>					
African American National School Growth Percentile - NWEA Math	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					
Hispanic National School Growth Percentile - NWEA Math	27.00	57.00	79.00	63.50	70.00
<b>English Learner Growth Percentile - Math</b>					
ELL National School Growth Percentile - NWEA Math	(Blank)	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Math</b>					

Diverse Learners National School Growth Percentile - NWEA Math *could reduce and see same results - see here: <a href="https://goo.gl/1phgZo">https://goo.gl/1phgZo</a>	53.00	80.00	35.00	85.00	90.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

National School Attainment Percentile - NWEA Reading Grades 3-8* *could reduce and see same results - see here: <a href="https://goo.gl/1phgZo">https://goo.gl/1phgZo</a>	89.00	95.00	0.00	96.00	97.00
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**National School Attainment Percentile - Math (Grades 3-8)**

National School Attainment Percentile - NWEA Math Grades 3-8* *could reduce and see same results - see here: <a href="https://goo.gl/1phgZo">https://goo.gl/1phgZo</a>	84.00	89.00	0.00	93.00	95.00
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**National School Attainment Percentile - Reading (Grade 2)**

National School Attainment Percentile - NWEA Reading Grade 2	87.00	84.00	0.00	87.00	90.00
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**National School Attainment Percentile - Math (Grade 2)**

National School Attainment Percentile - NWEA Math Grade 2	86.00	81.00	0.00	85.50	90.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

Percentage of Students Making Sufficient Annual Progress - ACCESS	11.80	(Blank)	60.00	0.00	0.00
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**Average Daily Attendance Rate**

Average Daily Attendance	96.00	96.00	96.20	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

*Want WELL ORGANIZED	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Implement school-wide expectations to support students' social-emotional and academic needs

A positive and safe learning environment

A higher percentage of students responding positively to Tier 1 supports and building a culture of respect.

Tags:

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

MTSS:  
 Build a tracker  
 Create an intervention "go to" toolkit  
 Establish a clear referral process  
 Develop school-wide data collection tool (EASY! CLEAR!)  
 Develop pullout schedule (with miscellaneous employees/retired teachers)  
 What "curriculum"/supports will we provide?  
 Who gets pulled?

Davis, MTSS team

Aug 27, 2018 to  
 Jun 21, 2019

Not started

SEL:  
 Create a Tier 1 support team  
 Develop a school-wide positive behavior intervention system (PBIS) & restorative practices for discipline  
 Build/create mural with PBIS message  
 Explore Tier 1 SEL strategies to implement school-wide  
 Visit schools with PBIS systems in place  
 Obtain feedback from teachers on how to better teach SEL in their classrooms (ex. CHAMPS) - see CHAMPS expectation sheet  
 "Calm Classroom" techniques  
 Staff and parent professional development on PBIS  
 SEL support systems at recess

DAVIS, SEL team

May 1, 2018 to  
 Jun 21, 2019

Not started

Other:  
 School-wide executive functions (ex. Uniform binder/folder system)  
 Start a student mentor system  
 Staff team building/unity  
 Give baseline/EOY student surveys  
 Establish relationships with community outreach programs (ex. Cradles to Crayons; Honeycomb Project)  
 8th grade community project?  
 Diversity/multicultural exposure - monthly themes

Admin, K-2 & 6-8 teachers

Aug 27, 2018 to  
 Jun 21, 2019

Not started

Strategy 2

If we do...

Vertically and horizontally align curriculum

...then we see...

Teachers working together to build sequential units

...which leads to...

Aligned curriculum maps for grades K-8 including NGSS standards.

Tags:

Area(s) of focus:  
 2

Action step

Student ownership:  
 PD/trainings  
 School visits  
 Staff book study (ex. The True Framework) - review & discuss in bi-weekly grade-band meetings throughout the year - principal directed time  
 Peer observation and feedback cycles  
 UbD review

Responsible

Admin; teacher leaders

Timeframe

Jun 1, 2018 to  
 Dec 21, 2018

Status

Not started

Alignment:  
 Master schedule - common planning time; dedicated SPED support by grade-band  
 Clear expectations when it comes to accommodations/modifications in lesson plans/classroom activities -- by DL and/or classroom teachers  
 Parent info meetings if we decide to go departmental  
 Curriculum map templates (everyone uses the same) with usable language for standards  
 Build grade-level book lists; purchase class novels/classroom library sets  
 HS visits/collaboration  
 HS data for EPE graduates (freshman & sophomore on track (FOT/SOT), attendance, PSAT/SAT & ACT results;  
 Cluster programming  
 expanding to 8th grade (vertical planning)  
 Planning with enrichment teachers  
 Staff PD on cluster programs  
 Increase # of interactions with general education students & staff

ILT, DL team

select

Not started

Curriculums:  
 See Orange County, FL model -- CPS is putting out an RFP to take a PK-12 curriculum and this will be the base.  
 Next Generation Science Standards (NGSS) aligned science curriculum for entire school  
 Use of Knowledge Center?  
 review/use NGSS grade level topics  
 Form a committee to oversee process; explore options  
 Site visits to schools implementing different curriculum  
 MSI NGSS cohort  
 Order Science Weekly (more topic focused) and/or Science World  
 Analysis of current science materials; clean out/organize storage area in basement  
 SS curriculum  
 Use of Knowledge Center. And, here. From Shawn Reddy: NYC scope and sequence and materials to purchase. Others?  
 Studies Weekly; other?  
 Agree on what each grade level covers; get resources  
 K-5 reading/writing curriculum (ex. Reading Street)  
 Consistent reading/writing system(s) - (ex. Daily 5)  
 Who is doing what?  
 What are expectations by grade-bands?  
 Writing curriculum & school-wide beliefs

Meeting times:  
 Committees - 1 hour teacher meeting time  
 Curriculum -  
 Choose schedule that allows for PD times (PPC)  
 Budget for meeting time(s) outside of school hours (ex. Saturday meetings)

committees (Science, SS); Admin

May 1, 2018 to Jun 21, 2019

Not started

Develop 3 year technology plan  
 Middle school 1:1 Chromebooks  
 iPads/Chromebooks for classrooms  
 Tech class needs

Tech teacher & committee

Aug 27, 2018 to Feb 1, 2019

Not started

Strategy 3

If we do...

Have grade-band review grading policies and expectations

...then we see...

A grading system that clearly =, accurately, consistently, and fairly communicates learning progress and achievement

...which leads to...

A school-wide grading policy that communicates detailed information to stakeholders and reflects the whole student.

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Status
<p>Create committee in 2018/19 to explore these topics -- which one(s)? ASPEN implementation/Training (the new IMPACT in 2018-19 school year ? September = soft rollout; still use all current systems and then in January = full rollout)</p> <p>ASPEN champions - Kelly, Nancy and Erik</p> <p>PD/practice time?</p> <p>Parent trainings/workshops</p> <p>ASPEN (the new IMPACT in 2018-19 school year ? September = soft rollout; still use all current systems and then in January = full rollout)</p> <p>Grading policies (ex. Students may not get as many As as they have in the past; no zeroes)</p>	Admin; Aspen Stars	Aug 20, 2018 to Jun 21, 2019	Not started
<p>Standard weighting/categories +/- certain %</p> <p>By grade-band? School? Content area?</p> <p>Guidelines for entering assignments (ex. How to name them so a parent/student can understand what assignment it is?)</p> <p>No zeroes? (Fair Isn't Always Equal - by Rick Wormeli)</p> <p>Improve communication to parents</p> <p>Grades - How many to enter? How often?</p> <p>Analyze grade distribution reports (bi-weekly? monthly?)</p> <p>Tier 1 school-wide/grade-band protocols when students miss HW, assignments, etc.</p> <p>Provide social-emotional information to parents</p>	Committee	Oct 1, 2018 to Jun 21, 2019	Not started
<p>Scheduled grade-band meetings (with administrator present) - principal directed</p> <p>Analyze student work; use protocols - ATLAS protocol</p> <p>Common assessments</p> <p>Develop</p> <p>Analyze assessments</p> <p>Explore standards based grading</p> <p>Find good text to use as a book study</p> <p>Pilot group/program? Committee? ILT?</p>	ILT, Admin	Jan 7, 2019 to Jun 21, 2019	Not started

## Action Plan

### Strategy 1

NOT STARTED

MTSS: Build a tracker Create an intervention "go to" toolkit Establish a clear referral process Develop school-wide data collection tool (EASY! CLEAR!) Develop pullout schedule (with miscellaneous employees/retired teachers) What "curriculum"/supports will we provide? Who gets pulled?"

Aug 27, 2018 to Jun 21, 2019 - Davis, MTSS team

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

### Evidence

Meetings; protocols for referrals

NOT STARTED

SEL: Create a Tier 1 support team Develop a school-wide positive behavior intervention system (PBIS) & restorative practices for discipline Build/create mural with PBIS message Explore Tier 1 SEL strategies to implement school-wide Visit schools with PBIS systems in place Obtain feedback from teachers on



how to better teach SEL in their classrooms (ex. CHAMPS) - see CHAMPS expectation sheet "Calm Classroom" techniques Staff and parent professional development on PBIS SEL support systems at recess"

May 01, 2018 to Jun 21, 2019 - DAVIS, SEL team

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Meetings; school wide beliefs posted and followed

NOT STARTED

Other: School-wide executive functions (ex. Uniform binder/folder system) Start a student mentor system Staff team building/unity Give baseline/EOY student surveys Establish relationships with community outreach programs (ex. Cradles to Crayons; Honeycomb Project) 8th grade community project? Diversity/multicultural exposure - monthly themes"

Aug 27, 2018 to Jun 21, 2019 - Admin, K-2 & 6-8 teachers

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

MS students in primary classrooms;

### Strategy 2

NOT STARTED

Student ownership: PD/trainings School visits Staff book study (ex. The True Framework) - review & discuss in bi-weekly grade-band meetings throughout the year - principal directed time Peer observation and feedback cycles UbD review"

Jun 01, 2018 to Dec 21, 2018 - Admin; teacher leaders

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Book study; meeting patterns

NOT STARTED

Alignment: Master schedule - common planning time; dedicated SPED support by grade-band Clear expectations when it comes to accommodations/modifications in lesson plans/classroom activities -- by DL and/or classroom teachers Parent info meetings if we decide to go departmental Curriculum map templates (everyone uses the same) with usable language for standards Build grade-level book lists; purchase class novels/classroom library sets HS visits/collaboration HS data for EPE graduates (freshman & sophomore on track (FOT/SOT), attendance, PSAT/SAT & ACT results; Cluster programming expanding to 8th grade (vertical planning) Planning with enrichment teachers Staff PD on cluster programs Increase # of interactions with general education students & staff"

- ILT, DL team

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Meetings;

NOT STARTED

Curriculums: See Orange County, FL model -- CPS is putting out an RFP to take a PK-12 curriculum and this will be the base. Next Generation Science Standards (NGSS) aligned science curriculum for entire school Use of Knowledge Center? review/use NGSS grade level topics Form a committee to oversee process; explore options Site visits to schools implementing different curriculum MSI NGSS cohort Order Science Weekly (more topic focused) and/or Science World Analysis of current science materials; clean out/organize storage area in basement SS curriculum Use of Knowledge Center. And, here. From Shawn Reddy: NYC scope and sequence and materials to purchase. Others? Studies Weekly; other? Agree on what each grade level covers; get resources K-5 reading/writing curriculum (ex. Reading Street) Consistent reading/writing system(s) - (ex. Daily 5) Who is doing what? What are expectations by grade-bands? Writing curriculum & school-wide beliefs Meeting times: Committees - 1 hour teacher meeting time Curriculum - Choose schedule that allows for PD times (PPC) Budget for meeting time(s) outside of school hours (ex. Saturday meetings)"

May 01, 2018 to Jun 21, 2019 - committees (Science, SS); Admin

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Meetings; school visits;

NOT STARTED

Develop 3 year technology plan Middle school 1:1 Chromebooks iPads/Chromebooks for classrooms Tech class needs"

Aug 27, 2018 to Feb 01, 2019 - Tech teacher & committee

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Meetings

### Strategy 3

NOT STARTED

Create committee in 2018/19 to explore these topics -- which one(s)? ASPEN implementation/Training (the new IMPACT in 2018-19 school year ? September = soft rollout; still use all current systems and then in January = full rollout) ASPEN champions - Kelly, Nancy and Erik PD/practice time? Parent trainings/workshops ASPEN (the new IMPACT in 2018-19 school year ? September = soft rollout; still use all current systems and then in January = full rollout) Grading policies (ex. Students may not get as many As as they have in the past; no zeroes)"

Aug 20, 2018 to Jun 21, 2019 - Admin; Aspen Stars

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Meetings; training sessions for staff

NOT STARTED

Standard weighting/categories +/- certain % By grade-band? School? Content area? Guidelines for entering assignments (ex. How to name them so a parent/student can understand what assignment it is?) No zeroes? (Fair Isn't Always Equal - by Rick Wormeli) Improve communication to parents Grades - How many to enter? How often? Analyze grade distribution reports (bi-weekly? monthly?) Tier 1 school-wide/grade-band protocols when students miss HW, assignments, etc. Provide social-emotional information to parents"

Oct 01, 2018 to Jun 21, 2019 - Committee

## Status history

Apr 24

NOT STARTED

Apr 24, 2018

**Evidence**

Meetings

NOT STARTED

Scheduled grade-band meetings (with administrator present) - principal directed Analyze student work; use protocols - ATLAS protocol Common assessments Develop Analyze assessments Explore standards based grading Find good text to use as a book study Pilot group/program? Committee? ILT?"

Jan 07, 2019 to Jun 21, 2019 - ILT, Admin

## Status history

Apr 24

NOT STARTED

Apr 24, 2018  
**Evidence**  
meetings

### 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 I/SW].

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

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

N/A

Edison Park Elementary does not receive any Title I funds. We were also not awarded any Title II funds this school year.

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

N/A

Edison Park Elementary does not receive any Title I funds. We were also not awarded any Title II funds this school year.

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

The school will hold open forums 2 times over the course of the year for feedback from the school community. We will also provide opportunities to provide feedback using a Google form to collect information in the same time period of these meetings.

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

The principal will present a State of the School twice over the course of each school year. These presentations are tentatively scheduled for November and April of each school year.

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.

N/A

Edison Park Elementary does not receive any Title I funds. We were also not awarded any Title II funds this school year.

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.

N/A

Edison Park Elementary does not receive any Title I funds. We were also not awarded any Title II funds this school year.

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.

The school will hold open forums 2 times over the course of the year for feedback from the school community. We will also provide opportunities to provide feedback using a Google form to collect information in the same time period of these meetings. The principal will present a State of the School twice over the course of each school year. These presentations are tentatively scheduled for November and April of each school year. At these meetings, resources will be shared to help parents. The principal also shares resources in a weekly Principal's Message that can be accessed on the website.

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.

Monthly newsletters along with weekly updates provide information for this type of communication. Teachers can also be contacted through the school's website.

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.

The school will hold open forums 2 times over the course of the year for feedback from the school community. We will also provide opportunities to provide feedback using a Google form to collect information in the same time period of these meetings. The principal will present a State of the School twice over the course of each school year. These presentations are tentatively scheduled for November and April of each school year. At these meetings, resources will be shared to help parents. The principal also shares resources in a weekly Principal's Message that can be accessed on the website.

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.

Monthly newsletters along with weekly updates provide information for this type of communication. Teachers can also be contacted through the school's website.

#### Policy Implementation Activities

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

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

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

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

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

N/A

#### School-Parent Compact

Complete

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

Edison Park Elementary strives to provide a superior education that fosters critical thinking and independent learning while preparing students for college and career. We provide our students with differentiated instruction while creating challenging learning experiences in a safe environment. Our focus on rigorous academics instills a sense of shared responsibilities, accountability, and social development.

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

Parent-teacher conferences are held twice a year. These conferences are student-led and a way for students to share their progress with their parents with input from the teacher. These conferences occur in the 1st and 3rd quarters.

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

Progress reports are shared with parents at the 5th week of each quarter of the school year. Teachers also reach out to parents if their child has a D or F. Parents also have access to grades through Parent Portal.

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

All teachers can be reached through the website. At that time, teachers can directly schedule times to meet with parents. Teachers will also call or email families to schedule a meeting.

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.

There are numerous opportunities for parents to volunteer at the school. These are coordinated with the principal through the school's PTA, Moms' club, Dads' club and Foundations.

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

Teachers will provide newsletters to parents that include updates on what is being worked on in class and resources parents can use at home to support their child's learning.

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

The school will hold open forums 2 times over the course of the year for feedback from the school community. We will also provide opportunities to provide feedback using a Google form to collect information in the same time period of these meetings. The principal will present a State of the School twice over the course of each school year. These presentations are tentatively scheduled for November and April of each school year. At these meetings, resources will be shared to help parents. The principal also shares resources in a weekly Principal's Message that can be accessed on the website.

We also had parent involvement on the CIWP team who helped plan our plan.

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).

The school uses positive reinforcements for success at school. Students are recognized in many different ways rather than just grades and attendance. The social-emotional needs of students is a major focus of the staff and one of the school's CIWP priorities.

Parent Budget

Complete

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

N/A

Edison Park Elementary does not receive any Title I funds. We were also not awarded any Title II funds this school year. 98.4% of the school's budget for SY18/19 will be used on personnel and the remainder will be spent on materials and needs for classrooms. Therefore, we will not set aside any funds for the categories below.

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
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
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
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
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
<p>54205</p>	<b>Travel</b> 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
<p>54565</p>	<b>Reimbursements</b> 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	\$ Amount .00

itemized. School must keep all receipts.

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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 be used only by parents.

\$	Amount	.00
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