2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
01/09/2018	The team so Far	Starting up a new team

03/05/2018	Team as of 3/5/18	Creating our proiorities.

04/23/2018	All team members	Reviewing feedback and going through what peopele have been working on.

School Excellence Framework

Culture of & Structure for Continuous Improvement

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

> We have scored in the "Well Organized" category in the 5 essentials survey for every year it has been in existence. We have a Vision and Mission statement that proposes we shall offer ALL students the opportunity to succeed and have followed that since we opened our doors in 2003. Since 2003 we have gone from a smalll school of 300 to almost 700 students, we have added two additions and a mobile unit and staff has increased from 17 to over 50. We review all data continually throughout the year to help us guide instruction and we craft the CIWP to focus on specific goals every year. Over the years we have changed focus from teacher directed to student centered learning in most every grade and subject area. We have continually scored in the Neutral to Strong area in rigorous curriculum on the Five Essential surveys throughout the years. The school is run collaboratively and not through a top down philosophy.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1   2   3   **4**

The school's ILT works to inform instruction throughout the entire building. Every cluster is represented on the ILT and any information etc. covered in the ILT is than brought to each cluster by the representative. The ILT meets every other week, has an agenda and keeps minute that it shares with all staff electronically. Teacher collaboration scores high marks on the 5 essentials and teachers have common planning time to meet. Teacher clusters share in current practices through discussion of materials covered at Network PD's within the cluster meetings they hold every Tuesday. Teachers are also represented on the CIWP committee by elected representatives from each cluster.

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

Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Instructional Leadership Team Planning Tools
✓ PLC and Mentoring Coaching Resources

Professional Learning:

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

Score

1   2   3   **4**

> Teachers are given safe practice time during our Continuous cycles of improvement that we work on every semester. Teachers have common planning time every day and have cluster meetings during the week on Tuesday's. Every teacher is required to review data and make changes to instruction as needed according to this data. Teachers progress monitor the students and make changes as needed. Teachers work on PD provided by the Network, school and outside sources and all PD is shared schoolwide during the flex days. REACH observations are done in a coaching manner not a catching manner and administration and ILT work together to coach up new and struggling teachers.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Aligned Resources:

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

Score

1   2   3   **4**

Everything we do is done for the good of the students and to foster superior instruction. All resources are used in what we feel is the best way possible for the students. Over a period of 15 years no teacher has ever left due to a conflict with other staff or administration. The only reaons teachers have left are relocating, retirement or moving to a higher position such as AP, principal or Network positions. We partner with Metropolitan family Services and Target as well as CAPE and the Museum of Science and Industry. All of these partnerships bring added resources to the school which are used for student learning and development. We have established an MTSS focus placing money into a salary for an MTSS liaison and to purchase research based materials for use with struggling students. The budget we present every year is student centered to help make smaller classes and provide students with the technology and supports they need to be successful.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

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

Expectations for depth & breadth of Student Learning

Curriculum:

Score

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

1   2   3   **4**

Teachers meet with grade levels teams to provide curriculum map, scope and sequence outline for the academic school year. Each quarter teachers meet and evaluate what the students have mastered and redevelop scope/sequence if needed. All reports have been submitted via email. In addition, cluster teams meet discussing research-based strategies for best practice to enhance the pedagogy of the instruction. Cluster teams expose student expectation during meetings which leads to a better understanding of where the students are starting from and where they need to move to. Cluster teams allows for more vertical planning.

All content areas incorporate performance tasks to ensure students can apply the standards in a relevant and engaging manner. Performance tasks are leveled to meet the individual needs of all students including diverse learns and ELs. An alternate rubric is presented for the subset groups. These performance tasks serve as authentic assessment tools. Teachers examine data from NWEA, TRC/DIBEL reports, research based diagnostic assessments including: Study Island, Reading Plus, CBM, STAR Reading and NewsELA; in order to determine grouping for leveled performance tasks, complexity of text choices, and grouping.

Thematic Units/Comprehensive Units are completed and turned in. Each teacher has an electronic folder that contains plans. The units are created in alignment with the curriculum maps and scope/sequence charts to ensure each and every standard is addressed within the school year. Thematic unit included essential questions or big ideas. All lessons and activities within the unit are expected to help the student to gain a greater understanding of the big idea as the unit progress. This year, departmentalized grades are working to integrate standards across the content areas to make the connections within subject areas. 7 out of 7 6th-8th grade teachers are already experimenting with an integrated curriculum. For example: social science incorporates writing standards, reading for information, and math standards. Thematic units will reflect cross-disciplinary standards. 3 out of 3 fifth grade teachers are currently working together to modify their curriculum map/unit for 4th quarter to reflect integration of disciplines. Primary grade levels have completed integrated the common core reading for information standards into their science/social science courses.

Special teachers request an electronic list of the content and topics being taught in courses, so they can integrate into their enrichment classes as well. For example, the technology teacher teaches power point on the topic to 6th graders, because that is their unit of study. Whereas, the gym teacher works on percentages with the 4th graders as they practice free throws.

Durkin Park Staff has adopted an S.E.L. Program called "Second Step". The program helps students by teaching self-regulation, exploring social-emotional competencies, and school connections. This research-based curriculum prevents peer rejection, impulsivity, antisocial behavior. In the upper grades (6th-8th) SEL is its own specials class. K-5 teachers embed Second Step directly into their social studies units.

Teachers reach outside of the classroom for real world (or simulated) application. For example, Durkin Park alumni students who currently attend UIC invited their Motorbotics team to assemble cars and speak about STEM for our 5th-8th grades. The Chicago Fire Department came and taught CPR to our intermediate and upper grade students. Chicago Police Department has a DARE program with students and meet once a week for 15 weeks.

Guide for Curriculum

- ◦
  - ■ **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - ■ Focus so units can be adequately addressed in the time available.
  - ■ Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- ◦ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - ■ Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- ◦ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - ■ Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- ◦ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - ■ Diverse learners to demonstrate core knowledge and skills.
  - ■ English Learners to develop academic language to demonstrate mastery.
    - ■ Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - ■ Understand research and implement programs to develop native language literacy for English learners.
  - ■ Advanced learners to extend core knowledge and skills.
- ◦ **Integrate academic and social emotional learning.**
- ◦ **Connection to real world, authentic application of learning. For example,**
  - ■ Provide opportunities for meaningful project-based learning.
  - ■ Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- ◦
  - ■ Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - ■ Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

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

Instructional Materials:

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

Score

1   2   **3**   4

In regards to ELA, teachers integrate informational texts into the unit plans that correlate with content for science and social science. Examples of such text include: Scholastic News for Kids and Time for Kids. Scaffolding and differentiation is apparent in all grade levels, resources such as: LLI (Leveled Literacy Intervention Kits) this is evident in K-6th grade, Fountas and Pinnell Guided Reading Leveled Texts(evident in K-6th) , Readworks passages (chosen by Lexiles) evident in K-8, and Wonders (supplemental curriculum series) are embedded into small group instruction (evident in K-4). Computer tools used for progress monitoring, such as: Raz-Kids, Reading Plus, Study Island, STAR Reading, Lexia, and cbm help teachers scaffold lessons for students. These programs drive instructional skills determined for modeling, guided practice, enrichment during small group.

3rd-8th grade students have data folders to track their personal learning, growth, and set goals. Data tracking is based around their research based computer tools.

The math curriculum used in K-8 is Go Math! This series is set up to meet all learning needs presented in a classroom. Resources include: intervention kit, enrichment program, on-level lessons, assessment tool kit, math games/challenges, and suggested performance assessments. Teachers also blend technology into the lessons. Programs used include: TTM (Think Through Math), Studyisland , Moby Math, Times Attack, Xtra Math, and Manga High. In addition, implementation of the Georgia Department of Education Math Units are used in after school programs, Saturday Academy, and integrated into the regular math classrooms as supplemental learning.

The Science program uses a variety of resources to meet the students learning styles. Museum of Science and Industry Lesson are used to incorporate hands, body and sense of touch as the students learn the science content. Visual/Musical/Auditory learners are reached when multimedia tools such as: discovering education, united streaming, youtube are presented within a lesson. Teachers incorporate extended texts to within science/ELA units as well.

The Social Science program uses current magazines, newspapers, and extended texts to cross-content with ELA. Much authentic project based learning occurs within this content area. The upper grades use the series "Contemporary's American History 1: Before 1865". This year, the DBQ Project was introduced to Durkin Park teachers. Currently our 7th/8th grade social studies and literacy teachers are rooting components of this rich curriculum into the classroom.

Integration:our 5th-8th grade students have one-to-one Newsela memeberships for their students. This program is allows for teachers to assigned leveled passages in multiple nonfiction topics (science, social studies, arts, etc). Students will annotate online, answer common core complex questions, and complete a writing task.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> The Network provides math and reading training sessions. During these training sessions, Durkin Park Teachers bring student artifacts/work to share with their CPS colleagues to analyze and determine levels of mastery. The Network also provides models of exemplary work for teachers to use as a resource when examining the work of the students from their own classroom/school. When teachers return to Durkin Park, from the Network trainings, clusters share information, discuss, and practice inspecting student work.
>
> In addition, teachers are well versed with the CPS knowledge center website; which provides examples of exemplary work models.
>
> Our current content based implementation plans for both science and social science, require teachers to bring student work to a quarterly cluster meeting. Durkin Park Implementation plan is available for viewing on the Network 10 website. The purpose of this is to provide evidence we are working toward our powerful practice in the classroom. By observing, critiquing, analyzing, evaluating professional coworkers, we are able to reflect on how far we have come and determine what changes need to be made in order to get where we need to be.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

Transitions, College & Career Access & Persistence:

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

Many of the Durkin Park teachers posted icons of their college/university alumni outside their classroom doors, to promote college interest.

Field Trips have included trips to the University of Chicago, to introduce students to colleges/university within the Chicagoland area. Other field trips, for example: to chiropractors office, MSI, Ultra Foods, provide insight to job opportunity options for students in the future.

The school counselor meets with upper grade students to discuss a plan for their immediate (high school) and long term (college/trade school) future.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8th Grade Algebra to all eligible 8th grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.

- Provide opportunities for Dual Credit/Dual Enrollment
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   3   **4**

Communicate with students:
Lesson objectives are posted and reviewed orally in Grades K-8.
Directions are given to the students in writing and orally to support understanding.
Teacher model tasks using "I do, we do, you do" structure for all subjects in Grades K-2.
Teachers deliver content in a variety of formats such as graphic organizers, manipulatives, t-charts, turn and talk, and peer coaching.
Questioning and discussion techniques are used, such as providing wait time, using response stems, and collaborative conversation norms.
Student goal setting is present and updated quarterly. Primary uses data walls. Intermediate and upper grade students have individual portfolios.

Using Questioning and Discussion Techniques:
Low and high level questioning is modeled and explicitly taught to students in all grades.
Students are engaged in discussions about math through Math Talks K-8. This provides insight to student thought process and and ability construct arguments.
Student are taught to use sentence stems in all subject areas (i.e. "I agree/disagree with…")
Open ended questioning is used to promote discussion ("Can you tell me more…")
Teachers and students use open-ended questions using the Depth of Knowledge.
Teachers provide an environment for students to create their own questions and respond to each other's ideas.
The students engage in arguments/collaborative conversations based on evidence.
Students are encouraged to cite text evidence to support a claim.

Engaging Students in Learning:
Teachers use academic and content specific language by using word walls in various subjects areas, closed reading techniques, and writing across the curriculum.
Accountable talk is used to promote student engagement, understanding and higher order thinking.
Literacy and Math Centers provide opportunities for student choice, differentiation and small group instruction.
Teachers use targeted supplemental instruction for Tier 2 students (Moby Max, Ten Marks, IXL, Study Island, Mathletics, Reading Plus).
Flexible grouping is present and incorporates cognitively demanding tasks.
Students engage in authentic discussions about content.

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

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

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

Using Assessment in Instruction:
Multiple measures of assessment utilized.
Students respond to questions in multiple ways: wipe boards, exit slips, turn and talk
Teachers ask questions and check for understanding during independent work time.
Teachers use checklists, observational notes, running records, and rubrics to assess learning.
Small group and one-on-one conferences provide awareness of student thinking and understanding.
Students evaluate own learning through "parking lot", red/yellow/green tags, rubrics
Teachers respond to student entries with written comments in journals
Scaffolding used for ELL and Diverse Learners.
Utilize assessments that measure the development of academic language for English learners.
NWEA used to drive instructional support for students.
MARS tasks, POMs and Number Talks from Knowledge Center used in math classrooms.
Accomodations and modifications are provided to students to promote fairness and accessibility to all students.

Maintain accurate records and consistent grading system:
Gradebook current and consistent across grade levels.
Monitoring tools such as Study Island, MClass, Ten Marks, Accelerated Reader provide progress monitoring data in Tiers 2 and 3.
Student jobs include a student homework collector who collects work for absent children to assure that missed assignments are forwarded.
Binders/folders maintained for fluency logs, math fact logs, and other student data tracking measures.
Students are given bi-weekly attendance rewards as an incentive.
Students are given opportunities to improve grades and receive feedback during recess and after school.
Teachers hold parent meetings to increase student academic success through family communication.
Teachers also use Class Dojo, Remind, Edmodo, phone calls and emails to give parents updates.
Grade level meetings and Cluster meetings are held weekly with data and assessment discussions to assure consistency horizontally and vertically.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	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**

Teachers use multiple measures to assess students including formal and informal assessments. Teachers use the assessments to drive instruction. We use the backwards design model. (STAR Test)

Students have access to assessments through different modes including visual, auditory, tactile, and kinesthetic.

Grade level teachers have a common planning time.Teachers collaborate in clusters on a weekly basis to discuss students' needs and challenges. Teachers review academic progress twice each quarter and make accommodations accordingly. Teachers discuss what percentage of students are getting their needs met through core instruction.

Administration attends Cluster meetings at least once per month to engage in data-based decision making.*

Enrichment teachers support students for 30 minutes of additional MTSS support daily.

Teachers in Grades 6, 7, 8 use behavioral data to identify Tier 2 students in Social and Emotional Learning. Teachers collaborate on action plans for those students. Students are referred to the social worker, counselor or psychologist for small group instruction and activities.

Teachers use rubrics to fairly apply grades across the spectrum of various learner to ensure grades are not used as punitive devices but as a fair assessment of their strengths.

Direct Instruction is provided as an Enrichment class for grades grades 1- 4.

Use progress monitoring data to reflect on effectiveness of interventions
Provide supports for chronic absenteeism by identifying students who are off track due to poor attendance arranging inquiry calls and family conferences.

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right."

Score

1   2   **3**   4

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.

Durkin Park fosters a rigorous curriculum aligned to Common Core State Standards. The teachers design units as standards based instruction and differentiates to meet the needs of individual students. Students and staff at Durkin develop a growth mindset to enhance the academic and professional learning within the school. Teachers participate in professional learning focused on developing student growth goals, analyzing data, and developing s rigorous curriculum. The MTSS program strives to ensure all students are working at or above grade level prior to entering third grade, as well as ensuring a cognitive demand throughout the intermediate and upper elementary years. The goal at Durkin is to instill self-efficacy by having students produce and monitor SMART goals, in order to have students take an active role in understanding and committing to their academic progression. A growth mindset and perseverance are demonstrated through our students' success in entering selective enrollment high schools and seeking higher education upon completion of high school.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1   2   3   **4**

Durkin Park elementary focuses on the social emotional needs of the students in weekly discussion about motivating students both socially and academically in weekly cluster meetings. Students in the upper grades are provided a reflection period to set goals to improve their decision making and overall human characters. Students throughout Durkin Park are encouraged to self reflect on their progress both academically and emotionally. Students and staff participated in an anti-bullying week focusing on morning encouraging morning announcements, kindness trees, and anti-bullying door contests promoting anti-bullying slogans designed by the students.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Now WHAT? Materials to Support Improvement Planning
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Students at Durkin Park engage in collaborative conversations throughout the grade levels to promote academic discussions where students learn to respect other voices and opinions different from their own. Specifically, in the upper grades students engage in Philosophical Chairs to encourage evidence based discussions answering the enduring understandings from the units. Students at Durkin Park also participate in Community and Schools program and Saturday School as extracurricular activities outside of the classroom. One program is the Small bites program, which introduces students to healthy eating habits that will transfer to new family habits. In addition to these daily/weekly programs, students and parents help design a Cultural Night. The Cultural Night engage families and staff at Durkin Park by celebrating the various culture throughout the Durkin Park community.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**

- Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
- The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
- There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1   2   **3**   4

Assistants at each door during entry and dismissal time.
Off duty police officer at school- maintains secured environment as well as working alongside teachers to address social emotional issues.
Second Step Program- helps students deal with social emotional problems.
Primary Dismissal- teacher supervised dismissal
Main entrance security personnel at all times- visitors must sign and stop in office
Staff supervision at lunch and recces
Check in and Check Out procedures
Emergency Procedures posted in all classrooms
Drills: fire/ tornado/lock-down etc

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	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/sel)

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**

> School wide behavior expectations- same rules
> Class DOJO
> Primary all have same Behavior Pin/chart program that allows students to change behavior and move up and down allowing them to make better choices within the same day.\
> primary- Monthly behavior bashes
> Attendance challenges/ CHAMPS/\
> upper grade??? DOJO--

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 3 **4**

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

```
PAC
LSC
Remind 101 to keep parents informed
Durkin park website
Facebook school account
Principal letter with updated iformation
weekly/monthly letter from individual teachers
```

Guide for Parent and Family Partnership
- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.

- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 **2** 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**

4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 **3** 4 5 ⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 **4** 5 ⊘
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
We saw a drop last year and we are hoping to rebound somewhat this year. Our focus has been more on math the last year and that may have had something to do with the drop. We don't expect to leap back up to 85% but hope to increase to 75%	85.00	70.00	72.00	75.00	80.00
National School Growth Percentile - Math					
We put a focus on this area and it showed up in the growth. We are continuing to focus on math and we are placing it in other disciplines as well.	52.00	72.00	70.00	75.00	80.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We have been steady at 60 % for some time and hope to increase to at least 65% over the next few years. Constant mobility doesn't help.	61.30	61.60	63.00	63.00	65.00
African-American Growth Percentile - Reading					
We have seen a steady increase in this area. Our goal for last year was too high and we have adjusted it for this year and the next couple of years to make a more modest, steady increase.	71.00	76.00	95.00	80.00	85.00
Hispanic Growth Percentile - Reading					
We had a drop in this category last year and our new goal has us moving back upward at a smaller pace.	87.00	66.00	85.00	70.00	75.00
English Learner Growth Percentile - Reading					
Although we didn't reach our goal we were in the 90's so we are having a goal of 96% for this year	89.00	94.00	99.00	96.00	99.00
Diverse Learner Growth Percentile - Reading					
We beat our goal of 25% because we knew there would be a drop from the previous year since it was so high. We have now adjusted for the outlier of that year to a more reaistic growth goal.	98.00	46.00	25.00	50.00	55.00

African-American Growth Percentile - Math

Again, we beat our goal due to the fact this was a school wide priority. We have set a modest increase for this year hoping to keep the growth we have already shown.	57.00	77.00	70.00	80.00	85.00

Hispanic Growth Percentile - Math

We didn't reach our goal but we did have a 19% increase so we have adjusted and set a modest growth goal with the idea of maintaining the growth we achieved last year.	50.00	69.00	78.00	72.00	75.00

English Learner Growth Percentile - Math

This was a tough category because it isn't a consistent score based on how many take the test. We hit 99% and we set a goal of 90% in case there is a drop off.	(Blank)	99.00	85.00	90.00	95.00

Diverse Learner Growth Percentile - Math

We did not meet our goal in this area even though we had set a goal that was a large drop from the previous year. We expected a drop but now to this extent. We have set a goal 11% above last year in hopes we can begin a growth that will be sustainable.	87.00	14.00	28.00	25.00	40.00

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

We met our goal exactly in this category and we set our new goals to be realistic and doable.	73.00	76.00	76.00	80.00	85.00

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

We exceeded our goal from last year so we have increased that % in a realistic way to continue the growth we have started.	57.00	62.00	57.00	65.00	68.00

National School Attainment Percentile - Reading (Grade 2)

We amde this a focus for our school this year and that included making class size smaller. We are hoping for a rebound from last year and then we will continue an upward movement in this category as it will remain a focus.	71.00	20.00	23.00	23.00	26.00

National School Attainment Percentile - Math (Grade 2)

We amde this a focus for our school this year and that included making class size smaller. We are hoping for a rebound from last year and then we will continue an upward movement in this category as it will remain a focus.	44.00	17.00	17.00	40.00	50.00

% of Students Making Sufficient Annual Progress on ACCESS

We need to reassess this metric since it was not used on the SQRP last year. We are basing the goals on what is available to us.	53.40	(Blank)	56.00	56.00	60.00

Average Daily Attendance Rate

We have been open for 15 years and have been between 95 and 96% attendance for 14 of those years. We always strive to reach or exceed 96%.	95.90	95.30	95.00	96.00	96.00

My Voice, My School 5 Essentials Survey

We strive to be Highly Organized and thus far have made that category every year.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Develop a PD on Scope and Sequence at the beginning of the year that aligns curriculum to instruction.	Teachers will have a strategic plan for covering all of CCSS by the time we take NWEA.	Better student performance on Reading and Math to become better prepared to solve complex and challenging problems in the future. Growth scores should increase from 70% Reading and 72% Math to 75% and 77% respectively.

Tags:
Curriculum Design, Common core, Assessment design

Area(s) of focus:
1, 4, 2

Action step	Responsible	Timeframe	Status
ILT Will create Opening Professional Development sessions around Scope and Sequence aligned to the CCSS for their respective clusters.	ILT	Jun 30, 2018 to Jul 31, 2018	Behind

Curriculum Design, Common core

Scope and Sequence will be reviewed by ILT and returned to cluster for revision and implementation	ILT	Aug 31, 2018 to Sep 14, 2018	Behind

Curriculum Design, Common core

ILT will monitor progress on Scope and Sequence every five weeks.	ILT	Sep 14, 2018 to May 31, 2019	Not started

Curriculum Design, Common core

Strategy 2

If we do...	...then we see...	...which leads to...
Increase our MTSS program to include all Bilingual students in Access proficiency level 3 or less who are in grades 4 through 8.	Student growth on the Access test by those students who are receiving intervention from a bilingual teacher	Increased % of Access growth over the 2017-2018 level so that students move progressively forward to mastery. Since we did not use this for the SQRP last year we are targeting a 60% mark based on the previous years results of mid 50%.

Tags:
MTSS, Bilingual education

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Hire a Biingual MTSS teacher or move a presently staffed Bilingual teacher into an MTSS position.	Administration	select	Not started

MTSS, Bilingual education

Work with new MTSS to identify struggling transition students and creat an intervention process aligned to CCSS fo bring them up to grade level.	Administration, MTSS Liaisons,Bilingual Coordinator	May 31, 2018 to Aug 31, 2018	Not started

Curriculum Design, Bilingual education

Administer ACCESS Test for the 2016-2017 school year and make assessment of how the program is working.	Bilingual Lead, Administration, MTSS Liaison Bilingual Teachers	Dec 1, 2018 to Feb 3, 2020	Not started

Bilingual, Achievement, Assessement

Strategy 3

If we do...	...then we see...	...which leads to...
Use a variety of metrics to guide core and small group instruction cross-curicullum	scaffolding and the individual needs of students being met with their level and skill concentration	an increase in academic rigor and growth and the use of aligned assessments. This should help raise on track to 70% since all teachers will be on the same page as far as grading and rigor.

Tags:
Diverse Learners, Assessment, Data Use, Individual, Instructional, Staffing, Standards based instruction

Area(s) of focus:
2, 3, 4

Action step	Responsible	Timeframe	Status
Staff all positions by end of July	Administration	Jun 25, 2018 to Jul 31, 2018	Completed

Staffing

Create a schedule that allows teachers common planning time.	Administration	Jul 2, 2018 to Aug 31, 2018	Completed

Scheduling, Pd planning, 2b

Participate and attend summer training at MSI	School Partner Teacher Leader	Jul 2, 2018 to Aug 30, 2018	Completed

Professional development, 21st century skills, Teacher

Support school partner teacher leader as they facilitate this process at school	Administration	Aug 27, 2018 to May 20, 2019	On-Track

Professional development, Administration

facilitate and coordinate PD with cross-disciplinary school team	Administration & Staff	Aug 27, 2018 to May 14, 2019	On-Track

Professional development, 2b, Staff interaction, Adminstration

model how to analyze Spring Data and develop core and small group lessons and assessments	ILT	Aug 30, 2018 to May 14, 2019	On-Track

ILT, Data analysis, Modeling

allow time for teachers to analyze Spring Data to develop core curriculum and small group skill development interventions	Cluster Teams	Aug 31, 2018 to Oct 31, 2018	On-Track

Data driven culture, Data track

allow time for teachers to look at student work and formative assessments and make modifications	Cluster Teams	Oct 31, 2018 to Nov 30, 2018	On-Track

Assessment, Data driven instruction, Data driven culture

|			
allow time for teachers to analyze Winter Data to develop small groups and evaluate placement on Scope and Sequence	Cluster teams, grade levels	Aug 30, 2018 to May 14, 2019	Not started

Assessment design

Action Plan

Strategy 1

BEHIND ILT Will create Opening Professional Development sessions around Scope and Sequence aligned to the CCSS for their respective clusters."

Jun 30, 2018 to Jul 31, 2018 - ILT

Status history
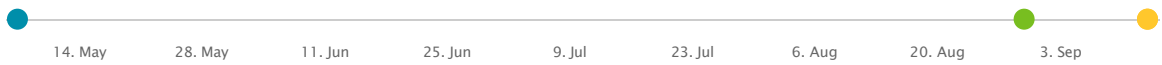
14. May	28. May	11. Jun	25. Jun	9. Jul	23. Jul	6. Aug	20. Aug	3. Sep

BEHIND Sep 13, 2018
Problem
Root Cause
Next steps

BEHIND Sep 13, 2018
Problem
Root Cause
Next steps

COMPLETED Aug 30, 2018
Evidence
Teachers received a PD on Scope and Sequence provided by Erin O'Neill during Teacher meeting prior to school start.

NOT STARTED May 07, 2018
Evidence
Agenda, Scope and Sequence by cluster/subject

BEHIND

Scope and Sequence will be reviewed by ILT and returned to cluster for revision and implementation"

Aug 31, 2018 to Sep 14, 2018 - ILT

Status history

14. May	28. May	11. Jun	25. Jun	9. Jul	23. Jul	6. Aug	20. Aug	3. Sep

BEHIND Sep 13, 2018
Problem
Root Cause
Next steps

BEHIND Sep 13, 2018
Problem
Root Cause
Next steps

COMPLETED
Sep 12, 2018
Evidence
All clusters brought Scope and Sequence (Hard copy or electronic version) to Cluster meetings held on this date to be reviewed and discussed.

NOT STARTED May 07, 2018
Evidence
Finished, aligned Scope and sequence for each grade level in Reading and Math

NOT STARTED   ILT will monitor progress on Scope and Sequence every five weeks."

Sep 14, 2018 to May 31, 2019 - ILT

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
Monitor results sheet

Strategy 2

NOT STARTED   Hire a Biingual MTSS teacher or move a presently staffed Bilingual teacher into an MTSS position."

- Administration

Status history

May 7

NOT STARTED   May 07, 2018
Evidence
MTSS Bilingual teacher in place

NOT STARTED

Work with new MTSS to identify struggling transition students and creat an intervention process aligned to CCSS fo bring them up to grade level."

May 31, 2018 to Aug 31, 2018 - Administration, MTSS Liaisons,Bilingual Coordinator

Status history

May 7

NOT STARTED   May 07, 2018
Evidence

NOT STARTED   Administer ACCESS Test for the 2016-2017 school year and make assessment of how the program is working."

Dec 01, 2018 to Feb 03, 2020 - Bilingual Lead, Administration, MTSS Liaison Bilingual Teachers

Status history

May 7

NOT STARTED   May 07, 2018
Evidence

Strategy 3

COMPLETED   Staff all positions by end of July"

Jun 25, 2018 to Jul 31, 2018 - Administration

Status history

Jun 2018   Jul 2018

COMPLETED Jul 31, 2018
Evidence
All positions were staffed by HQ teachers.

NOT STARTED May 07, 2018
Evidence
Talent summary filled and completed

COMPLETED Create a schedule that allows teachers common planning time."

Jul 02, 2018 to Aug 31, 2018 - Administration

Status history

Jun 2018   Jul 2018   Aug 2018   Sep 2018

COMPLETED Aug 31, 2018
Evidence
Prep schedules allow all clusters to have common planning time.

NOT STARTED May 07, 2018
Evidence

COMPLETED Participate and attend summer training at MSI"

Jul 02, 2018 to Aug 30, 2018 - School Partner Teacher Leader

Status history

Jun 2018   Jul 2018   Aug 2018   Sep 2018
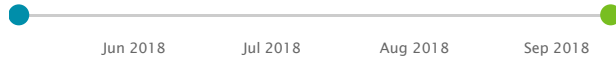
COMPLETED Sep 13, 2018
Evidence
Teacher leaders attended all summer training at MSI

NOT STARTED May 07, 2018
Evidence
Completion of training certificate

ON-TRACK

Support school partner teacher leader as they facilitate this process at school"

Aug 27, 2018 to May 20, 2019 - Administration

Status history

14. May   28. May   11. Jun   25. Jun   9. Jul   23. Jul   6. Aug   20. Aug   3. Sep

ON-TRACK
Sep 13, 2018
Evidence
We have four teachers enrolled with our MSI Partner and they will begin classes this month. We also had a PD on implementing science during our August PD's.

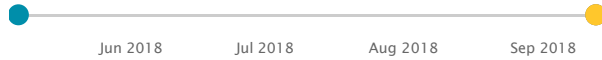BEHIND Sep 13, 2018
Problem
Root Cause
Next steps

BEHIND Sep 13, 2018
Problem
Root Cause
Next steps

NOT STARTED May 07, 2018
Evidence
PD Agendas, Administration Attendance at MSI nights

ON-TRACK   facilitate and coordinate PD with cross-disciplinary school team"

Aug 27, 2018 to May 14, 2019 - Administration & Staff

Status history

Jun 2018   Jul 2018   Aug 2018   Sep 2018

ON-TRACK   Sep 13, 2018
Evidence
This was given by Cara West during the August PD's

BEHIND   Sep 13, 2018
Problem
Root Cause
Next steps

BEHIND   Sep 13, 2018
Problem
Root Cause
Next steps

NOT STARTED   May 07, 2018
Evidence
PD Agendas

ON-TRACK

model how to analyze Spring Data and develop core and small group lessons and assessments"

Aug 30, 2018 to May 14, 2019 - ILT

Status history

14. May   28. May   11. Jun   25. Jun   9. Jul   23. Jul   6. Aug   20. Aug   3. Sep

ON-TRACK   Sep 13, 2018
Evidence
This was introduced in August PD's and was discussed in Septembe cluster meetings. It will be discussed constantly throughout the year.

BEHIND   Sep 13, 2018
Problem
Root Cause
Next steps

BEHIND   Sep 13, 2018
Problem
Root Cause
Next steps

NOT STARTED   May 07, 2018
Evidence
Grouping charts, lesson plans

ON-TRACK

allow time for teachers to analyze Spring Data to develop core curriculum and small group skill development interventions"

Aug 31, 2018 to Oct 31, 2018 - Cluster Teams

Status history

14. May   28. May   11. Jun   25. Jun   9. Jul   23. Jul   6. Aug   20. Aug   3. Sep

ON-TRACK   Sep 13, 2018
Evidence
Cluster meeting time was given throughout August PD's and data is discussed at ongoing cluster and grade level meetings.

BEHIND   Sep 13, 2018
Problem
Root Cause
Next steps

BEHIND

Sep 13, 2018
Problem
Root Cause
Next steps

NOT STARTED

May 07, 2018
Evidence
Grouping Charts, NWEA Data

ON-TRACK

allow time for teachers to look at student work and formative assessments and make modifications"

Oct 31, 2018 to Nov 30, 2018 - Cluster Teams

Status history

Jun 2018   Jul 2018   Aug 2018   Sep 2018

ON-TRACK

Sep 13, 2018
Evidence
Teachers brought samples of student work to first cluster meetings held on 9/12

NOT STARTED

May 07, 2018
Evidence
Re calibration of groups

NOT STARTED

allow time for teachers to analyze Winter Data to develop small groups and evaluate placement on Scope and Sequence"

Aug 30, 2018 to May 14, 2019 - Cluster teams, grade levels

Status history

May 7

NOT STARTED

May 07, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> We hold a State of the School Meeting every fall.(Usually in October after the SQRP Ratings are finalized.) All parents are invited to attend and all of the information of where we stand is presented at that time. Parents sign in and are given all required documents and surveys.

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

> We have a vibrant PAC and we hold monthly meetings. We also hold an Open House where we talk about Title ! and we hold our Title I Mandatory Meeting in the fall. This year we are holding our Title 1 meeting on September 20, 2018 and the State of the School Meeting on October 25, 2018. The Organizational meeting is always held the same day as the informational meeting which, to repeat, is September 20, 2018.

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 PAC holds Monthly Meetings and any other meetings that they might need. The school advertises these meeting in their letters to the parents and provides the space in which to hold them.

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.

> Student reports are sent home with the student or given to parents at Report Card Pick UP. Students are also given their scores on NWEA and PARCC Tests when they arrive at the school.

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.

> Parents will be informed by letter if this were to occur for any reason.

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.

> Parents are given access to the parent portal and we go over these items at the parent meetings held by grade level. Any documents or handbooks are linked on our web page.

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.

> We have a computer lab that is open to parents and the Tech Teacher assists any parent on how to use the technology available. The PAC and BAC bring in guest speakers including teachers to work with parents on parenting skills, helping with homework and finding community programs.

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.

We hold Report Card Pick Up twice a year as well as include parents as volunteers, parent patrol, chaperones, etc. Teachers now use real time programs like Class dojo and Remind to communicate with parents and share idea. Parents also are often given actual packets of materials in the primary grades to use at home with their children.

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

We have a pre-k and community in schools program that reaches out to the parents

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.

All correspondence is sent out and translated in bSpanish and where necessary, Arabic.

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.)

School will provide every student the opportunity, tools, instruction and encouragement to excel in colleg or career and in life.

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.

Report Card Pick Up after the first and third Quarter, Parent Meetings, Parent Conferences.

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 and Report Cards every five weeks. Weekly agenda notes on primary level. All teachers use text and email as well as Parent Portal. The programs include class dojo and remind which can alert parents when students fall below certain levels and these programs are real time meaning teachers are in daily contact with parents.

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

Parents may make an appointment to see a teacher during their prep or lunch period or after school if the teacher agres to that. Parents also correspond electronically.

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.

Parents can be volunteers by filling out the paper work required by the Board of Ed. They can also volunteer as chaperones and once in a while volunteers.

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

Parents will make sure their children are in attendance everyday they are well and will contact school when this isn't possible. Parents will assist their children and help them get their work in on time.

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

Parents are actively encouraged to attend the LSC, PAC, BAc and other parent meetings held throughout the year.

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

Students will come to school on time every day, ready to work and cooperate within the learning environment.

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.

BAC and PAC meetings will be held very month. Parents will also plan and execute several social events during the year to network with one another. Meetings will invite speakers to help parents with parenting skills, the use of and safety for technology and working on homework with their child.

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

Account(s)	Description	Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1000 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 500 .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 1400 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 224 .00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 400 .00
54565 **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount .00

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

$ | Amount | .00

53306 | **Software**
Must be educational and for parent use only.

$ | Amount | .00

55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

$ | Amount | .00