



James B McPherson Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Edward Breen	Assistant Principal	efbreen@cps.edu	Has access
Chad Kirkpatrick	Teacher	cdkirkpatrick@cps.edu	Has access
Marianne Turk	IB Coordinator	mtturk@cps.edu	Has access
Carmen Mendoza	Principal	camendoza1@cps.edu	Has access
Giovanna Atteo	Counselor/Case Manager	gatteo@cps.edu	Has access
Lynn Kainer	Teacher	lmkainer@cps.edu	Has access
Diane Heilbronner	Teacher	dmheilbronne@cps.edu	Has access
Alfonso Martel	LSC chairman	Amartel@usa.net	Has access
Janet Miranda	support team	jmiranda45@cps.edu	Has access
Janise Wriddle	Teacher	JVwriddle@cps.edu	Has access
Donna Ruiz	community member	donnaforsberg@sbcglobal.net	Has access
Alia Hollister	Teacher	ahhollister@cps.edu	Has access
Maria Johnson	SECA	mdjohnson13@cps.edu	Has access

Team meetings

Date	Participants	Topic
02/28/2018	Breen and Kirkpatrick	Update for PD and next meeting planned
03/08/2018	Breen, Turk, Kirkpatrick, Kainer, Heilbronner	Team selection/meeting schedule and review of the SEF
03/22/2018	Breen, Mendoza, Turk, Atteo, Kainer, Kirkpatrick, Wriddle, Heilbronner	SEF review and Framework prioritization
04/05/2018	Breen, Turk, Kainer, Kirkpatrick, Hollister	Goal setting
04/11/2018	Breen, Turk, Kainer, Atteo, Kirkpatrick	Strategies and action steps
04/19/2018	Breen, Turk, Kainer, Kirkpatrick	Fund compliance and parent involvement
04/26/2018	Breen, Turk, Kainer, Kirkpatrick	Review the draft for submission to the network
05/03/2018	Turk, Kirkpatrick, Kainer	Review the draft for submission to the network
05/10/2018	Breen, Kirkpatrick, Kainer, Turk	Review the draft for submission to the network
05/14/2018	Breen, Kirkpatrick, Turk, Kainer	Review the draft for submission to the network
05/21/2018	Kirkpatrick, Turk	Review the draft for submission to the network
09/19/2018	Turk, Mendoza, Atteo, Kirkpatrick, Latronica, Wriddle, Bluma, Kainer, Cadotte, Caravello	ILT, addressing the CIWP and linking them together
11/13/2018	Mendoza, Atteo, Kirkpatrick, Wriddle, Johnson, Capadona, Brennan, Cabral	Analyze and update of Goal Results in all areas, SQRP 2019 Review
01/15/2019	Atteo	

School Excellence Framework

Leadership & Collective Responsibility:

Score

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

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McPherson elementary school began this school with the BADGERS expectations derived from our school mascot, the badger. Each letter of the BADGERS states an expectation for all of the McPherson family. B - Be open minded, A - Accepting of all, D - Dare to Dream, G - Grateful, E - Engaged, R - Reflective, and S - Service. All of the students, teachers, families and community supports have been taught our expectations. An incentive program developed to support students who display the use of the BADGERS expectations have their name written on the BADGERS wall and on Friday they receive a reward of an extra recess. At the beginning of this school year, all teachers received a copy of "Growth Mindset" to read and to be discussed at Principal lead planning periods. The purpose is to help teachers embrace the philosophy of growth mindset and use the skills in their instruction and support students in a way that ensures their success and growth. Growth mindset is a part of McPherson's vision and ties into our mission statement below. It is the vision of McPherson Elementary school that all children can learn and teachers are to use strategies and interventions that support all learners in their classroom by developing differentiated lessons, in order to provide all students with access to the curriculum that supports the Illinois Common Core State Standards. Weekly at McPherson, teachers have grade level team meetings to support unit planning and to provide students with a connected and cohesive experience in their classes. All teachers and staff have their own website that is connected to McPherson Elementary school. These websites are to keep parents, children, community members and stakeholders aware of the experiences and learning that is taking place, daily, here at McPherson Elementary School. McPherson Elementary School strives to maintain community partnerships via the Friends of McPherson community and parent group. This group has elicited sponsorship through fundraisers and events that have brought funds, assemblies and various experiences for our students. The 5 Essentials survey has been taken seriously here at McPherson and the Instructional Leadership team is working with the University of Chicago to develop and implement strategies to grow in the areas that the survey shows we need work. Working with the University of Chicago in these needs improvements areas has enabled the team to share, work with and help with the development of teachers in order to have growth in these areas.

*James B. McPherson Elementary School's shared mission is to create college and career individuals through the integration of a varied and rigorous curriculum with emphasis in literacy, mathematics, and the sciences. This school mission drives forward our leadership implementation of school programs to continue the success for every student. This is done with data driven decision making using TRC, MAP, and Dibels scores. School leadership and collaborative teachers work hand in hand to implement our shared vision. According to our Five Essential ratings our effective leadership is neutral and collaborative teachers are strong. We are continuously assessing, adjusting, implementing and planning to improve. This shared vision is communicated on a monthly basis in our Birdseye View and during LSC meetings. Our shared vision is our school's guiding structure and addressed in the CIWP which is shared twice a year to our LSC and our State of the School Address occurs once a year.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ 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:

Score

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

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The Instructional Leadership Team has a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve instruction and learning. The ILT meetings are a productive forum to identify deficits, exchange ideas, collect and review evidence, and implement possible solutions to challenges for school improvement. The ILT meets twice a month and maintains agendas and meeting minutes for each meeting. Outside partnerships such as the 5 Essentials survey, Network 2, and McPherson data analysis review are shared out with the teachers and staff. Grade band representatives for primary, intermediate, and upper grades develop action plans based on the problem of practice that we are examining. Data is looked at as soon as it is available and during meetings we compare data and discuss action plans to drive instruction and do what is necessary to ensure our students are college and career ready.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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Professional learning at McPherson Elementary school consists of grade level common planning times where teachers can meet and discuss unit planning and learn of strategies and interventions for all learners that they can take to their classrooms. In addition, there are weekly principal directed protocols that consist of diving into Growth Mindset (text) and using the information in the Growth Mindset while planning and working with students. This year teachers are beginning to incorporate Depth-of-Knowledge instructional tools to help facilitate student learning and college and career readiness. Teacher lead Math PD and Summit based presentations by faculty are implemented, as well as case manager teach back for pupil support staff. As a part of the professional learning McPherson has designed a formative assessment action plan based on the professional text, "Formative Assessment Action Plan" which includes strategies that are used in order to continue to facilitate professional learning for staff.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

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Scheduling begins with the children with diverse needs and are proactive for providing more inclusive access for children with DL. We have EL classrooms for grades pre-k - 4. We embed guided support in classrooms grades 6-8 for preparedness for college and career. Executive Functioning Skills and Approaches to Learning skills are incorporated in content lessons to prepare students for college and career readiness.

Aligned resources begin with purposeful planning of schedules that include inclusive practices.

McPherson School offers EL tutoring after school, common core aligned initiatives including RAZZ Kids, Compass Learning, Khan Academy. Additionally the students work on testing skills and proficiency with MAP skills. The teachers are also instrumental on developing and implementing strategies to improve in the areas noted on the UChicago 5 essentials, for example, we as a school have spent much time on developing student teacher trust and we have significantly improved in this area. McPherson also has an after school program called Common Threads (healthy nutrition) that teaches the children how to make healthy meals. Common Threads also offers a Small Bites curriculum for the 3rd-5th grades where nutrition is taught along with creating healthy snacks. Finally, McPherson works collaboratively with Open Lands (conservation) with the children; students are involved in restoration, birds and natural habitats. There are several flower beds and vegetable gardens for the children to tend to and cultivate and produce is harvested and used in a healthy snack.

Teacher certification is aligned with classroom needs, teacher retention rate its high.

Guide for Aligned Resources

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

- Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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

4 of 4 complete

Curriculum:

Score

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

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Grade levels work in teams to create thematic units and align the common core state standards with the curriculum. Evidence is demonstrated via pacing scope and sequence of units, curriculum maps, aligned to the Common Core State Standards, NGSS and IB MYP subject criterion. Teachers engage in vertical and horizontal planning to align the curriculum across grade levels. Teachers have access to a book room with a variety of leveled fiction and nonfiction texts at different reading levels. Teachers collaborate in weekly structured common planning meetings, social emotional learning activities embedded through the week including Rainbows Program, CBITS and Anger Coping Groups with school social worker and psychologist, aligned therapy services with Community Counseling Centers of Chicago (C4). Teachers share and learn about ways to connect learning with STEM initiatives, SUMMIT strategies of Agency, Authority and Identity, Coding in design and CS4All, connected curriculum with Open Lands for 3-5, common threads small bites curriculum 3-5 and the Lake Project. Additionally, teachers collaborate on student data as reflected on the 5 Essentials survey and service learning. Teacher leaders attend ongoing network based professional development on a quarterly basis for math and science. Challenging the advanced students is still something teachers need to continue to work on.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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

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Teachers use Smart Boards in every classroom to provide learning opportunities for students. Additionally, document cameras are available for anyone to use. There are one-to-one iPads for grades 2 to 5 and Chromebooks in 6th through 8th grade. There are shared iPads for grades Kindergarten and 1st grade. There are three fully functioning technology labs for school wide usage. McPherson has a leveled book room with both fiction and nonfiction texts. There is a variety of manipulatives, including a science closet with kits for cross curricular science instruction. Materials for instructional diverse learner classrooms have been updated in regards to new Smart Boards, computers with touch screen capabilities and programs to promote learning of basic skills through technology. There are several programs available to students, such as Compass Learning, Razz Kids, and Khan Academy. Teachers use the Daily 5 Program for reading instruction and the Daily 3 routine for math instruction. The Lucy Caulkins writing program is embedded through the literacy block to facilitate improvement and extension in writing. Teachers are provided with native language materials and resources to support student learning. An area of concentration is in Math and teachers have a variety of resources available to help students in this area.

As part of school wide executive functioning initiative, students use color coded folders and spiral notebooks along with implementation of agenda books in grades 4th-8th. Along with Executive Functioning supports, there is a movement to incorporate school wide utilization of the Second Step Program throughout the grades to support SEL needs and maximize focus and preparedness for student learning. As an extension of instruction and a means for differentiation, students are exposed to a variety of online program such as Razz Kids and Khan Academy as part of the daily routine.

Various supplemental materials are in place: Science World, Ahora Now, Sol, Scope magazines and other resources. Teachers that are ambassadors to citywide museums have opportunities to utilize materials and resources from their facilities. The UNICEF service learning program teaches healthy lifestyles from a global perspective where students wear special fitbits that earn RTF (Ready to Use Therapeutic Food) packets that provide nutrition to underdeveloped nations.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

As stated in the McPherson's school mission, all students are held to high standards via expectations and a rigorous and varied curriculum. Differentiation and inclusion are standard practices that enable all students to engage with grade level concepts as appropriate to their instructional needs. Teachers align tasks to address CCSS, as well as IB Learning Objectives. Literacy teacher leaders provided professional development on Depth of Knowledge reading and questioning for all grade levels. Classroom observations by the administrative team with focus on DOK, HOTS, and student centered learning with continuous collaboration between teachers and collaboration between teachers and administration. There is an increased emphasis for data analysis and goal setting as driven by student performance on district-wide assessments. Continuous discussion by grade level on keys to data driven instruction (Assessment, analysis, actions and systems.) Students are engaged in inquiry-based learning through STEM (science, technology, engineering, math disciplines). During weekly heterogeneous teacher team protocols, teachers meet to discuss student work and data. Individual examination of student work occurs daily with student-teacher conferencing; however, a more systemic approach to compare student performance across the grade levels as well as vertically across grade levels needs to be implemented. Additionally, there is a focus on increasing Growth Mindset via professional learning community and embedding growth mindset discussions in classroom settings. The focus is to increase stamina, grit and perseverance.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Students in all grades participate in Executive Functioning lessons to help them develop organizational and thinking skills. High school representatives come annually to inform students about their high schools and programs during the annual high school fair. Teachers supplement the curriculum with career education activities based on monthly themes to cover all career clusters. School counselor provides whole group guidance with eighth grade students regarding developing successful habits for college and career readiness via the 7 Habits of Highly Effective Teens by Sean Covey. Individual and group guidance activities to assist with goal setting and high school application process are implemented. Continual guidance of students using the portal in 8th grade to monitor grades and their GPA. The use of the district-wide initiative Naviance in 6th through 8th grades with focus on career exploration, completing student career interest inventories and creating individualized learning plans (ILPs) has been implemented. We incorporate IB learner profile traits and Approaches to Learning skills classes to all 6th-8th grade students. We are supporting the algebra initiative in the 8th grade. Third through eighth grade students participate in goal setting based on the district wide scores from NWEA for reading and math. For each eighth grade student with an IEP, a transition service plan is created with the IEP team input which includes goals for post-secondary education training, independent living, and employment. Mentor programs are in place for students who require added support to meet success and promotion. 6th grade students will have an opportunity to explore careers in science when an outside visitor presents.

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

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 **3** 4

McPherson teachers demonstrate effective instructional skills through the heterogeneous grouping of students in classrooms, implementation of inquiry - based learning, and the International Baccalaureate Program, in which middle school students adopt a different profile trait to demonstrate and or model on a monthly basis. Our diverse learners and English language learners participate in the inclusive general education setting via a co-teaching method and differentiation. McPherson has a student council which promotes leadership and encourages student responsibilities. McPherson implements the use of textbooks and technology in order to provide a more well- rounded approach to the curriculum.

Students are grouped according to the NWEA, DIBLES, and TRC scores as well as through the use of formative and summative assessments. Teachers use these assessments to guide instruction for the students and assists teachers in differentiating instruction. The differentiation of instruction ensures that all students have equitable access to the curriculum.

One goal here at McPherson Elementary School is to see increased usage of DOK and more formative IB-use of the statement of inquiry. Teachers are encouraged to participate in peer observations for instructional and collaborative purposes. There are DOK posters in every classroom in order to provide students and teachers access and support in using this strategy.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**

- Intervene in a timely and effective way to help students who are struggling.
- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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

McPherson has in place ways and means that measure the depth and breadth of student learning and sets expectations that guide students to become college and career ready. Multiple measures of assessments are available for use which include district and statewide assessments. Thematic units are planned with the end product in mind which creates formative assessments that lead to a summative task. The use of formative tasks helps the classroom teacher in developing further learning experiences based on the mastery or needs of the students.

Teachers have access to the following assessments according to grade level and use the collective data to plan accordingly: NWEA, TRC/DIBELS, PARCC, CPS Benchmark and REACH tasks. ACCESS is given to those EL learners that have not met the specific criteria to transition out of English Language supports and the need for ESL services. Diverse Learners who, according to their IEP, who are excluded from their regular education peers' testing schedule, will take the DLM and SANDI. Teachers also have the autonomy to develop their own criterion-referenced assessments that are differentiated according to the needs of their students.

The ILT monitors data obtained every 5th and 10th week off of Dashboard that highlights those students who are on/off track according to attendance and grades. Every 5th week, a progress report is sent home and parents are asked to review and sign the document; a conference can also be arranged so that collaboratively the parent, teacher and student can create an action learning plan. Every 10th week, a report card is generated allowing students and parents to see the progress that is made quarterly. The 1st and 3rd quarters have established conferences where dialogue takes place on the child's strengths and developmental needs. Based on teacher input, grading categories are established so that consistency is in place across grade levels. Students have access to their grades via the Student Portal. Parents are encouraged yearly to sign up for the Parent Portal. Informative sessions on the Parent Portal are provided to give assistance where needed.

The ILT is also privy to data shared with Principal Mendoza through her network meetings. The data is a springboard for discussion on what literacy and math needs to be addressed, what is working in the classroom, and what needs improvement. This data also provides starting points for discussion with grade level teachers and the planning that needs to take place in order to prepare our students for college and career readiness.

In the past couple of years, teachers have been creating curriculum maps that will lead to improvement in instructional effectiveness. An area of developmental need is the building of common assessments. There are a few that are given across grade level, but attention to creating more is one area that is being worked on. This monitoring process will help set common protocols and teachers can work collaboratively on scoring and grading to ensure that the assessments in place are meeting the expectations of the standards and have varying levels of complexity.

McPherson uses multiple measures of assessments: teacher made assessments, REACH, Benchmark, NWEA, TRC/DIBELS, ACCESS. In addition, some DL students take the DLM-AA and the SANDI and EL students take ACCESS. Unit plans are created by grade level. IB Teams especially use Universal Design for Learning. Principal directed planning meetings offer professional development on different informative assessments that can be used across core curriculum. DIBELS/TRC progress monitoring occurs through these assessments. MTSS services are embedded throughout the day. Teachers are creating differentiated assessments based on the needs of the students across the Tiers and aligning with formative assessments. Teachers update grades on the IMPACT gradebook and share a 5 week progress report and a 10 week report card with parents. Additionally, EDMODO is used in the upper grades to communicate grading with parents. In many instances teacher made tests are modified and students are given accommodations according to their IEPs. Progress monitoring using data from interventions guides grading and assessment from quarter to quarter. Consistent categories are followed school wide so that students and parents can access pertinent information on graded assignments. Both the MTSS Team and the ILT Team work together to share On-track student performance data from Dashboard so that teachers can follow up with parents and students with strategies to support growth and improve on-track performance via Tiered supports. Teachers analyze data weekly to provide multiple access points for their students.

We will be looking at grading with grade levels and working on balanced assessments throughout the grade levels. We will meet by grade level and discuss unit plans as it aligns to assessments and data driven instructions creating a roadmap as we analyze the assessments as it pertains to student needs.

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
	1a. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

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MTSS is being utilized by the teachers at McPherson Elementary school to support students who are showing deficits in skills related to reading and math instruction. Teachers use the MTSS tracking on Grade Book to highlight children who are a tier 2 or tier 3 by entering the intervention they are using with these children throughout the day and document data that reflects the progress the students are achieving. If an intervention is not working, the teachers have access to a variety of researched based interventions to help them develop a program for the student that will work. The Instructional Leadership team reviews MTSS data in order to help teachers with students that are identified as needing additional supports and provide them the support they may need. The Instructional Leadership Team is also working on the various programs that involve MTSS and working on developing plans to assist teachers in when to use MTSS strategies and the process of fading these strategies or having the strategies become generalized by the student so they no longer require teacher intervention. ILT monitors MTSS for all grade levels. ILT meets bi-weekly to look at on track and off track data. We have established an attendance committee to develop strategies and interventions to support attendance.

The primary grades, 3 and 4th use Second Step for SEL support and instruction. The 5th - 8th use calm classroom for SEL supports. Additionally, 5th - 8th grade students participate in bi-weekly 30 minute classes for instruction in executive functioning, growth mindset activities, goal setting, IB approaches to learning and learner profile strategies. McPherson as implemented a bullying prevention program that supports students.

McPherson has developed with students a personal learning rubric to assist students who are off track or on academic warning and documents teachers' attempts to prevent failing and absenteeism.

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

McPherson has created a culture for learning by focusing on creating a growth mindset atmosphere throughout the building involving students, teachers and staff. Teachers have been reading *The Growth Mindset* throughout the school year and have been implementing various approaches to help themselves and students embrace a growth mindset. Posters, bookmarks, and team building experiences have helped students understand that their brains are malleable and have the ability to grow and develop with effort, perseverance and progressive struggle.

McPherson has high academic expectations for all of its students. Students are encouraged to be active learners and are encouraged to be inquirers and be engaged with their own learning process. Students are provided tools and strategies to help them achieve personal goals with a focus on approaches to learning skills that will help them be successful in high school, college and beyond. These particular set of skills are purposefully taught along with content lessons to help students embrace these strategies that will help them complete assignments and projects. Executive Functioning Skills help students self-regulate in order to plan, focus attention, remember instructions and juggle multiple tasks successfully now and in the future. These skills will help students have personal success in and out of the classroom and will lead to student achievement.

Teachers will conduct learning surveys in order to plan accordingly so that all students' needs are met. Teachers will meet with students one-on-one to set goals that will help students reach NWEA goals and beyond. Teachers will work in grade level teams to examine data and plan accordingly. Teachers will use resources available to help students achieve: MAP Skills, Khan Academy, PrepDog, summit PD teaching strategies, etc. Teachers will create thematic units that will meet the needs of the all students which include one-on-one or small group settings that help all students achieve success. Teachers turn to other colleagues for help and support when trying to meet the needs of their students; it is a collaborative effort to help students succeed and learn. Teachers email, phone or meet face-to-face with parents to establish learning plans and encourage parents to take an active role in their child's learning process. Students are encouraged to attend these events in order to take ownership in their learning. Students are recognized for their ongoing efforts - student of the month luncheons, honor roll recognition, Got Caught learner profile lunch with Ms. Mendoza, BADGERS expectations extra weekly recess and other individual classroom incentives all to encourage students to aim, achieve, and accelerate.

Learning is valued. Teachers plan keeping in mind what experiences students bring to the classroom, creating lessons that celebrate the diversity of their students and provide real life lessons that engage the students, invoke their curiosity and promote further inquiry. This culture of learning gives students the opportunities to explore their world while learning necessary skills that lead to higher learning and perseverance and the need to make revisions where necessary for better understanding. Student work is displayed in and out of the classroom. Work is highlighted on our school web page and on our in-house school television. Students are encouraged to take risks and are asked to be reflective in their learning. Feedback is given in-person, in google classroom or on google documents; formative assessments help students make changes necessary and lead to understanding that will be displayed in the summative tasks. Those students that are almost there, are listed as the Power of Five and special attention is given to those individuals that with extra attention and a push will move to a higher level of achievement. If a student is struggling, MTSS interventions are put into place to help the student grow. If interventions do not bring the change, then the next step would be an evaluation plan. All students will succeed.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SCIP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

Score

1 2 3 4

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.

McPherson has developed a culture of respect, care and sense of belonging through words, actions and deeds. The sense of community is felt throughout the building and all are responsible for one another. This common humanity creates an environment where students develop into global citizens that work towards a better world. Students know that their academic and personal growth will be nurtured through the support of various programs in place and the understanding and caring of the teachers and staff members. The My School, My Voice survey administered in early spring helps McPherson decide on which areas need to be worked on. In the past three years, student-teacher trust has been the focus. Working with Andrew Schmitz from UChicago, various activities have been worked on and an increase in this area has been shown.

Students know that teachers and staff members are there when a need arises. It is imperative that students have at least one trusting relationship with an adult. Teachers and staff members are provided professional development in creating supportive relationships with students. All students are under the care of all adults; if a particular child needs support, any adult around provides for that child. Certain adults have developed trusting relationships with children throughout the building, and when the need rises, that adult is called for support for that child. This helps a student stay on task, stay in school and/or helps deal with a personal crisis. Teachers and staff members encourage students and recognize their positive contributions in and out of the classroom; the focus is on the positive talk.

Student Council and other groups have created opportunities for students to build positive relationships with peers. Students have opportunities to put into practice social and emotional skills learned. Students are given opportunities to learn about others' plights to develop empathy and social awareness. These lessons may be part of the curriculum or may arise because of media attention. Students get involved with real life issues that help them know they can make a difference in their school, community and world. Some events that develop student-student and/or student/teacher relationships are the following: Spirit Week, Spring Initiative Attendance, service learning dances, service learning projects (cards to Levy Center, We Act For Peace, food drive, Hoops for Hearts), No One Eats Alone, Mix It Up at Lunch, a talent show, a spring musical, Literacy Night, STEAM Night, to name a few. Special programs that help build relationships include: Common Threads Advanced and Cooking Classes, Chess Club, RAINBOWS, sports, Girls on the Run, Girl Scouts, Lending Hands to name a few. There are also curriculum programs in place that are embedded that help students develop skills that encourage respect and support of one another, such as Calm Classroom, OLWEUS, Second Step, character education traits, IB MYP learner profile traits, restorative practices, and BADGERS expectations.

Guide for Relational Trust

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

- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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 (cgs.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

McPherson's goal is to create students that want to make a positive difference in their world. Students are encouraged to become actively involved in real life issues in order to develop empathy and understanding. We want our students to be open-minded and caring and create activities where students can become engaged and contribute to the development of their school community, neighborhood and world. Service learning projects are provided so that students are exposed to issues that might affect them on a personal or social emotional level.

Our student council strives to participate in events that help students become aware of societal happenings. Recently the entire school participated in "We Act Peace" in response to the Parkland shootings. All grade levels were involved - primary students created butterflies (hope), intermediate students created peace murals, and upper grade students created peace chalk messages outdoors with a recognition to those individuals who lost their lives. Student Council is also looking at a policy change and is working closely with Principal Mendoza on bringing the changes needed to present to the Local School Council. Student Council sponsors a food drive for the Greater Chicago Food Depository, a hat/mitten/scarf/socks drive for the Night Ministry, and Sunshine Cards for seniors at the Levy Center to name just a few opportunities for service learning. Student Council also supports No One Eats Alone and Mix It Up at Lunch to bring awareness to social isolation that takes place during lunch and recess times.

Other organizations become involved in service learning projects. Our girl scouts recently collected nail products to provide to a women's shelter. Our Lending Hands group focuses on environmental concerns and collects litter to be disposed of correctly. They also supported a teddy bear drive to be donated to the Swedish Covenant Hospital emergency room to provide comfort to the children that arrive there frightened and scared. We have had Someone Special Dances that have collected pet supplies for PAWS and this year, for the NEUMAN Family Services, a developmentally disabled adult facility in the local community, where household and art supplies were collected for their use.

In the classroom, teachers use current events for socratic discussions. Subscriptions to SCOPE, Ahora, El Sol and Time For Kids make students aware of local, national and global issues. Teachers use online student appropriate news sites for video and articles that tie in with lessons being taught bringing in the real life connections to make learning engaging. Thematic units also use service learning projects; students read Chinese Cinderella and as a summative task research and report on treatment of women around the world in the 21st century. The reports are displayed for others to learn. Our 7th graders are required to study the federal and state constitutions; they are required to pass both exams to be eligible for graduation. Students in 8th grade study the Holocaust and are exposed to the Burges event. Students will learn about Abraham Lincoln's Emancipation Proclamation through the Lincoln Project where students will see the actors' rendition of the story and encouraged to write their own script. Students are exposed to other cultures via dance; students will learn about Brazil's history and a Capoeira dance. Students have met with federal lawyers who work with the students learning about actual Supreme Court cases learning the art of debate.

Our students are also encouraged to participate in academic competitions. Students are participants in our local spelling bee. Students passionate about books join the Battle of the Books team. Students excited about coding join our Computer Club. Students research Chicago and Illinois history and present their projects through a mini history fair, the top two students representing McPherson at a regional History Fair. Our primary students do their own version of a history fair focusing on individuals that have made a difference. Students present science fair projects, competing at a school level, moving to a network competition and further a city-wide showcase. All these events are open for families and community members to visit at gallery walks held during the school day.

Study politics

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Evidence regarding student engagement in decision making ▪ Service learning reports and/or reflections of SE projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ 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 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. 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

McPherson's priority is to create a high level of safety and order. Students know that they are physically and emotionally safe, and that teachers and staff members work diligently to maintain a safe, orderly school environment. Set procedures are in place in cases of emergency. Norms have been established in the classrooms to ensure that learning is taking place without any interruptions. All arrival, dismissal and transitions are safe, orderly, and monitored. Students are encouraged to demonstrate positive behavior and work collaboratively so that learning is happening throughout the building. All adults are actively supervising students and activities. All adults model through their actions and words expected behaviors that contribute to the positive learning environment.

Through student council and other ways, students can suggest ways to improve behaviors that make the school environment a safe one. Students have opportunities to reach out to Principal Mendoza through emails or conversations to express their ideas and concerns. Students can present areas of concerns and work together to propose solutions that are proactive and restorative.

McPherson employs a security guard that walks the building checking on designated locations and monitoring hotspots that have been brought to her attention. Developing the relational trust, she also checks in with students throughout the day to see how things are going. Security cameras are located outside of the building and within (first and third floors and the multipurpose room). K-5th grade students are walked by their teachers at arrival and dismissal times and any transitions throughout the day; primary students are dismissed to parent/guardian/sibling. 6th-8th grade students are responsible for appropriate entry to school and transitions between periods under the supervision of teachers and staff members. Those students are walked out at the end of the day.

Restorative practices are in place and are used when a student is in a situation that is not conducive to a safe learning environment. Procedures are laid out in the Restorative Practices section of this document; please refer to it.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ 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

Score

1 2 3 4

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.

McPherson School has been working diligently in restorative practices, and procedures and steps are in place and are used. There has been an increase in the use of restorative conversations between all parties involved with the supervision on an adult who is familiar with the process. Students are asked to reflect and are encouraged to engage in the peer-conflict resolution session. This has helped students to get to the root of the problem, restore balance and work with a resolution that satisfies both parties involved. This working towards a common resolution goal has helped create a proactive positive behavior culture within the classroom, school and community.

To support the positive behavior, teachers and staff members utilize various universal social and emotional tools in and out of the classroom. Calm Classroom breathing activities are used to reduce tension and high anxiety before any conversation can take place. Second Step lessons are taught and embedded in weekly lessons that help students learn ways to deal with situations that might lead to personal or group conflict. Teachers have access to the resource CHAMPS which has a set procedure that helps students walk through a problem; conversation, help, activity, movement, participation and success. All practices set clear and concise guidelines and expectations that can be easily be followed by all age levels.

McPherson has always encouraged students to do the right thing in programs like PAWS - Positive Actions With Students. Over the course of the past two years, another action has been put in place to encourage students to create a positive community. BADGERS expectations have been incorporated on a daily basis, and students are recognized for Being open-minded, Accepting of all, Dare to dream, Grateful, Engaged, Reflective and in Service. Teachers and staff members write the names of students that have demonstrated one of the traits mentioned and at the end of the school week, those students are rewarded with an extra recess. The end result is to help students learn appropriate behaviors that will carry them throughout their lives; we are creating global citizens who will make positive differences in the lives of others. We want our students to be leaders, upstanders, involved in their school community and we want them to embrace being communicators, inquirers, risk-takers, caring, reflective, thinkers, open-minded, knowledgeable, balanced and especially principled.

Positive speak is used throughout the building and students hear what they can do. Expected norms are displayed throughout the building and there is a daily announcement about BADGERS expectations. We want students to make the right choices, and if a student continues with undesirable behaviors, certain guidelines and procedures are put into place. Teachers may keep anecdotal and consult their diverse learner teachers for interventions that are tracked on MTSS. Phone calls to parents and face-to-face conversations including the child may also take place. If said behaviors are not improved, consultation with the social worker and psychologist may occur.

The School Code of Conduct is the tool used when extreme incidents take place. Restorative conversations take place as well as our security person contacting the family. All phone calls home are documented and kept. Those students needing guidance will have behavioral plans in place to help students learn to cope with situations and provide strategies dealing with situations if they were ever to take place again. These strategies are student-generated as students are asked to reflect in the process that led them to the discipline office. Mr. Breen is our designated incident reporter.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

Parents are welcomed into the school and given many opportunities to volunteer their time in the office, during lunch/recess, school tours, or within the classroom. Parents have PAC and BAC meetings regarding academic progress, social emotional issues, attendance, and other factors that impact the school. Parents are offered to attend staff-led workshops on parent portal, IB, promotion policy, and the 5Essentials report. Email is sent to ask for parent help and activities for the school community. Assemblies, Musical and Talent Shows are publicized on the school web site and in the Bird's Eye View Newsletter. Other parental partnership events include adult open gym, Zumba Dance, Adult book club, family cooking classes, field trips, trick or treating at Northwestern, Wednesday writing project, and basketball games at U of I Chicago. Teachers communicate with parents through EDMODO and set meetings as needed. Friends of McPherson is a parent facilitated organization; which holds monthly meetings and provides funds to the school via fundraisers. There is constant communication with parents through the websites, Birds Eye View, Robo calls, emails, text messaging, and face to face. Teachers each have their own individual website to communicate with and provide homework, expectations, upcoming events, and other crucial information within the classroom. Parents are taught how to use the parent portal with workshops throughout the year. Additionally, if necessary, we provide home visits to support attendance and other SEL need and often connect families with outside social emotional support services, including vision and dental services that are brought into the school to support families in need. According to the 5Essentials report, we scored strong in the area of parent partnership. In addition, on the SQRP, we have shown an increase in our parent partnership. We have an approved volunteer list and we recognize the school volunteers with a luncheon in the Spring.

Guide for Parent and Family Partnership

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

- Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence

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

Measures

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

Five Essentials Involved Families

MTSS Framework Family & Community Engagement

CPS Framework for Teaching 2c. Managing Classroom Procedures
4c. Communicating with Families

CPS Performance Standards for School Leaders D1. Engages Families

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [Parent Support Centers](#)
- ✓ [Parent University](#)
- ✓ [Parent Portal](#)

School Excellence Framework Priorities

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

4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1 2 3 4 5

4 Expectations for Quality & Character of School Life: Safety & Order

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

18 of 18 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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National School Growth Percentile - Reading

In order to gain 1+ status, McPherson ILT, MTSS Team, and grade level teachers will work closely to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. The following programs are being utilized: RAZ Kids, Khan Academy, Compass Learning and MAP Skills. Teachers are incorporating additional literacy resources to develop competencies in literacy with focus higher order thinking skills. Furthermore, teams are analyzing on- and off-track data from Dashboard to drive instruction, attendance improvement and support for students to be active participants in their learning.

71.00

62.00

65.00

70.00

75.00

National School Growth Percentile - Math

McPherson Teams are working to gain 1+ status, McPherson ILT, MTSS Team, and grade level teachers will work closely to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. Teachers implement supplemental instruction to support mathematics achievement via Khan Academy, Compass Learning and MAP Skills, pre and post-assessments. Administrative support for Heat MAP data analysis of math performance is being shared with grade level teams to streamline the interventions to assist with student learning and growth in the areas of math. Furthermore, teams are analyzing on- and off-track data from Dashboard to drive instruction, attendance improvement and support for students to be active participants in their learning.

57.00

34.00

60.00

70.00

75.00

% of Students Meeting/Exceeding National Ave Growth Norms

To achieve 1+ status, McPherson ILT, MTSS Team, and grade level teachers will work closely to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments with instruction that is responsive to student needs. Teachers provide appropriate challenging instructional tasks to those students on varying tiers of support. Teachers are setting up instructional level programming through RAZ Kids, Khan Academy, Compass Learning and MAP Skills. Teachers are also incorporating literacy resources to develop competencies in literacy with focus higher order thinking skills. Teachers implement supplemental instruction to support mathematics and literacy achievement via pre and post-assessments. Administrative support for Heat MAP data analysis of student performance is being shared with grade level teams to streamline the interventions to assist with student learning and growth in the areas of math.

57.80

50.30

60.00

70.00

75.00

African-American Growth Percentile - Reading

The priority group is too small to yield results.

(Blank)

(Blank)

0.00

0.00

0.00

Hispanic Growth Percentile - Reading

A conscientious effort is in place to enhance environmental print in order to gain 1+ status. Language and Content Targets are the forefront of unit planning as a means to support ELs in their learning environments. McPherson ILT, MTSS Team, and grade level teachers will work cohesively to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. The following programs are being utilized: RAZ Kids, Khan Academy, Compass Learning and MAP Skills. Teachers are incorporating additional literacy resources to develop competencies in literacy with focus higher order thinking skills. Furthermore, teams are analyzing on- and off-track data from Dashboard to drive instruction, attendance improvement and support for students to be active participants in their learning.

75.00

58.00

60.00

65.00

70.00

English Learner Growth Percentile - Reading

The priority group is too small to yield results.

(Blank)

(Blank)

0.00

0.00

0.00

Diverse Learner Growth Percentile - Reading

In our efforts to gain 1+ status, teachers of children with diverse learning needs are developing high-quality, data based IEPs with research based best practices aligned to the CCSS in an effort to provide equal access to the curriculum and focusing on higher expectations for learning. McPherson ILT, MTSS Team, and grade level teachers will work collaboratively to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. The following programs are being utilized: RAZ Kids, Khan Academy, Compass Learning and MAP Skills. Teachers are incorporating additional literacy resources to develop competencies in literacy with focus on higher order thinking skills. Furthermore, teams are analyzing on- and off-track data from Dashboard to drive instruction, attendance improvement and support for students to be active participants in their learning.

44.00

30.00

35.00

60.00

70.00

African-American Growth Percentile - Math

The priority group is too small to yield results.

(Blank)

(Blank)

0.00

0.00

0.00

Hispanic Growth Percentile - Math

A conscientious effort is in place to enhance environmental print in order to gain 1+ status. Language and Content Targets are the forefront of unit planning as a means to support ELs in their learning environments. McPherson Teams are working to gain 1+ status. McPherson ILT, MTSS Teams and grade level teachers will work cohesively to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. Teachers implement supplemental instruction to support mathematics achievement via Khan Academy, Compass Learning and MAP Skills, pre and post-assessments. Administrative support for Heat MAP data analysis of math performance is being shared with grade level teams to streamline the interventions to assist with student learning and growth in the areas of math. Furthermore, teams are analyzing on- and off-track data from Dashboard to drive instruction, attendance improvement and support for students to be active participants in their learning.

53.00

28.00

50.00

60.00

70.00

English Learner Growth Percentile - Math

The priority group is too small to yield results.

(Blank)

(Blank)

0.00

0.00

0.00

Diverse Learner Growth Percentile - Math

In our efforts to gain 1+ status, teachers of children with diverse learning needs are developing high-quality, data based IEPs with research based best practices aligned to the CCSS in an effort to provide equal access to the curriculum and focusing on higher expectations for learning. McPherson ILT, MTSS Team, and grade level teachers will work collaboratively to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. Teachers implement supplemental instruction to support mathematics achievement via Khan Academy, Compass Learning and MAP Skills, pre- and post-assessments, increased use of manipulatives, anchor charts and small group instruction. Administrative support for Heat MAP data analysis of math performance is being shared with grade level teams to streamline the interventions to assist with student learning and growth in the areas of math. Furthermore, teams are analyzing on- and off-track data from Dashboard to drive instruction, attendance improvement and support for students to be active participants in their learning.

30.00

24.00

30.00

35.00

40.00

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

Staff is working collaboratively to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. Additionally, we as a school believe that the continuation of this process will allow us to meet the designated goals. Our goal is to become a 1+ school.

54.00

57.00

75.00

75.00

80.00

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

Staff is working collaboratively to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. Additionally, we as a school believe that the continuation of this process will allow us to meet the designated goals. Our goal is to become a 1+ school.

47.00

46.00

50.00

55.00

60.00

National School Attainment Percentile - Reading (Grade 2)

Staff is working closely to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. Additionally, we as a school believe that the continuation of this process will allow us to meet the designated goals. Based on data collected from prior online testing, teachers are ensuring students gain exposure to various on-line test-taking strategies to gain confidence and proficiency to be technology ready to participate more meaningfully with the assessment.

40.00

42.00

60.00

60.00

65.00

National School Attainment Percentile - Math (Grade 2)

Staff is working closely to ensure that we make data driven decisions when it comes to student performance via formative and summative assessments. Additionally, we as a school believe that the continuation of this process will allow us to meet the designated goals. Based on data collected from prior online testing, teachers are ensuring students gain exposure to various on-line test-taking strategies to gain confidence and proficiency to be technology ready to participate more meaningfully with the assessment.

41.00

18.00

50.00

55.00

60.00

% of Students Making Sufficient Annual Progress on ACCESS

Not available for all schools 2017-2018.

28.40

(Blank)

45.00

0.00

0.00

Average Daily Attendance Rate

Based on trends in attendance from previous school year, an attendance team was developed to address the challenges and provide interventions and incentives to support increased attendance. Monthly totals are displayed for public viewing and special recognition goes out to the classroom that has the highest attendance rate for that month. We have provided additional incentives for the weeks prior to and after the Spring Break to focus on creative ways to maintain attendance for times when traditionally attendance rates have fallen.

96.60

96.00

97.00

98.00

98.00

My Voice, My School 5 Essentials Survey

We have moved up to neutral for student teacher trust for the 2017-2018 school year. Our goal is to move up to strong for the 2018-2019 school year. Throughout the year, we have had the support from UChicago Impact 5Essentials in the area of student teacher trust. Schools that show strong are most likely to improve student learning. The data that has resulted highlights our strengths and developmental needs. The use of this information assists the administrative team see how our students and teachers are going to work together and identify professional development that is required to make improvements.

(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
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Professional learning community offered by-weekly with an administrator monitoring (not leading) meeting based on developmental needs of the school community including strategies of inclusive practices for all children.

collaboration in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

an increase from neutral to strong in the 5 essentials survey in relation to collective responsibility.

Tags:

English Learners, Professional development, Differentiated instruction, Professional learning community, Academic achievement, Diverse learner

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

We will provide collaborative and coordinated learning activities through PD sessions that are reflective of the students data. This will ensure the continuation of inclusive practices for all children and to provide culturally responsive teaching to all.

All teachers

Aug 27, 2018 to
Jun 21, 2019

Not started

Diverse Learners, English Learners, Professional development, Differentiated instruction, Professional learning community, Academic achievement

Weekly professional learning opportunities on Principal Directed Days focused on the following according to the SQRP 2017:

Math

Formative Assessments

Checking for Understanding

DOK Questioning

Other student data based need

The first week will be the PD, second week will be the evidence of implementation, discussion and reflection.

All teachers

Sep 13, 2018 to
Nov 15, 2018

Not started

English Learners, Differentiated instruction, Academic rigor, 5 essentials, Diverse learning strategies, Assessment tools, Content-area professional development

Professional gallery walk to review the progress of the implementation of PD strategies and reflect and evaluate the current status to develop a plan of action for next steps.

All staff

Sep 13, 2018 to
Nov 15, 2018

Not started

Diverse Learners, English Learners, Academic rigor, Student agency, Student growth

Utilizing rubrics, surveys, peer observations, teams will monitor the effectiveness of the Professional Development.

All staff

Nov 26, 2018 to
Feb 7, 2019

On-Track

Teacher collaboration, Peer coaching, Peer to peer observations, Teacher practice

Strategy 2

If we do...

Teachers collaboratively create rigorous tasks based on Growth Mindset strategies and activities along with teacher modeling, peer coaching, supports for inclusive practices and culturally responsive teaching.

...then we see...

continuity of instruction in order to improve focus on student learning, achievement and coordinating the instruction based on data.

...which leads to...

a 5 percent increase in student growth in reading and math as measured by the NWEA.

Tags:

English Learners, Differentiated instruction, Professional learning community, Diverse learning strategies, Academic achievement, English learner strategies, Diverse learner modifications

Area(s) of focus:

2

Action step

A cycle of PD, planning, implementation, reflection and review will be implemented quarterly, where the PD occurs during common planning time, implementation occurs during the quarter, reflection/review occurs at progress report and final reflection and review occurs during the last week of the quarter.

Responsible

All staff

Timeframe

Aug 27, 2018 to Jun 21, 2019

Status

Not started

Diverse Learners, Professional development, Rigorous tasks, English language learners, Professional learning community, Rigorous instruction, Rigorous assessment, Diverse learning strategies, Academic achievement

Strategy 3

If we do...

Update the universal scope and sequence of each quarter per grade level using formative and summative assessments that encompass the learning needs of all students including students with diverse learning needs and English learners.

...then we see...

continuity across grade levels with respect to tier 1 teaching and providing differentiated instruction for tier 2 and tier 3.

...which leads to...

a 5% growth in reading and math based on data from the NWEA.

Tags:

Instructional planning, Student growth, Curriculum framework project, Effective instruction, Instruction, assessment, data use,

Area(s) of focus:

3

Action step

Teachers will update the current vertical curriculum plan that is common for all for the 2018/2019 school year that is rigorous, supportive of all learners and is focused on maximizing student growth.

Responsible

All teachers and staff

Timeframe

Aug 27, 2018 to Jun 21, 2019

Status

Not started

Data driven instruction, English language learners, Student growth, Curriculum framework project, Assessment data, Effective instruction, Instruction, assessment, data use,, Diverse learners,

By the end of the first quarter, teachers and staff will provide an updated vertical plan.

All teachers and staff

Aug 27, 2018 to Nov 9, 2018

Not started

Teacher collaboration, Curriculum mapping, Rigorous instruction, Vertical planning, Rigorous task

The ILT will review and reflect on the updated vertical plan.

ILT and administration

Aug 27, 2018 to Nov 9, 2018

Not started

Vertical planning, Curriculum reflection, Unit plan reflections

Action Plan

Strategy 1

NOT STARTED

We will provide collaborative and coordinated learning activities through PD sessions that are reflective of the students data. This will ensure the continuation of inclusive practices for all children and to provide culturally responsive teaching to all."

Aug 27, 2018 to Jun 21, 2019 - All teachers

Status history



NOT STARTED

Sep 06, 2018

Evidence

Agendas, sign in sheets

NOT STARTED

Weekly professional learning opportunities on Principal Directed Days focused on the following according to the SQRP 2017: Math Formative Assessments Checking for Understanding DOK Questioning Other student data based need The first week will be the PD, second week will be the evidence of implementation, discussion and reflection."

Sep 13, 2018 to Nov 15, 2018 - All teachers

Status history



NOT STARTED

Sep 06, 2018

Evidence

Agendas and student work samples.

NOT STARTED

Professional gallery walk to review the progress of the implementation of PD strategies and reflect and evaluate the current status to develop a plan of action for next steps."

Sep 13, 2018 to Nov 15, 2018 - All staff

Status history



NOT STARTED

Sep 06, 2018

Evidence

Student work and note catchers.

ON-TRACK

Utilizing rubrics, surveys, peer observations, teams will monitor the effectiveness of the Professional Development."

Nov 26, 2018 to Feb 07, 2019 - All staff

Status history



ON-TRACK

Sep 06, 2018

Evidence

Rubrics, responses to surveys, observation sheets

Strategy 2

NOT STARTED

A cycle of PD, planning, implementation, reflection and review will be implemented quarterly, where the PD occurs during common planning time, implementation occurs during the quarter, reflection/review occurs at progress report and final reflection and review occurs during the last week of the quarter."

Aug 27, 2018 to Jun 21, 2019 - All staff

Status history



Sep 6

NOT STARTED

Sep 06, 2018

Evidence

School calendar with dates and topics of rigorous student tasks, rubrics and peer observations.

Strategy 3

NOT STARTED

Teachers will update the current vertical curriculum plan that is common for all for the 2018/2019 school year that is rigorous, supportive of all learners and is focused on maximizing student growth."

Aug 27, 2018 to Jun 21, 2019 - All teachers and staff

Status history



Sep 6

NOT STARTED

Sep 06, 2018

Evidence

An updated document mapping on what should be taught to students at a given time during the school year based on quarters.

NOT STARTED

By the end of the first quarter, teachers and staff will provide an updated vertical plan."

Aug 27, 2018 to Nov 09, 2018 - All teachers and staff

Status history



Sep 6

NOT STARTED

Sep 06, 2018

Evidence

A completed template of the updated of the schools vertical plan.

NOT STARTED

The ILT will review and reflect on the updated vertical plan."

Aug 27, 2018 to Nov 09, 2018 - ILT and administration

Status history



Sep 6

NOT STARTED

Sep 06, 2018

Evidence

Completed updated vertical plans.

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The school has an information meeting in September to inform parents of Title 1 funds. At this time parents are asked to discuss what they would like to purchase with the allocated money. Monthly meetings are scheduled to keep parents updated and for them to contribute ideas and concerns.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school has an information meeting in September to inform parents of Title 1 funds and their involvement in the process. At this time, parents are asked to discuss what they would like to purchase with the allocated money. Monthly meetings are scheduled to keep parents updated and contributing ideas and concerns that they may have.

Title 1 Annual Meeting - September 26, 2018 at 8:15am

Title 1 PAC Organization Meeting - September 27, 2018 at 9:15 am

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 meeting dates are announced through our school newsletter, website, flyer, weekly Email Blast, text messages, social media sites, as well as email listings of our parents. Our Title 1 PAC Organizational meeting is held Mid-September, followed by the Title 1 Annual Meeting a few weeks later.

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.

Parents will be provided a report on their child's progress through parent teacher meetings where they will receive documents with the results from their child's State and District assessment.

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.

Highly qualified is no longer applicable due to the new ESSA legislation.

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 invited to monthly information meetings to discuss topics that are surveyed in the organizational meeting. Several topics include the Parent Handbook, use of the parent portal, workshop for Common Core state standards, ESL for parents, and writing workshop for parents.

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.

McPherson will provide parents information in regards to training via robo calls, the monthly newsletter, the McPherson website, notes sent home and postings on the parent bulletin board. Parents will be provided training in using the various computer learning programs at McPherson that they can use at home and teachers can monitor progress, parents are provided ESL classes to help with their English acquisition.

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.

McPherson will educate all staff on the value of parent contributions and will reach to communicate and work with parents as equal partners. During the beginning of the school year during teacher PD days, teachers will provide testimonials on how parents have benefitted their classrooms and how they obtained parental assistance and support. Teachers will also be trained on how to use the volunteer coordinator to help reach out to parents as partners.

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.

As appropriate, McPherson will coordinate and integrate parent programs and activities through monthly newsletters, announcements and notices, parent letters in regards to curriculum and current projects and parents are notified of up coming OECE events and activities.

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.

McPherson will ensure that information related to the school and parent programs, meeting and activities is sent to parents in understandable and uniformed language. This will be accomplished by translating information into Spanish via notices, flyers and other forms of written information.

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.)

*James B McPherson elementary shared mission is to create college and career individuals through the integration of a varied and rigorous curriculum with emphasis in literacy, mathematics, and the sciences. This school mission drives forward our leadership implementation of school programs to continue the success for every student. This is done with data driven decision making using TRC, MAP, and Dibels scores. School leadership and collaborative teachers work hand in hand to implement our shared vision. According to our Five Essential ratings our effective leadership is neutral and collaborative teachers are strong. We are continuously assessing, adjusting, implementing and planning to improve. This shared vision is communicated on a monthly basis in our Birdseye View and during LSC meetings. Our shared vision is our school's guiding structure and addressed in the CIWP which is shared twice a year to our LSC and our State of the School Address occurs once a year.

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.

McPherson will have district preplanned parent-teacher conferences for first and third quarters, parents also participate in remediation meetings, IEP meetings and teachers also conference with parents via email and phone calls. Teachers also conference with parents using daily journals between home and school.

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

Parents are provided midquarter progress reports, report cards four times per year, parents of children with IEPs will receive IEP report cards in addition to the regular report card.

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

Teachers are to schedule parent meetings before or after school, teachers also should schedule meetings with parents during the day during a planning period, teachers have contact information on their classroom websites and teachers provide parents contact information during parent meetings.

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 may volunteer for field trips, recess and lunchroom duty, facilitate teachers in their classrooms, parents can volunteer for afterschool programs that are here at McPherson and parents may volunteer through the volunteer coordinator who can walk them through all of the steps and paperwork necessary to be a volunteer.

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

Parents are provided a room to meet in and use the computers to access the parent portal to check grades and assignments. In remediation/power of 5 meetings, parents collaborate with the teacher and student to create goals. Parents will be in communication with teachers regarding student progress every 5 and 10 weeks. Parents can access student performance through the student portal and classroom DOJO.

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 attend remediation/power of five meetings and parent conferences. They also attend afterschool grade level meetings. Parents participate in PAC and BAC meetings. In the PAC meetings, title 1 funds are discussed. Promotion meetings are held for third, sixth and eighth grade. The school counselor meets with students who fall within the Age Cycle 15 students to support plans of action for promotion to high school, school case manager works with diverse learner providers to ensure that high quality IEPs are developed with high expectations for learning and independence.

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 participate in goal setting to create and achieve academic goals. Students in fourth through eighth grade keep an organizational binder and agenda for homework. In the primary grades, students use a homework helper and journals. McPherson also provides school wide executive functioning skills development.

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.

Parents will be provided workshops including computer training, writer's workshop, using the parent portal, restorative practices process, immigration concerns, healthy lifestyles and meetings on how to be involved in the school and current events. Meetings are conducted on a monthly basis. Parents are provided various forms of technology, for example iPads, Chromebooks and computers to assist them with their child's academic achievement. Parents are also provided supplemental educational materials to support learning at home, including pamphlets from the Parent Institute.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 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)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1250 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ 500 .00

