



Josephine C Locke Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/21/2018	Baut, Bialk, Solano, Shere, McCarthy, Maize, Valentin, Komperda	School Excellence

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Locke School's vision and mission statement were created by the ILT and input from parents and teacher. Locke School has Coffee with Mr. Fitzpatrick where parents are able to come and discuss current school initiatives, forward progression of the school, and a chance for parents to ask questions they have about Locke School. Monthly LSC meetings are held to further discuss school initiatives. Back to School Bash, End of the Year Summer Bash, Open House, Science Fair, Family Literacy Night, STEM Night, Winter Wonderland, High School Fair, IB Night are all opportunities for home to school connection.

MTSS Parent Letters are sent home to inform parents of the extra supports students are provided with throughout the school day. Grade-level teams have five week parent meetings to discuss student progress and/or any academic or behavior concerns.

ILT is open to all teachers and staff to make or influence significant school decisions. ILT is made up of teachers who are able to take information discussed in meetings back to their grade-levels. Teacher driven after school programs are available to help students reach their academic, social, and emotional goals.

All students and parents receive their most recent NWEA scores at the beginning of each school year and during Third Quarter Report Cards. CPS Framework for Teaching is used to help guide instruction as well as professional growth.

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	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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:

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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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ILT meetings are regularly scheduled throughout the year. All school sub groups are represented, including grade-level, administration, LSC, bilingual, specials, diverse learners, SEL, and IB. Meetings have also included Network support. Meeting agendas are determined by school need, based upon school-wide data. Everyone that attends the meeting has a voice, and has the opportunity to present concerns brought forward from grade-level teams.

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	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4a. 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:

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 development is provided at the beginning of the year for teachers. All professional development provided throughout the school year is data driven. Teacher-created professional development opportunities include training on implementation of MTSS tasks, new intervention strategies (i.e. NWEA MAP Skills), and specific needs (i.e. Gradebook). Grade level meetings serve as an opportunity to reflect on best practices, review data, and improve instruction which includes improvements made to previously created units. Each new teacher is assigned a mentor teacher for their first year of teaching at Locke.

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.

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Schedules for all grade levels are designed around math and literacy blocks. Locke School budget is aligned specifically to the priorities of our CIWP and school mission. There is a process in place for ordering materials in a timely manner to ensure there is no lapse in instructional time. All materials purchased are directly related to student instructional needs and are evaluated on a yearly basis. The hiring team, composed of mainly grade-level team teachers, is responsible for reviewing resumes and performing initial interviews of potential candidates. Leadership team is consistently evaluating data and instructional strengths of teachers to determine best placement for all educators. Teachers and related service providers work together to effectively meet the needs of all students at the classroom level.

Retention strategy is based upon REACH evaluations, year-end staff surveys and informal teacher feedback. School engages in partnership with various community members, including Pastor Jeremy of The Brook Church, LSC members, and alumni students who return to perform service learning hours.

School engages in partnership with community organizations including: Dominican University, Northeastern Illinois University, Bernie's Book Bank, Chicago Fire Soccer Club, Chicago Park District, GREAT Program (CPD), and others.

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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All grade level teams have been continuously working on creating and aligning units of instruction that articulate essential content. IB and Pre-K teachers are utilizing the “big idea” concept and essential questions to guide instruction. Remaining grade levels are beginning to develop units based on “big ideas”.

Teachers utilize online and print programs such as Achieve3000, SmartyAnts, and Scholastic to provide students with grade-appropriate levels of text complexity which supports language in the content area. Teachers incorporate WIDA standards, as well as accommodations and modifications into lesson plans in order to engage diverse and English Language learners. All math curriculum provides Spanish edition textbooks and workbooks to accommodate native Spanish speaking students. Online programs such as Achieve3000, SmartyAnts and Think Through Math lessons can be given in students' native language to bridge language gaps. MTSS, flexible grouping, and centers are utilized to ensure the needs of all students are being met. Bilingual resource teachers provide ongoing support to English Language Learners. Teachers utilize intervention periods and/or small group instruction to provide personalized instruction based on students' academic performance and skill level.

The PATHS program is utilized in the primary grades for social/emotional instruction. School counselor provides additional SEL support and the school utilizes restorative conversations to address conflict and behavior issues. Related service providers are available to meet with students regarding social-emotional issues on an as-needed basis.

IB students participate in project-based learning in all content areas. Students engage in field-based learning through relationships with various community universities and organizations such as Northeastern Illinois University, Dominican University, the Chicago Fire Department, Chicago Police Department, Chicago Park District, etc.

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	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<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 are provided with instructional materials including novels, math curriculum, SEL curriculum, vocabulary books (101 Lesson: Words in Context), scholastic news, leveled readers for guided reading, Chromebooks, online skills practice programs, document cameras, projectors, Smartboards etc. based upon student need and aligned to curricular plans and expectations of the standards.

Instructional materials are selected and adapted based on learning objectives and learner needs, and include novels, leveled readers, vocabulary books (101 Lesson: Words in Context), math curriculum, scholastic news, Chromebooks, online skills practice programs, document cameras, projectors, and Smartboards which are provided to achieve valued learning outcomes.

Instructional materials and technology are selected and adapted based upon student need. For example, mobile technology devices which no longer support online learning programs are being updated and/or replaced with updated devices.

All teachers have instructional materials to support all of their students. The school purchases materials and programs that directly correlate with student growth. Each grade level has access to either iPads or Chromebooks. Guided Reading and Scholastic books have been purchased to supplement the K-5 curriculum. Each classroom has a classroom library containing a range of lexile levels. Spanish editions of class novels are purchased for English Language learners when possible. Bilingual resource teachers provide native language resources and materials in small group instruction. Online programs include multimedia and embedded, just-in-time supports

Teachers effectively use materials and technology mentioned above to enhance student engagement in hands-on and/or project based learning, which supports higher order/problem solving skills and provides real-life applications.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	✓ SIGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	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	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

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Students are exposed to grade-level and instructional level material, as well as enrichment content to convey high expectations. Students are encouraged to utilize the student portal in order to take ownership of their learning. Monthly attendance initiatives are utilized to communicate the necessity of attendance and student engagement.

Teachers align tasks with standards-based learning objectives that reflect the depth of knowledge expectations as evidenced in unit/lesson plans, classroom observation, grade level meetings, data reviews, professional development, task analysis and others. Grades 6-8 participate in the IB program which, by nature, requires students to be reflective, analytical and critical thinkers of not only their own community, but from a global aspect as well.

Student work and assessments are analyzed during grade level meetings, common preps, professional development, and via the IB reflection process.

Teachers utilize print and online programs such as Achieve3000, SmartyAnts, MAP Skills, ThinkThrough Math and Scholastic to provide students with grade-appropriate levels of text complexity which supports language and math in the content area.

Students participate in activities that result in authentic work for real audiences, such as the Science and Humanities Fairs, Literacy night, and STEM night.

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	<ul style="list-style-type: none"> ✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. 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	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ Slice Protocol – Looking at Student Work

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)

School counselor organizes an annual High School fair to familiarize students with their options for high school. Supports were put into place for students of families that were impacted by the devastation in Mexico and Puerto Rico. Students and families were welcomed, their native language needs were met instructionally, and social emotional support was provided for their entire transition. A clothing drive was held to provide basic necessities to families in need. School partners with the Chicago Public Library and Chicago Park District to encourage learning throughout the summer. Teachers also prepare summer learning packets to provide students with ongoing support.

Students participate in the CPS Naviance program which helps them prepare for post-high school experiences and selecting colleges and majors. Eligible 8th grade students participate in a board approved Algebra class. Teachers work with students on organizational skills and work habits on an as-needed basis using various motivators and rewards systems. Upper grade teachers work with students to select certain careers of interest and explore the possible avenues, education requirements, and approximate Lexile ranges needed to achieve career goals. Upper grade teachers also probe student college and career interest in the form of an interest inventory survey to provide post elementary opportunities.

General Education and Diverse Learner teachers work together with school counselor to guide all 8th grade students through all steps of transitioning to high school.

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 ✓ Naviance 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 ✓ Presenting college plans from meeting equity ✓ 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 (CCSR, 2004)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Teachers utilize a range of effective pedagogical approaches to engage student learning of the content/skills targeted. Anticipating student misconceptions has been a focus in content related meetings. Teachers effectively communicate with students in order to develop conceptual understanding of content. Most teachers use high and low level questions to probe student learning. Teachers use a variety of level questions in order to challenge students. An area we continue to work on is student-to-student discourse to engage student learning toward the objective. Teachers engage the learning styles of all students, scaffolding for deeper understanding and connections, and tier learning to support all students, DL, and ELLs. Teachers utilize formative assessments and use item analysis to drive instruction and tiers. Students are offered retakes for low performance and progress monitoring the data to trace effectiveness of interventions and student response to MTSS. As a school we would like to work on fostering student ownership and student voice and choice.

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	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

Teachers use formative assessments that are unit based, Achieve3000, progress monitoring, reading and math monitoring, teacher created assessments, entrance and exit slips. A continued focus is making assessments and instruction accessible to students at all tiers. Teachers collaborate with Diverse Learner teachers and ELL teachers to modify and support all formative assessments to gather usable data. Assessments are accessible to all students and provided the proper channels per IEP, WIDA levels, and Tiers. Utilize assessments that reflect some key shifts in literacy and math and measure develop academic language for English learners. While we look at school data, teachers can request school wide data. Teachers work together to create common assessments and evaluate the quality. An area of focus is using common protocols to caliber and score assessments. Students are graded on academic work separate from behavior, work habits, and grades are not used as a form of punishment.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.

- Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework:	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	31. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 3 4

MTSS:

Teachers use student assessment data to identify grouping through quarterly data and grade level data. Reteaching opportunities and retesting are a part of weekly instruction. In the primary grades the intervention blocks are built into the schedules. Students know their RIT score and know their goal scores and are given the opportunities to build up their deficit areas weekly. Classrooms are centered with student agency is evident in classroom routines and structure through building opportunities for students to become leaders in their education and gain ownership of their learning. Once a student has attained mastery of their goal, a new goal is set. Teachers continues to build skills in this area through grade levels, professional development, and collaboration. Off track data is shared with staff on a regular basis. School wide grade band meeting every 5 weeks led by the principal. After school initiative to support student on track learning and attainment. Tier 2/3: Common planning periods with grade levels to allow teachers to collaborate weekly. Regular grade level meetings regarding MTSS, including the related service providers. An MTSS team meets biweekly to monitor interventions and students in need of movement to different tiers. MTSS interventions are put into gradebook. School wide identification procedures to identify students who are in tier 2 and 3 to determine next steps. Regular due dates and the use of smart goals to progress monitor. MTSS coordinator meets with teachers of students with PLP plans to determine effective supports and interventions and adjust plans as needed. Parents are notified with a written letter that extra supports are being provided for their students. Changes in supports are communicated with parents. A list of teacher generated MTSS interventions is utilized across the grade bands to address academic and social emotional learning.

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	<ul style="list-style-type: none"> 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

Locke has high expectations for all students. There are bulletin boards in the hallways that promote student achievement. The school recognizes a student of the month for displaying good behavior, attendance, and/or academic progress. Students are also awarded for displaying one of the ten I.B. characteristics of the learner profile. Students' work is posted in every classroom and bulletin boards throughout the building. Teachers encourage students to work hard and allow students to re-do assignments and assessments in order for students to learn from their mistakes. Teachers continuously provide informative feedback to promote positive self-esteem. Reinitiate caught being good.

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 ✓ SQRTP 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 (cps.edu/SEL) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

According to the My School My Voice survey, most students feel safe and welcomed in this school. Support-related staff and teachers informally and formally meet with students to mentor and guide students. The I.B. program is community focused and integrates learning opportunities for all students. The PATHS program is implemented in grade K-2. Positive behavior is awarded through programs like Student of the Month, Attendance Awards, restorative conversations, and Positive Character Traits posted. Positive programs are used to support social-emotional growth (Lady Leaders, Peace Circles, etc.) All staff members of the building support and respect one another. Grade-level and whole-staff meetings are structured to allow teachers to discuss concerns and new initiatives in an open and respectful format. Administration has an open door policy and staff members are free to express their frustrations and praises with administration without being reprimanded. Related service providers work with students to provide multiple levels of support within small groups or individual basis.

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 (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Departmentalized Individuals and Societies teachers engage in current and controversial issues by planning effective lessons that revolve around open class discussions (debates, socratic seminars, fish bowl, DBQ's, etc.). Design and Instruction teacher teaches students how to engage in respective and responsible online research, behavior and dialogue. I.B. units are designed for students to reflect on their identity and beliefs by focusing on the identities and relationships global context. I.B. has grade-level community service projects that are connected with the content.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.

- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ MVNS Student Survey completion rates and results ▪ Artifacts from student organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Feedback regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
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 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HSI 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

The school implements an SEL curriculum which includes restorative conversations, peace circles, and tolerance and awareness of others highlighted by our MIX IT UP at lunch program. Procedures are in place for students to experience a safe, efficient, and orderly arrival and dismissal. Restorative approaches to discipline work at Locke Elementary. As a result, most students feel safe in the school and all adults correct misbehavior and help students find solutions for conflicts that they have in and out of school. A school-wide discipline program is in place where teachers need to try three different methods to correct behavior before the student is referred to the Dean of students. Student logger is also utilized.

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:

Score

1 2 **3** 4

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

Student of the month reinforces positive behavior. The PBS team and SEL team have focused on restorative approaches to discipline and the school has a detailed plan for how to deal with disruptive students. Grades K-2 implement the PATHS program as a tool for social, emotional and behavioral growth. MTSS for Tier 2 and 3 students. The dean of students oversees the discipline program.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	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 actively involved at Locke. The lockeschool.org website is used by teachers to promote the home/school connection and keep parents informed about what is happening in the classroom. The principal uses social media (TWEETS) to keep informed about school news and events. Most parents attend report card pick-up and meet with the teachers. Flyers are always passed out for parents in Spanish and English to have coffee with the principal, fundraising activities, specific committee meetings, sports programs, etc. The administration hosts events throughout the year to promote community, parent and family involvement (Beginning of the Year Bash, Winter Wonderland, Academic Fairs, etc.) Locke has BAC and PAC meetings. Parent volunteers for recess, crossing guards and lunch. 5th week progress reports and training parents on how to use the parent portal. SPED teams and supports provided by them.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Our growth percentile for reading will remain at 80% or higher.	93.00	83.00	85.00	85.00	85.00
National School Growth Percentile - Math					
Our growth percentile for 3-8 grade will remain above 70 % which includes all students	77.00	43.00	70.00	70.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Our growth percentile for 3-8 grade will remain above 60% which includes all students	66.70	59.30	65.00	70.00	70.00
African-American Growth Percentile - Reading					
na	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Reading					
Our population is 92% hispanic and will mirror our growth for school growth	92.00	86.00	85.00	85.00	85.00
English Learner Growth Percentile - Reading					
As our instruction for bilingual education increases our scores will continue to grow. . By hiring an Assitant Principal responsible for all ELs education we will see immediate growth due to the increase instruction based on needs	94.00	86.00	85.00	85.00	85.00
Diverse Learner Growth Percentile - Reading					
As our instruction for diverse learners increases our scores will continue to grow. One of our focuses is instructional support for diverse learner teachers and inclusion. By hiring an Assitant Principal responsible for all diverse learner's education we will see immediate growth due to the increase instruction based on needs	99.00	54.00	60.00	60.00	60.00
African-American Growth Percentile - Math					
na	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic Growth Percentile - Math					
Our population is 92% hispanic and will mirror our growth for school growth	73.00	42.00	50.00	55.00	60.00
English Learner Growth Percentile - Math					
As our instruction for bilingual education increases our scores will continue to grow. . By hiring an Assitant Principal responsible for all ELs education we will see immediate growth due to the increase instruction based on needs	88.00	28.00	30.00	35.00	40.00
Diverse Learner Growth Percentile - Math					

As our instruction for diverse learners increases our scores will continue to grow. One of our focuses is instructional support for diverse learner teachers and inclusion. By hiring an Assitant Principal responsible for all diverse learner's education we will see immediate growth due to the increase instruction based on needs	95.00	3.00	25.00	30.00	35.00
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National School Attainment Percentile - Reading (Grades 3-8)

Our attainment numbers continue to grow each year as our growth goes beyond 100% and will continue each year. By staying focused on Growth Plus, our expectations are to get each student to get their avg growth plus close the gap.	61.00	69.00	72.00	74.00	76.00
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National School Attainment Percentile - Math (Grades 3-8)

Our attainment numbers continue to grow each year as our growth goes beyond 100% and will continue each year. By staying focused on Growth Plus, our expectations are to get each student to get their avg growth plus close the gap.	51.00	50.00	55.00	58.00	62.00
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National School Attainment Percentile - Reading (Grade 2)

Base on historic data our students attainment in grade 2 will continue to rise a slower pace then 3-8. We will continue to provide supports in k-2 and involve parental assistance at home	53.00	58.00	65.00	68.00	70.00
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National School Attainment Percentile - Math (Grade 2)

Base on historic data our students attainment in grade 2 will continue to rise a slower pace then 3-8. We will continue to provide supports in k-2 and involve parental assistance at home	46.00	41.00	50.00	55.00	60.00
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% of Students Making Sufficient Annual Progress on ACCESS

Historically we continue to stay around 50% according to the new standards each year	39.60	(Blank)	40.00	40.00	40.00
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Average Daily Attendance Rate

Our attendance will continue to stay at 95.%	95.60	95.20	95.50	95.50	95.50
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My Voice, My School 5 Essentials Survey

Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Design and implement an MTSS framework based on established K-8 structures and protocols.

Teachers can identify student deficits and implement interventions based on specific area(s) of need.

Students making measurable academic and/or social progress based on intervention data. Progress will be tracked by the percentage of teachers entering activities (academic and SEL) in MTSS system; intervention success rate; monitoring off track students in Dashboard every five weeks; and monitoring of SEL incidents in Verify/Student Logger.

Tags:
 MTSS, SEL, Progress monitoring, Tier 1, Tier 2, Verify, Tier 3, Off track data

Area(s) of focus:
 2

Action step	Responsible	Timeframe	Status
Provide PD to teachers on implementing the learning continuum and intervention development to address specific student needs in reading, math, and SEL in grades K-8.	Admin MTSS Coordinator	Aug 27, 2018 to Aug 27, 2018	Behind
SEL, Interventions, Pd, Learning continuum			
Dedicate one grade-level meeting per month to analyze MTSS data, develop strategies and interventions, and identify specific student needs in grade K-8 (invite related service providers as needed).	Admin MTSS Team	Aug 27, 2018 to Jun 21, 2019	On-Track
MTSS, Interventions, Grade level meetings, Analyze data			
Establish a MTSS team to meet during the summer and analyze NWEA Spring data, grades, BAS assessments, math fluency, and develop a BOY MTSS PD that includes the monitoring, support, and structures of interventions in the classroom (summer team develops schedule for intervention time for all grade levels).	Admin MTSS Coordinator	Jul 2, 2018 to Aug 24, 2018	On-Track
MTSS, Interventions, Nwea, Pd, Bas			
Develop a quarterly communication plan between parents and teachers regarding MTSS and student progress in grades K-8.	MTSS Coordinator	Aug 27, 2018 to Jun 21, 2019	On-Track
MTSS, Communication, Parent involvement			
Continue to have a MTSS team member visit classrooms and provide support and feedback to teachers about the implementation of MTSS; observation, support, and guidance will be documented via GoogleDocs.	MTSS Team Admin	Aug 27, 2018 to Jun 21, 2019	On-Track
MTSS, Support, Observation, Google doc			
Investigate the possibility of creating a teacher-created resource library online to support student interventions	MTSS Team	Jul 2, 2018 to Aug 24, 2018	On-Track
Interventions, Library, Support			
Provide funding for additional resources recommended by MTSS team to support the implementation of MTSS (SEL)	Admin	Jul 2, 2018 to May 24, 2019	On-Track
MTSS, SEL, Resources, Implementation			
Students who have been retained (personal learning plan) are given priority with MTSS interventions, regardless of tier status and offered priority enrollment in after school programs	MTSS Team Dean of Students Teachers	Aug 27, 2018 to Jun 21, 2019	On-Track
MTSS, Interventions, P1p, Priority subgroups, After school program			
Any student who is in the 21st-39th percentile for NWEA will be tier 2, 20th percentile for NWEA and below is tier 3. Students will receive individualized interventions based on their tiered levels, WIDA Access scores, and classroom data tied to the learning continuum RIT bands.	Teachers MTSS Coordinator	Aug 27, 2018 to Aug 27, 2018	On-Track

Nwea, Tier 3, Percentile

Investigate the possibility of providing an SEL program for K-4 once a week; investigate PATHS training for staff	Admin Dean of Students	Jul 2, 2018 to Aug 24, 2018	Behind
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SEL, Paths

Dean of students, MTSS coordinator, and/or administration to support SEL, educate staff on restorative practices, monitor SEL MTSS interventions and incidents in Verify/Student Logger, and facilitate bi-monthly MTSS grade level meetings	Dean of Students MTSS Coordinator Admin	Aug 27, 2018 to Nov 16, 2018	On-Track
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MTSS, Intervention, SEL, Monitor, Restorative practices, Verify, Grade level

English language learners that are PY5+ should demonstrate ELP levels of at least 3.0 in their Lit Composite score according to WIDA. If students are below this composite score, interventions should identify student's English proficiency level. Students will be moved towards MTSS tiered-interventions.	Teachers	Aug 27, 2018 to Jun 18, 2019	Not started
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Strategy 2

If we do...

...then we see...

...which leads to...

Incorporate rigorous student tasks into units/chapters that align with Common Core State Standards and/or learning continuum and monitored quarterly.	An increase in student engagement, stamina, perseverance, discourse, construction of ownership and knowledge.	Student increased time on task, measured through observations by coaches and/or coordinators; number of on-track students, as monitored on Dashboard every 5 weeks; and student work samples and unit plans that show evidence of activities that require student problem solving skills along with the REACH informal and formal observations (1b, 3b, 3c).
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Tags:

Rigorous tasks, Ccss, Complex tasks, Learning continuum, Unit plans

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Incorporate formative assessment lessons (FALs) into mathematics units on a quarterly basis to provide students with cognitively challenging tasks, ability to construct mathematical reasoning and critique the reasoning of others.	Teachers Coaches	Aug 27, 2018 to Aug 27, 2018	On-Track

Tasks, Formative assessment, Reasoning, Fal

Professional development for teachers to learn more about planning for, writing, implementing, and analyzing rigorous tasks in math and reading.	Coaches Admin I.B. Coordinator	Aug 27, 2018 to Aug 27, 2018	Behind
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Math, Rigorous tasks, Writing, Pd, Reading, Implementation

Dedicate time quarterly during grade level meetings to review, reflect upon, and grade rigorous tasks in math and reading.	Admin	Aug 27, 2018 to Aug 27, 2018	Completed
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Math, Rigorous tasks, Grade level meetings, Reading, Review

Provide funding for monthly vertical articulation meetings for IB teachers within content areas	Admin	Aug 27, 2018 to Aug 27, 2018	Behind
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Ib, Vertical articulation

Project-based learning: K-4 grade levels decide quarterly projects reflecting authentic student work for real audiences (beyond the the teacher)	Teachers Coaches Admin	Aug 27, 2018 to Aug 27, 2018	Behind
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Project-based learning, Reflection, Authentic tasks

Project-based learning: 3-8 science fair, humanities fair, design day projects reflecting authentic student work for real audiences (beyond the the teacher)	Teachers Coaches Admin	Aug 27, 2018 to Aug 27, 2018	Completed
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Project-based learning, Authentic tasks

Ensuring there is a balance in the types of rigorous tasks within a particular class/subject	Coaches Teachers	Aug 27, 2018 to Aug 27, 2018	On-Track
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Rigorous tasks, Balance

Math coach and administration to support the planning for, writing, and analyzing of rigorous mathematical and literacy tasks in professional development, grade level meetings, classroom observations, and coaching sessions.	Math Coach Admin	Aug 27, 2018 to Aug 27, 2018	On-Track
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Math, Literacy, Writing, Grade level meetings, Pd, Observation, Coaching support, Rigorous task

Creation and implementation of a rigorous task and instruction rubric.	IB Coordinator, Match coach, ILT	select	On-Track
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Instruction, Rigorous tasks

Strategy 3

If we do...

Plan and support instruction, with a specific focus on student discourse, intentional questioning, student construction and critiquing of ideas

...then we see...

Evidence of these instructional components in unit plans, student engagement and well developed and balanced instructional blocks

...which leads to...

Increased student engagement evident in classroom observations and coaching observations monitored quarterly; increased number of on track students as monitored on Dashboard every 5 weeks; 10% increase in the number of students reaching NWEA attainment in both math and reading

Tags:
Student engagement, Student discourse, Unit plans, Critique, Questioning

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Rewriting requirements for unit/lesson plan components	ILT Admin	Aug 27, 2018 to Aug 27, 2018	Completed

Lesson plans, Unit planning

Teachers will enhance existing units to incorporate rigorous tasks aligned to the learning continuum.	Teachers Coaches	Aug 27, 2018 to Aug 27, 2018	On-Track
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Rigorous tasks, Units, Learning continuum, Enhance

Teachers will supplement mathematics curriculum to incorporate leveled tasks aligned to the learning continuum and based on student RIT band levels.	Teachers Coaches Admin	Oct 1, 2018 to Oct 31, 2018	Behind
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Rit, Learning continuum, Supplemental materials

K-5 nonfiction unit plans will be developed, one (5 week units) per quarter aligned to CCSS, WIDA standards, IEP considerations, MTSS components will be explicitly outlined within unit plans	Teachers Coaches Admin	Aug 27, 2018 to Aug 27, 2018	Behind
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MTSS, Ccss, Wida, lep, Nonfiction text, Unit plans

NWEA data, common learning continuum skills, formative and summative assessments, BAS, common math fluency, will be used to inform the targeted groups for instruction	Teachers	Sep 1, 2018 to Oct 31, 2018	On-Track
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Formative, Summative, Targeted instructional area, Bas, Nwea data

Investigate incorporating Socratic Seminars K-8 to increase student discourse and intentional questioning	ILT	Aug 27, 2018 to Aug 27, 2018	Behind
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Student discourse, Socratic seminars, Question and discussion techniques

Unit plans will incorporate essential questions and varied levels of questioning to promote enduring understandings of complex texts	Teachers Coaches Admin	Aug 27, 2018 to Aug 27, 2018	On-Track
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Complex texts, Unit plans, Questioning

Maintain Algebra 1 in the middle grades after school program to increase the pass rate on the district exit exam.	Admin 8th grade math teacher	Oct 1, 2018 to Jun 1, 2019	On-Track
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Algebra, District

Provide resources and content to support teachers in implementing student discourse such as Socratic Seminars and Formative Assessment Lessons.	Admin Coaches	Aug 27, 2018 to Aug 27, 2018	On-Track
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Resources, Discourse, Socratic seminars, Fal

Provide dedicated funds for resources to support instruction including Managebac, SmartyAnts, Achieve3000, Think Through Math, MobyMax, Scholastic, RazKidz, curriculum resources	Admin	Aug 27, 2018 to Aug 27, 2018	Completed
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Curriculum, Resources, Achieve300, Razz, Ttm

Designate funds for a math coach to support the implementation of the CCSS Math standards	Admin	Aug 27, 2018 to Aug 27, 2018	Completed
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Ccss, Standards, Funds, Coach

Providing after school courses targeting specific student academic and SEL needs	Dean of Students Teachers Admin MTSS Team	Aug 27, 2018 to Aug 27, 2018	On-Track
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SEL, After school, Specific

Technology coordinator to manage tech based programs and general technology needs of the school	Technology Coordinator	Aug 27, 2018 to Aug 27, 2018	Completed
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Technology, Coordinator

Provide coaching supports to plan for and support instruction, with a specific focus on student discourse, intentional questioning, student construction and critiquing of ideas in professional development, grade level meetings, classroom observations, and coaching sessions.

Coaches

Aug 27, 2018 to Aug 27, 2018

On-Track

Instruction, Grade level meetings, Pd, Coaching support, Student discourse, Critique, Questioning

Strategy 4

If we do...

Incorporate common assessments, and ongoing formative and summative assessments for K-8.

...then we see...

Common understandings, misconceptions and potential missing content pieces in instruction.

...which leads to...

Data-driven instruction, and planning for remediation through monitoring the number of assessments and retakes in Gradebook, and a 10% increase of student attainment and expected growth measured Spring to Spring on NWEA K-8 in both reading and math.

Tags:

Formative assessment, Summative assessment, Common assessments

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Dedicate one grade level meeting bi-monthly to review assessment data and student work; teachers will use assessment data to drive planning and instruction.

Admin
Teachers
Coaches

Aug 27, 2018 to Aug 27, 2018

On-Track

Grade level meetings, Assessment data, Planning for instruction

Dedicate time quarterly during grade level meetings to create, review, reflect upon, and calibrate graded assessments in math and reading.

Admin
Teachers
Coaches

Aug 27, 2018 to Aug 27, 2018

Behind

Assessments, Reflection, Grade level meetings, Review, Create, Calibrate

Develop a plan to create and incorporate common assessments among grade level or content area teams in math and reading; plan to be developed and agreed upon in accordance with the CTU contract (Section 44-32.2)

Admin
Teachers
Coaches

Aug 27, 2018 to Aug 27, 2018

Behind

Math, Reading, Common assessment, Ctu, Grade level

Use Gradebook weekly to record student progress towards mastery of CCSS using color-coded, common categories and agreed upon number of grades school wide.

Teachers

Aug 27, 2018 to Aug 27, 2018

On-Track

Ccss, Gradebook, Mastery

Investigate a shift towards standard-based, four point grading scale

ILT

Aug 27, 2018 to Aug 27, 2018

Behind

Grading scale

ILT will review and establish grade-level/grade-band retake policies

ILT

Aug 27, 2018 to Aug 27, 2018

Completed

ILT, Policy, Retakes

Technology coordinator to oversee and coordinate district and state mandated testing

Technology
Coordinator

Aug 27, 2018 to Aug 27, 2018

On-Track

Technology, Coordinator

Action Plan

Strategy 1

BEHIND

Provide PD to teachers on implementing the learning continuum and intervention development to address specific student needs in reading, math, and SEL in grades K-8."

Aug 27, 2018 to Aug 27, 2018 - Admin MTSS Coordinator

Status history



May 30

BEHIND

May 30, 2018


Problem
Root Cause
Next steps

ON-TRACK

Dedicate one grade-level meeting per month to analyze MTSS data, develop strategies and interventions, and identify specific student needs in grade K-8 (invite related service providers as needed)."

Aug 27, 2018 to Jun 21, 2019 - Admin MTSS Team

Status history



11. Jun 25. Jun 9. Jul 23. Jul 6. Aug 20. Aug 3. Sep 17. Sep 1. Oct 15. Oct 29. Oct 12. Nov 26. Nov

ON-TRACK

Dec 05, 2018

Evidence

All teachers have been and will continue to be trained. Equitable access to content is also provided to all teachers by providing support to them via ongoing PD. All grade-level meetings have been planned for the school year, and one grade-level meeting per month is an MTSS meeting.

BEHIND

May 30, 2018

Problem
Root Cause
Next steps

ON-TRACK

Establish a MTSS team to meet during the summer and analyze NWEA Spring data, grades, BAS assessments, math fluency, and develop a BOY MTSS PD that includes the monitoring, support, and structures of interventions in the classroom (summer team develops schedule for intervention time for all grade levels)."

Jul 02, 2018 to Aug 24, 2018 - Admin MTSS Coordinator

Status history



Sep 26

ON-TRACK

Sep 26, 2018

Evidence

All components are in process except the schedule for intervention time for all grade levels. The scheduling did not allow for intervention time for every grade level. However, there are staff going into all grade levels (based on data informed need) to address specific deficits in academics or social emotional learning. Currently, they are working on 2nd grade, 3rd grade, and an 8th grade boys and girls mentoring group. These intervention target groups will be changed based on data needs. Data will be reviewed as NWEA testing occurs.

ON-TRACK

Develop a quarterly communication plan between parents and teachers regarding MTSS and student progress in grades K-8."

Aug 27, 2018 to Jun 21, 2019 - MTSS Coordinator

Status history



ON-TRACK

Dec 05, 2018

Evidence

All parents who have a child in tier 2 or 3 received an MTSS letter during report card pickup. The letter explained what interventions were being done to improve their child's academics.

BEHIND

May 30, 2018

Problem

Root Cause

Next steps

ON-TRACK

Continue to have a MTSS team member visit classrooms and provide support and feedback to teachers about the implementation of MTSS; observation, support, and guidance will be documented via GoogleDocs."

Aug 27, 2018 to Jun 21, 2019 - MTSS Team Admin

Status history



ON-TRACK

May 30, 2018

Evidence

ON-TRACK

Investigate the possibility of creating a teacher-created resource library online to support student interventions"

Jul 02, 2018 to Aug 24, 2018 - MTSS Team

Status history



ON-TRACK

Dec 05, 2018

Evidence

We investigated creating an online resource library, it is a very tedious process. We do have print resources in 124.

ON-TRACK

May 30, 2018

Evidence

We investigated creating an online resource library, it is a very tedious process. We do have print resources in 124

ON-TRACK

Provide funding for additional resources recommended by MTSS team to support the implementation of MTSS (SEL)"

Jul 02, 2018 to May 24, 2019 - Admin

Status history



ON-TRACK

Dec 05, 2018

Evidence

An SEL team has been established and has raised money for programs and incentives.

ON-TRACK

May 30, 2018

Evidence

ON-TRACK

Students who have been retained (personal learning plan) are given priority with MTSS interventions, regardless of tier status and offered priority enrollment in after school programs"

Aug 27, 2018 to Jun 21, 2019 - MTSS Team Dean of Students Teachers

Status history



ON-TRACK

May 30, 2018
Evidence

ON-TRACK

Any student who is in the 21st-39th percentile for NWEA will be tier 2, 20th percentile for NWEA and below is tier 3. Students will receive individualized interventions based on their tiered levels, WIDA Access scores, and classroom data tied to the learning continuum RIT bands."

Aug 27, 2018 to Aug 27, 2018 - Teachers MTSS Coordinator

Status history



ON-TRACK

Dec 05, 2018
Evidence

All tier 2 and tier 3 students have been identified and receive individualized interventions based on their tiered levels, WIDA access scores, and classroom data. All parents received a letter notifying them that their child is receiving specific interventions.

ON-TRACK

May 30, 2018
Evidence

BEHIND

Investigate the possibility of providing an SEL program for K-4 once a week; investigate PATHS training for staff"

Jul 02, 2018 to Aug 24, 2018 - Admin Dean of Students

Status history



BEHIND

May 30, 2018
Problem
Root Cause
Next steps

ON-TRACK

Dean of students, MTSS coordinator, and/or administration to support SEL, educate staff on restorative practices, monitor SEL MTSS interventions and incidents in Verify/Student Logger, and facilitate bi-monthly MTSS grade level meetings"

Aug 27, 2018 to Nov 16, 2018 - Dean of Students MTSS Coordinator Admin

Status history



ON-TRACK

May 30, 2018
Evidence

NOT STARTED

English language learners that are PY5+ should demonstrate ELP levels of at least 3.0 in their Lit Composite score according to WIDA. If students are below this composite score, interventions should identify student's English proficiency level. Students will be moved towards MTSS tiered-interventions."

Aug 27, 2018 to Jun 18, 2019 - Teachers

Status history

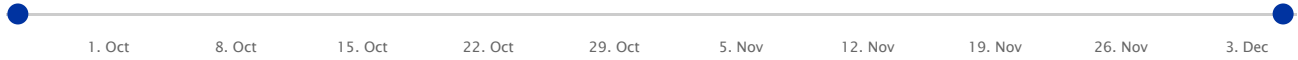
Strategy 2

ON-TRACK

Incorporate formative assessment lessons (FALs) into mathematics units on a quarterly basis to provide students with cognitively challenging tasks, ability to construct mathematical reasoning and critique the reasoning of others."

Aug 27, 2018 to Aug 27, 2018 - Teachers Coaches

Status history



ON-TRACK

Dec 05, 2018

Evidence

FAL'S were introduced during the week of December 3 and the lesson will be implemented the week of December 10. Reflections will take place the week of December 17.

ON-TRACK

Sep 26, 2018

Evidence

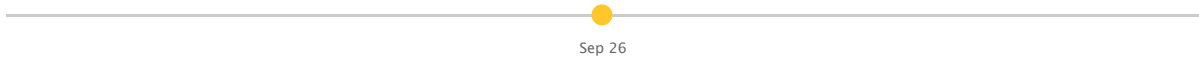
Math coach provided PD on FAL during PD week before school started, set dates for FAL implementation, grade level planning and reflection.

BEHIND

Professional development for teachers to learn more about planning for, writing, implementing, and analyzing rigorous tasks in math and reading."

Aug 27, 2018 to Aug 27, 2018 - Coaches Admin I.B. Coordinator

Status history



BEHIND

Sep 26, 2018

Problem

Math and IB have been planning, but there has not been any PD yet.

Root Cause

Next steps

COMPLETED

Dedicate time quarterly during grade level meetings to review, reflect upon, and grade rigorous tasks in math and reading."

Aug 27, 2018 to Aug 27, 2018 - Admin

Status history



COMPLETED

Sep 26, 2018

Evidence

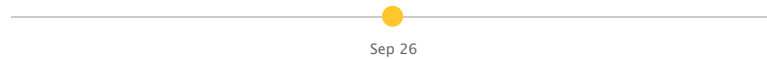
On grade level meeting calendar

BEHIND

Provide funding for monthly vertical articulation meetings for IB teachers within content areas"

Aug 27, 2018 to Aug 27, 2018 - Admin

Status history



BEHIND

Sep 26, 2018

Problem

Waiting for IB budget.

Root Cause

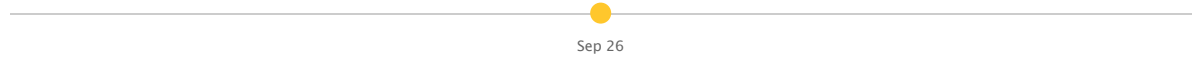
Next steps

BEHIND

Project-based learning: K-4 grade levels decide quarterly projects reflecting authentic student work for real audiences (beyond the the teacher)"

Aug 27, 2018 to Aug 27, 2018 - Teachers Coaches Admin

Status history



BEHIND

Sep 26, 2018

Problem

A discussion has begun on how this will be accomplished. Will k-4 do this as a group project?

Root Cause

Next steps

COMPLETED

Project-based learning: 3-8 science fair, humanities fair, design day projects reflecting authentic student work for real audiences (beyond the the teacher)"

Aug 27, 2018 to Aug 27, 2018 - Teachers Coaches Admin

Status history



COMPLETED

Dec 05, 2018

Evidence

All projects have been planned for the school year.

ON-TRACK

Sep 26, 2018

Evidence

Science Fair

Individuals and Humanities Fair

Design Day

ON-TRACK

Ensuring there is a balance in the types of rigorous tasks within a particular class/subject"

Aug 27, 2018 to Aug 27, 2018 - Coaches Teachers

Status history



ON-TRACK

Dec 05, 2018

Evidence

All teachers will be provided with a PD on rigorous questions during GLM's for the week of December 10.

ON-TRACK

Sep 26, 2018

Evidence

Starting to look at and identify what a rigorous task is. Also using the Instructional Look For Tool as a means of feedback for rigor.

ON-TRACK

Math coach and administration to support the planning for, writing, and analyzing of rigorous mathematical and literacy tasks in professional development, grade level meetings, classroom observations, and coaching sessions."

Aug 27, 2018 to Aug 27, 2018 - Math Coach Admin

Status history



ON-TRACK Sep 26, 2018
Evidence
Rubric developed for rigorous tasks. Analysis of rigorous tasks is scheduled for grade level meetings.

ON-TRACK Creation and implementation of a rigorous task and instruction rubric."
- IB Coordinator, Match coach, ILT

Status history



ON-TRACK Dec 05, 2018
Evidence
A rigorous task and instruction rubric has been created.

Strategy 3

COMPLETED Rewriting requirements for unit/lesson plan components"
Aug 27, 2018 to Aug 27, 2018 - ILT Admin

Status history



COMPLETED May 30, 2018
Evidence
New lesson plan template with required components has been created and shared with all teachers.

ON-TRACK Teachers will enhance existing units to incorporate rigorous tasks aligned to the learning continuum."
Aug 27, 2018 to Aug 27, 2018 - Teachers Coaches

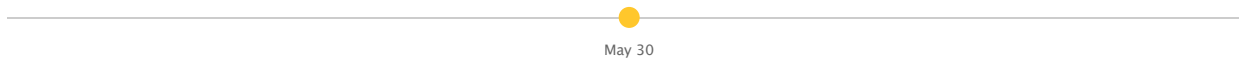
Status history



ON-TRACK May 30, 2018
Evidence
k,1,2,4 summer planning for units.

BEHIND
Teachers will supplement mathematics curriculum to incorporate leveled tasks aligned to the learning continuum and based on student RIT band levels."
Oct 01, 2018 to Oct 31, 2018 - Teachers Coaches Admin

Status history



BEHIND May 30, 2018
Problem
Root Cause
Next steps

BEHIND
K-5 nonfiction unit plans will be developed, one (5 week units) per quarter aligned to CCSS, WIDA standards, IEP considerations, MTSS components will be explicitly outlined within unit plans"

Status history



BEHIND Dec 05, 2018
Problem
Root Cause
Next steps

BEHIND May 30, 2018
Problem
Root Cause
Next steps

ON-TRACK

NWEA data, common learning continuum skills, formative and summative assessments, BAS, common math fluency, will be used to inform the targeted groups for instruction"

Sep 01, 2018 to Oct 31, 2018 - Teachers

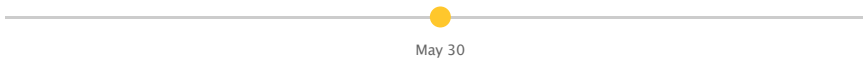
Status history



ON-TRACK May 30, 2018
Evidence
 Evident through MTSS, centers (guided reading and math centers), grade book, BAS, Math fluency completion

BEHIND Investigate incorporating Socratic Seminars K-8 to increase student discourse and intentional questioning"
 Aug 27, 2018 to Aug 27, 2018 - ILT

Status history



BEHIND May 30, 2018
Problem
Root Cause
Next steps

ON-TRACK

Unit plans will incorporate essential questions and varied levels of questioning to promote enduring understandings of complex texts"

Aug 27, 2018 to Aug 27, 2018 - Teachers Coaches Admin

Status history



ON-TRACK Dec 05, 2018
Evidence
 All teachers will have a PD on rigorous questioning and will be provided time to create varied levels of questioning in their unit plans.

BEHIND May 30, 2018
Problem
Root Cause
Next steps

ON-TRACK Maintain Algebra 1 in the middle grades after school program to increase the pass rate on the district exit exam."
 Oct 01, 2018 to Jun 01, 2019 - Admin 8th grade math teacher

Status history



May 30

ON-TRACK

May 30, 2018

Evidence

Evident in number of students attending program and EOY exit exam pass rate.

ON-TRACK

Provide resources and content to support teachers in implementing student discourse such as Socratic Seminars and Formative Assessment Lessons."

Aug 27, 2018 to Aug 27, 2018 - Admin Coaches

Status history



ON-TRACK

May 30, 2018

Evidence

FAL will be done once a semester, ELA will receive a questioning wheel.

COMPLETED

Provide dedicated funds for resources to support instruction including Managebac, SmartyAnts, Achieve3000, Think Through Math, MobyMax, Scholastic, RazKidz, curriculum resources"

Aug 27, 2018 to Aug 27, 2018 - Admin

Status history



COMPLETED

May 30, 2018

Evidence

All programs purchased.

COMPLETED

Designate funds for a math coach to support the implementation of the CCSS Math standards"

Aug 27, 2018 to Aug 27, 2018 - Admin

Status history



COMPLETED

May 30, 2018

Evidence

Match coach position has been paid for.

ON-TRACK

Providing after school courses targeting specific student academic and SEL needs"

Aug 27, 2018 to Aug 27, 2018 - Dean of Students Teachers Admin MTSS Team

Status history



ON-TRACK

Dec 05, 2018

Evidence

Various after-school programs have begun:

- Algebra
- Bilingual/ESL
- Sports
- Math (anticipated date: 12/10)

BEHIND

May 30, 2018

Problem

Root Cause
Next steps

COMPLETED Technology coordinator to manage tech based programs and general technology needs of the school"
Aug 27, 2018 to Aug 27, 2018 - Technology Coordinator

Status history



COMPLETED May 30, 2018
Evidence
Technology coordinator position has been funded.

ON-TRACK
Provide coaching supports to plan for and support instruction, with a specific focus on student discourse, intentional questioning, student construction and critiquing of ideas in professional development, grade level meetings, classroom observations, and coaching sessions."
Aug 27, 2018 to Aug 27, 2018 - Coaches

Status history



ON-TRACK May 30, 2018
Evidence
Evident in GLM, coaching logs, one-on-one supports, google calendar.

Strategy 4

ON-TRACK
Dedicate one grade level meeting bi-monthly to review assessment data and student work; teachers will use assessment data to drive planning and instruction."
Aug 27, 2018 to Aug 27, 2018 - Admin Teachers Coaches

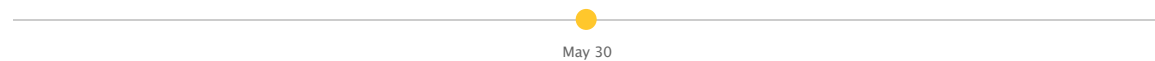
Status history



ON-TRACK
May 30, 2018
Evidence
K-5 units include common assessments in ELA. Teachers bring assessments to grade level meetings, discuss the data, and determine next steps.
Additionally, the following grade level meetings will include time for reviewing assessments and student work.
ELA- December 10th, March 18th, April 8th, April 22nd and May 6th
Math- October 29th, December 3rd, December 17th, March 11th, March 25th

BEHIND Dedicate time quarterly during grade level meetings to create, review, reflect upon, and calibrate graded assessments in math and reading."
Aug 27, 2018 to Aug 27, 2018 - Admin Teachers Coaches

Status history



BEHIND May 30, 2018
Problem
Root Cause
Next steps

BEHIND

Develop a plan to create and incorporate common assessments among grade level or content area teams in math and reading; plan to be developed and agreed upon in accordance with the CTU contract (Section 44-32.2)"

Aug 27, 2018 to Aug 27, 2018 - Admin Teachers Coaches

Status history



May 30

BEHIND

May 30, 2018

Problem
Root Cause
Next steps

ON-TRACK

Use Gradebook weekly to record student progress towards mastery of CCSS using color-coded, common categories and agreed upon number of grades school wide."

Aug 27, 2018 to Aug 27, 2018 - Teachers

Status history



May 30

ON-TRACK

May 30, 2018

Evidence
Grade level teams met and determined the categories and agreed upon number of grades per category.

BEHIND

Investigate a shift towards standard-based, four point grading scale"

Aug 27, 2018 to Aug 27, 2018 - ILT

Status history



May 30

BEHIND

May 30, 2018

Problem
Root Cause
Next steps

COMPLETED

ILT will review and establish grade-level/grade-band retake policies"

Aug 27, 2018 to Aug 27, 2018 - ILT

Status history



May 30

COMPLETED

May 30, 2018

Evidence
Grade-level/grade-band retake policies have been established.

ON-TRACK

Technology coordinator to oversee and coordinate district and state mandated testing"

Aug 27, 2018 to Aug 27, 2018 - Technology Coordinator

Status history



May 30

ON-TRACK

May 30, 2018

Evidence

Technology coordinator has created the assessment schedule for district and state mandated testing.

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.

Through maintaining the BAC and PAC we will see parental involvement through meetings, social gatherings, and events that will lead to increased student success.

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

TBD

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.

This will be accomplished by hosting an Open House within the first month of school. Individual teachers will relay all necessary information regarding curriculum, assessment tools and proficiency level goals during their presentations to parents

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.

As soon as NWEA student summary reports are received, the school will distribute copies to students to be sent home to parents. Copies will be maintained by the school and stored in student Cumulative Folders.

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.

Letters are sent home for the parents to request teacher credentials.

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.

Presentations are made at BAC and PAC meetings. The school website provides links to the common core state standards as well as parent portal where parents can access their child's grades

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school invites parents to come in for support during report card pick-up night, open house, and during additional parent meetings as needed.

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.

Information will be reviewed and relayed to all-staff during mandatory professional development provided before the beginning of the school year.

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.

Preschool teachers offer workshops to parents during report card pickup days and school community nights to model various early literacy and math strategies. This will assist parents in supporting their children at home.

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.

Preschool teachers offer workshops to parents during report card pickup days and school community nights to model various early literacy and math strategies. This will assist parents in supporting their children at home.

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.)

We will foster meaningful learning for all by increasing rigor and student engagement. Through inquiry, action, and reflection, our students will develop global understanding and attitudes that will lead to productive and successful lives. Our curriculum is vertically aligned to provide a consistent, comprehensive and rigorous education for all learners.

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

Parent-teacher conferences are currently scheduled for November and April . Additional conferences will be held by individual teachers at the request of parents and/or teachers on an as-needed basis

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

Either progress reports or report cards are sent home every 5 weeks to keep parents informed of their child's academic progress. In addition, the school sends home MAP/NWEA Student Progress Reports with 3rd quarter report cards to provide parents with student MOY scores and their projected goals for end of year testing.

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

Teachers will be made available for parent conferences via appointments which can be arranged by e-mail, written communication, phone call, or through the parent portal.

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 are given volunteer packets by request. After completion of the CPS requirements, parents are then invited to volunteer in different classrooms throughout the school as agreed upon with the teachers. Parents have opportunities to volunteer at field trips throughout the school year. Parents are invited to attend special events such as science fair, humanities fair, and awards ceremonies. Parents can request to visit classrooms as an observer.

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

Parents can visit parent portal to check the grade book for homework completion and attendance. Parents should frequent the school website to check on their child's homework, which is updated by teachers. Parents should check student folders and agendas to make sure they are being utilized

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

Parents are invited to attend LSC meetings, PAC and BAC meetings and workshops. There is a suggestion box located near the main office. The principal has coffee with the parents once per month. There are special meetings to explain the Bilingual Program in the beginning of the school year. Parents complete the My School My Voice Survey each year in order to communicate their overall opinions of the school.

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).

There are attendance incentives for classrooms which makes kids want to come to school. We use Paths curriculum for K-5 which encourages students to use Social and Emotional learning to maintain a positive attitude. We have Golden Tickets for students in grades 5-8 who are caught doing the right thing and are ready to learn. Students in grades K-6 participate in the Six Flags Read to Succeed program which encourages reading.

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.

Locke's goals are to continue to educate our parents on the academic progress of our school and insure they understand our expectations. By keeping them well informed via weekly newsletters from our k-2 teachers, utilizing parent portal, our agendas, twitter, website, teacher websites and monthly newsletters we are able to keep them in the loop of what we are doing. The majority of our PD topics are on: How to help you child in specific subjects. How to insure your child is doing their homework. How to read the data we send home.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**

\$	Amount	.00
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52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

53405 **Supplies**

\$	500	.00
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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.

53205 **Refreshments**

\$	1786	.00
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Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

54125 **Consultants**

\$	2500	.00
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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)

54505 **Admission and Registration Fees, Subscriptions and memberships**

\$	2000	.00
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For Parents use only.

<p>54205</p>**Travel**

\$	372	.00
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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.

<p>54565</p>**Reimbursements**

\$	Amount	.00
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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.

<p>53510</p>**Postage**

\$	Amount	.00
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Must be used for parent and family engagement programs only.

53306 **Software**

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

55005 **Furniture and Equipment**

\$	Amount	.00
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Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.