William H Brown Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
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Stephanie Boyd	Middle School ELA	sfwilbourn@cps.edu	Has access
Justin Rook	Resource SpEd K-5	jarook@cps.edu	Has access
Latoya Lyons	Principal	lsbrown@cps.edu	No Access
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Team meetings

Date	Participants	Topic
03/20/2018	ALL	SEF rankings and strategies
03/13/2018	ALL	SEF Rankings
03/06/2018	ALL	SEF Rankings
03/14/2018	ALL+rest of teaching staff	SEF Rankings
03/20/2018	ALL	Strategies and Action Plans
03/23/2018	Lyons, Freund, and Boyd	Goal setting and Framework evidence
04/03/2018	Morris, S. Boyd, Bell, Kordas, Freund, A Boyd, Lyons	Action Plans
04/10/2018	Lyons, Freund, Ward and Boyd	Action Planning & Completion Rubric
04/17/2018	ALL	Action Planning
04/12/2018	Parent Advisory Council	Parent Compact/Plan and Action Planning
05/01/2018	ALL	CIWP Rubric Feedback and edits to overall CIWP
05/09/2018	Parent Advisory Council	Parent Compact/Plan and Action Planning

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

School-wide action plan reflects commitment by school administration, teacher and students through the focus on building a 1. strong culture and climate, 2. strong instructional model that provides differentiated tasks and addresses student deficits and 3. monitors the progress students are making.

School-wide goals and expectations are posted throughout the building

Action Plan provided to all staff members

State of school given twice this year to parents

Principal LSC and PAC reports show evidence of sharing school priorities with parents and community

School-wide goals infused into morning announcements

School committees are up and running to share leadership and collective responsibility

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

The ILT is a committee that is relied upon heavily to collectively make decision throughout our school.
1. ILT effectiveness rubric score -- effective (up from not effective)

2. ILT representation from Primary(2), counselor, Special Education (2), intermediate, middle school ELA, math and science, and STEM coaches

3. Teacher led grade level meetings with ILT alignment

4. ILT members facilitate professional development for school

5. ILT members serve as the Teacher Leaders for Network and District Summits

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

Professional Learning:

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

Score

1 **2** 3 4

1.100% of staff is involved in regular Professional learning in grade level meetings and Flex PDs on small group instruction.
2. All teachers have been provided a "safe place" of implementation where the Admin team provides coaching and feedback with ways to improve

3. 100% of staff has participated in at least one learning walk to receive feedback.

4. Weekly non-REACH observations are completed to provide coaching and actionable feedback. (done by 3 coaches and Principal)

5. All teachers have received formal feedback on their classroom environment and small group instructional practices.

6. New teachers are assigned a mentor (reading coach) that provides additional support and direction for improved practice - New Teacher induction program

7. Horizontal and vertical planning takes place on a weekly basis and is led by a teacher leader with agenda items aligned to CIWP priorities

8. Monthly flex day professional development meetings are led by departmental leads and focuses on action items from ILT and/or CIWP priority goals

9. All teachers receive emails or flyers when the network/educational partnerships are offering new learning

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

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

Aligned Resources:

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

Score

1   2   **3**   4

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1. Master schedule is created with a student-centered mindset that allows for equitable access to core programming.

2. There is a candidate interview process in place that is inclusive and collectively decisions are made as to who to bring on staff

3. Over 10+ community partners to provide the school additional financial and staff resources
a. James Jordan Foundation - Read with Me Program for K-2, A-TEAM to provide celebration for students who excel academics into a college savings program, and Vision for Families which provides families with strategies and skills to improve parenting and academic support for their children at-home
b. Chicago Bulls - financial resources and materials for student incentives and facilitated a workshop on energy conservation
c. Soul City Church - Christmas store for our families to purchase inexpensive gifts for their children at Christmas times; money raised is then sent to the school to provide additional field trips and supplies for school programming
d. Chicago City Lights Dance Academy - offers dance class during and after school
e. Near West - community resources for our at-risk students (counseling, after school programming, etc.)
f. Apple - provides ongoing PD and staff coaching on technology integration; coteach coding curriculum
g. WITS - lawyers in the classroom provides reading support to 3rd grade students
h. Ravinia - provides music education to students in grades K-3
i. Roosevelt University - student teachers
j. Girls on the Run
k.Girls Scout
l. Future Founders - to provide middle school students with entrepreneurship training

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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

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

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

Score

1   2   **3**   4

> With help from Network, teachers align instructional plans to the CCSS and Network Pacing guides
> Through the alignment of plans, Teachers assign weekly and interim Measuring Up that are used to monitor the effectiveness of their instruction
> Since Connected Math is our new mathematics curriculum and Collaborative Classroom is our new literacy curriculum, teachers need additional training on high quality implementation.
> Continuous professional development is needed for teachers in order to ensure quality hands-on approaches to implementation of NGSS. More complex text are needed to support the implementation of the balanced literacy model to promote relevancy and more rigorous tasks.

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

Instructional Materials:

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

Score

1 **2** 3 4

> We strive to align our instructional materials more closely with the rigor required by the implementation of the Common Core State Standards. Mid year we purchased science texts and science laboratory kits for science exploration and inquiry for our middle school grade levels.
>
> We have purchased the latest technology such as iPads, SmartBoards and online resources such as Digital Coach, MyPerspectives, and MeasuringUp to support blended learning in order to better differentiate our instruction for all of our students.
>
> We have provided ongoing professional development for all our teachers on all of the online systems and new academic series.
>
> All classrooms have environments that are student centered and encourage student agency and ownership of their learning.
>
> All classrooms use Kagan and other accountable talk structures to increase student-to-student discussions.

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	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1   2   3   4

> Teachers convey a high expectation for all students and develop structures that enable them to attain the goal.
> Using data more consistently, there is a high need to tailor instructional tasks to the deficiencies of students
> More PD is needed to support teacher efficacy in the development of rigorous tasks
> There is a need to increase the number of complex texts that offer appropriate challenges to increase student literacy

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   4

1. Held 8th grade level parent meetings that review program offerings of HS
2. Track and monitor application completion & supporting documents as necessary
3. Utilize parent proxy forms for parents that are unavailable to come in
4. Mail and deliver applications for high school selection
5. Students went on two college tours (DeVry and DePaul)
6. School hosted a HS fair in conjunction with other Network 6 schools
7. Reviewal of eligibility letters and how scores translate into HS course selection with 7th graders
8. Counselor does weekly Naviance lessons with middle school students
9. During grade level meetings, on/off track data is analyzed and monitored; teacher create action plans for how they will get students to become more successful

However, more is needed to ensure students are exposed to various careers and college options.

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

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

1. Objectives are posted in classrooms and referred to during instruction
2. Each teacher uses formative assessments to regularly to monitor student progress
3. Each teacher uses interim assessments through Measuring up every 5 weeks to monitor student progress
4. Each grade band developed grading scales and weights to communicate to local and the greater community
5. Teachers use the results of assessments to develop re-teaching lessons to focus on holes in student learning
6. School uses Digital Coach, Kahn Academy and Measuring up during intervention time to hone in on skills that students are lacking

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	CPS SCHOOL EXCELLENCE FRAMEWORK 18

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

1. Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
2. The teachers work together in teams to develop interim assessments in ELA
3. Teachers worked together in grade bands to develop their grading and make up policies
4. Teachers receive weekly feedback on their gradebook and lesson plans in order to ensure that they have met the minimum grade requirements and that it is supportive of retake policy developed at the start of the year.
5. Teachers receive weekly feedback on their lesson plans in order to ensure that they have met the expectations as outlined in our lesson plan rubric, with an emphasis on small group instruction developed at the start of the year.
6. Teachers use the following EdTech programs to provide formative assessments for students:
a. Reading A to Z
b. Digital Coach
c. IXL
d. Moby Max
e. Kahn Academy

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

1. Talking Circles done weekly on Mondays
2. Check in Check out partnerships with Tier 3 students mostly (and a few Tier 2 students)
3. Weekly 2nd Step lessons completed in the K-5 classrooms co-taught by counselor
4. Counselor and a paraprofessional ran BHT team meetings held weekly
5. Small group instruction is held daily to support ALL student learner needs

Guide for Multi-Tiered System of Supports

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 **2** 3 4

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

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 **2** 3 4

Sunshine committee - to coordinate and plan staff outings and school-wide events
School-wide committees have been established to increase collegiality and collaboration
Grade level meetings are inclusive of SpEd teachers and vertical grade levels

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested !Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsivie Climate
Now WHAT? Materials to Support Improvement Planning	
✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD)	

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

> Students have a choice on who to work with and how they want to their end product to look - STEM Challenge Days
> Students have some choice in instructional activities, materials, and/or tasks during literacy and math blocks
> All students, regardless of disability, have access to all extracurricular and enrichment opportunities

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

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

Clear procedures for reporting and responding to safety concerns
Arrival and dismissal are safe, efficient, and orderly
Schedule for adequate supervision of all lunch duty, arrival and departure posts created and runs efficiently
Criteria set for office referrals versus classroom managed behavior.

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

- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

> Talking Circles done weekly on Mondays
> Check in Check out partnerships with Tier 3 students mostly (and a few Tier 2 students)
> Weekly 2nd Step lessons completed in the K-5 classrooms
> Counselor and a paraprofessional ran BHT team meetings held weekly

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Restorative Practice Guide & Toolkit
✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 **3** 4

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

Partnerships with Chicago Bulls, James Jordan Foundation, WITS program, Future Founders, Willow House, Chicago City Lights Dance, Blackhawks

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
AMENDED GOALS - Based on MOY data from 2017-18, about 50% of our students are meeting their targets. With stable leadership and a focused approach in building teacher capacity around small group instruction, the goals outlined are accomplishable.	27.00	50.00	60.00	75.00	80.00
National School Growth Percentile - Math					
AMENDED GOALS - Math is our lowest performing area. Based on prior year's data, this area will climb at a much slower rate. With stable leadership and a focused approach in building teacher capacity around mathematical practice and small group instruction, the goals outlined are accomplishable. Based on MOY data from 2017-18, about 50% of our students are meeting their targets.	35.00	12.00	50.00	60.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
AMENDED GOALS - Based on MOY data trends, we have about meeting at around 50%. By EOY testing we should be able to accomplish 60%. As we continue to build teacher capacity around small group instruction, rigorous student tasks and student agency, we believe our students will be able to accomplish these set goals.	47.00	45.00	60.00	70.00	80.00
African-American Growth Percentile - Reading					
AMENDED GOALS - Based on MOY data trends, we have about meeting at around 50%. By EOY testing we should be able to accomplish 60%. As we continue to build teacher capacity around small group instruction, rigorous student tasks and student agency, we believe our students will be able to accomplish these set goals.	27.00	50.00	60.00	75.00	80.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner Growth Percentile - Reading					
AMENDED GOALS - Based on historical data (SQRP over years), these are more realistic goals. Additionally, in using Measuring Up data (interim), students are performing more around the 50th percentile.	1.00	76.00	50.00	60.00	70.00
African-American Growth Percentile - Math					
AMENDED GOALS - Math is our lowest performing area. Based on prior year's data, this area will climb at a much slower rate. With stable leadership and a focused approach in building teacher capacity around mathematical practice and small group instruction, the goals outlined are accomplishable. Based on MOY data from 2017-18, about 50% of our students are meeting their targets.	34.00	13.00	40.00	50.00	60.00
Hispanic Growth Percentile - Math					
N/A	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Math

N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

AMENDED GOALS - Based on historical data (SQRP over years), these are more realistic goals. Additionally, in using Measuring Up data (interim), students are performing more around the 50th percentile. Network SpEd ISL has facilitated IEP development with staff Teachers have attended co-teaching PD offered by ODLSS	30.00	3.00	50.00	60.00	70.00

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

AMENDED GOALS - Based on historical data (SQRP over years), these are more realistic goals. Additionally, in using MOY NWEA data, 40% of students are performing at or above grade level.Then when looking at PARCC data, almost 60% of our students did not meet state standards.	19.00	20.00	45.00	60.00	70.00

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

AMENDED GOALS - Based on historical data (SQRP over years), these are more realistic goals. Additionally, in using MOY NWEA data, 30% of students are performing at or above grade level. Then when looking at PARCC data, almost 60% of our students did not meet state standards.	14.00	10.00	40.00	60.00	70.00

National School Attainment Percentile - Reading (Grade 2)

AMENDED GOALS - Based on historical data (SQRP over years), these are more realistic goals. Additionally, in using MOY NWEA data, 45% of students are performing at or above grade level.	13.00	8.00	45.00	60.00	70.00

National School Attainment Percentile - Math (Grade 2)

AMENDED GOALS - Based on historical data (SQRP over years), these are more realistic goals. Additionally, in using MOY NWEA data, 23% of students are performing at or above grade level.	9.00	11.00	40.00	55.00	70.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	*(Blank)*	*(Blank)*	0.00	0.00	0.00

Average Daily Attendance Rate

As of today our attendance has increased to 94.6% despite the new start time this year and the cultural patterns of school attendance. We have done tremendous work on providing engaging instruction, incentives, and been more attentive as a school with attendance. These systems will help us get to the 96%.	94.90	94.20	95.00	96.00	96.00

My Voice, My School 5 Essentials Survey

This school is "Organized for Improvement" which means that the school has a strong culture and climate with only a few areas for improvement. Results are based on student and teacher responses to the My Voice, My School 5Essentials survey.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
demonstrate personal integrity, show that we care, become accessible, reduce sense of vulnerability, ensure teachers have basic resources, and make relationships a priority	decrease in student discipline referrals, teachers co-collaboration to create cross discipline lessons, after school programs implemented, and parent engagagment	students with increase Reading and Math scores, increase attendance for students and staff, lower mobility, and increase funding from partnerships.

Tags:
Partnerships, Relational trust, Student attendance, Staff attendance

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Create a staff retreat to build community and relationships amongst staff	Administration	Aug 14, 2018 to Aug 16, 2018	Not started

Relationships, Relational trust

Create quarterly staff outings	Sunshine Committee	Sep 4, 2018 to Jun 1, 2019	Not started

Relationships, Relational trust

Participate in staff peace circles monthly at flex PDs. The focus of this allow staff a medium to start building trust and a safe place for them to voice issues as it relates to the work of teaching.	Staff; Administration	Sep 4, 2018 to Jun 1, 2019	On-Track

SEL, Relationships, Self-regulation, Peace circles, Relational trust

Create a WBrown buddy system that crosses grade bands to increase relationships between staff and students (check-in check out, New Teacher mentor program, buddy reading, etc.)	Administration; Staff	Sep 4, 2018 to Jun 1, 2019	On-Track

MTSS, Mentorship, Relationships, Collaboration, Relational trust, Checkin check out

Increase opportunities for teachers and staff to collaborate in cross-school and interdisciplinary unit planning.	Administration	Aug 1, 2018 to Jun 21, 2019	On-Track

Collaborative teachers, Teacher collaboration, Collaborative planning

Create opportunities for students to build positive relationships with peers ie. STEM Challenge Days, collaborative projects, etc.	STEM Coaches; staff	Sep 4, 2018 to Jun 14, 2019	On-Track

Collaboration, Relational trust, Collaborative learning, Student relationship building

Strategy 2

If we do...	...then we see...	...which leads to...
intentional instructional planning and targeted interventions tailored to student deficit areas with data-based groups and progress monitoring	increased student performance in core subjects, reduced behavioral infractions and increased student attendance	an increased on track rate school-wide

Tags:
MTSS, SEL, On track, Tier 2 & 3, Grade level meetings, Department meetings

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status

Action step	Responsible	Timeframe	Status
MTSS meeting Calendar	Counselor and committee lead	Aug 1, 2018 to Aug 31, 2018	On-Track

MTSS

| Ongoing professional development on instructional planning and appropriate progress monitoring strategies and interventions | Counselor, Admin, and outside vendor | Aug 27, 2018 to May 31, 2019 | Not started |

MTSS, Instruction, Interventions, Progress monitoring

| Hire a consultant organization Community Justice for Youth or Alternatives to deliver ongoing professional development on Social Emotional learning and Trauma Training | Admin | Aug 27, 2018 to Jun 1, 2019 | Not started |

SEL, Self-regulation, Classroom management

| Create a school specific Tiering protocol for how students move between Tier | MTSS Committee | Nov 9, 2018 to Nov 9, 2018 | Not started |

Small group instruction

| Monthly use progress monitoring data to trace effectiveness of interventions and student response to intervention. | Teachers, Admin | Oct 1, 2018 to May 3, 2019 | Not started |

MTSS, Progress monitoring, Data analysis

Strategy 3

If we do...	...then we see...	...which leads to...
Participate in staff selected school-wide PLCs in the areas of small group instruction, STEM, Co-Teaching, content areas, etc.	a cohesive staff that creates and implements their professional learning and expectations to create and implement rigorous curriculum across multiple grade bands by effectively planning with other professionals throughout the building. Classrooms where students are working collaboratively integrating technology and STEM across content areas that are interactive with the teacher becoming more of a facilitator of learning.	increased teacher capacity and student engagement; thus increasing student achievement (growth and attainment)

Tags:
Technology, Professional Learning, Progress monitoring, Co-teaching

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Participate in book studies and discussion of text related to the topic of effective small group instruction, co-teaching, and implementing technology in the classroom	Administration GenEd Teachers SpEd Teachers Professional Development Providers	Oct 1, 2018 to Apr 1, 2019	Not started

Technology/stem, Co-teaching, Small group instruction, Special education

| Increase opportunities for classroom walkthroughs for teachers to observe their colleagues and provide feedback for continuous growth and development | Administration Teachers | Oct 1, 2018 to Jun 1, 2019 | On-Track |

Peer observation, Learning walks, Observation and feedback

STEM coaches will provide coaching/mentoring support to help teachers with STEM integration in instructional planning and implementation	STEM Coaches	Sep 4, 2018 to Jun 5, 2020	On-Track

Professional Learning, Stem, Mentorship, Coaching support

Strategy 4

If we do...	...then we see...	...which leads to...
Have high expectations for all, provide professional development on Norman Webb's Depth of Knowledge on how to increase rigor in the classroom by sharing authentic student work providing teacher feedback	evidence of leveled (levels 1-4) questioning and differentiated student tasks in the classroom	student-centered learning, authentic assessments STEM connections throughout all courses and collaborative learning school-wide

Tags:
Rigorous tasks, Dok, Discussion, Component 3b

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
During school improvement days and Flex PD days provide professional development for teachers on a quarterly basis. The focus of the workshops will be increase teacher's understanding on the use of DOK-Depth of Knowledge, Bloom's Taxonomy questioning, and Kagan discussion strategies.	Administration, Teacher Leaders, Framework Specialist	Aug 27, 2018 to Mar 29, 2019	On-Track

Instruction, Dok, Kagan

Teachers will participate in vertical planning. This open and consistent communication with teachers of surrounding grades to ensure that students are receiving a step-by-step, year-by-year, scaffolded curriculum.	Administration, Teacher Leaders,	Aug 27, 2018 to May 31, 2019	Not started

Instructional Coaching, Communication, Vertical planning

Students will develop Personal Learning Plans (PLPs)	Students	Sep 4, 2018 to Oct 5, 2018	Not started

Student accountability, High expectations, Personal learning plans

Strategy 5

If we do...	...then we see...	...which leads to...
STEM education with a focus on high level questioning and discussions and student collaboration	Teachers facilitating the collaborative discussions in which students are leading and creating authentic student work involving all content areas. Whereas students are investigating and to solving real world problems.	STEM integration where there is an increased student agency, identity and authority; thereby increasing their achievement levels

Tags:
Student discourse, Component 3b, Questioning

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status

Provide ongoing professional development for staff that supports STEM culture and practices

STEM components that we will focus on are student centered learning where students are in engaged in the learning by activating prior knowledge, exposure to new topics to expand opportunities for new learning. New content is learned in order to apply to real-world problems that need to be solved and/or explained. Making STEM connections in all content areas and design units and lessons that include relevant and logical connections to STEM. | Department of STEM
Department of Magnet Schools
STEM coaches | Jul 1, 2018 to Jun 30, 2020 | Not started |

Professional Learning, Stem

STEM Coaches will train teachers to provide targeted supports to individual students or groups of students based on their identified needs.	STEM Coaches	Aug 27, 2018 to May 31, 2019	Not started

Stem, Analysis of data, progress monitoring, rit instruction, small group instruction, Cross curricular planning

Staff members will participate in Peer Observation Walks where they are able to go into other classrooms to observe STEM practices (use of authentic assessments, problem-based or project-based learning, technology integration, cross-curricular units, and 21 century skills) being used proficiently.	Entire staff	Oct 8, 2018 to Jun 21, 2019	Not started

Stem, Student engagement, Peer observation, Teacher feedback, Classroom observations, Technology integration

Use Measure Up Live Insight reports on a weekly basis to inform instructional groupings and tailor instruction according to student needs.	Classroom Teachers	Sep 4, 2018 to Jun 21, 2019	Not started

Assessment, Data analysis, Data driven instruction, Small group instruction, Data cycles

Action Plan

Strategy 1

NOT STARTED   Create a staff retreat to build community and relationships amongst staff"

Aug 14, 2018 to Aug 16, 2018 - Administration

Status history

Apr 20

NOT STARTED   Apr 20, 2018
Evidence

NOT STARTED   Create quarterly staff outings"

Sep 04, 2018 to Jun 01, 2019 - Sunshine Committee

Status history

Apr 20

NOT STARTED   Apr 20, 2018
Evidence

ON-TRACK

Participate in staff peace circles monthly at flex PDs. The focus of this allow staff a medium to start building trust and a safe place for them to voice issues as it relates to the work of teaching."

Sep 04, 2018 to Jun 01, 2019 - Staff; Administration

Status history

| 30. Apr | 14. May | 28. May | 11. Jun | 25. Jun | 9. Jul | 23. Jul | 6. Aug | 20. Aug |

ON-TRACK | Aug 28, 2018
Evidence
OSEL department came out to do training on Braving and Building trust amongst school community.

NOT STARTED | Apr 20, 2018
Evidence

ON-TRACK

Create a WBrown buddy system that crosses grade bands to increase relationships between staff and students (check-in check out, New Teacher mentor program, buddy reading, etc.)"

Sep 04, 2018 to Jun 01, 2019 - Administration; Staff

Status history

| 30. Apr | 14. May | 28. May | 11. Jun | 25. Jun | 9. Jul | 23. Jul | 6. Aug | 20. Aug | 3. Sep |

ON-TRACK | Sep 10, 2018
Evidence
New Teacher orientation held

ON-TRACK | Sep 10, 2018
Evidence
New Teacher Meeting - 1st Meeting

- Agenda

-Minutes

NOT STARTED | Apr 20, 2018
Evidence

ON-TRACK

Increase opportunities for teachers and staff to collaborate in cross-school and interdisciplinary unit planning."

Aug 01, 2018 to Jun 21, 2019 - Administration

Status history

| 30. Apr | 14. May | 28. May | 11. Jun | 25. Jun | 9. Jul | 23. Jul | 6. Aug | 20. Aug | 3. Sep | 17. Sep | 1. Oct |

ON-TRACK | Oct 04, 2018
Evidence
Assembly Committee meeting held in preparation for Trick or Trunk and 1st Quarter Awards Assembly

- Minutes

- Agenda

ON-TRACK | Sep 24, 2018
Evidence
Committee Chairpersons Meeting with all chairs to discuss roles, responsibilities, and expectations.

- Minutes

- Agenda

ON-TRACK | Jul 09, 2018
Evidence
During the month of July teachers met in grade level teams to create their 1st units in Reading and mathematics

- Sign in sheets

- Unit plans

NOT STARTED	Apr 20, 2018
	Evidence

ON-TRACK	Create opportunities for students to build positive relationships with peers ie. STEM Challenge Days, collaborative projects, etc."

Sep 04, 2018 to Jun 14, 2019 - STEM Coaches; staff

Status history

May 2018   Jun 2018   Jul 2018   Aug 2018   Sep 2018   Oct 2018

ON-TRACK	Oct 12, 2018
	Evidence
	STEM Challenge held October 12th;

NOT STARTED	Apr 20, 2018
	Evidence

Strategy 2

ON-TRACK	MTSS meeting Calendar"

Aug 01, 2018 to Aug 31, 2018 - Counselor and committee lead

Status history

May 2018   Jun 2018   Jul 2018   Aug 2018   Sep 2018   Oct 2018
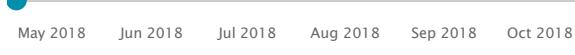
ON-TRACK	Oct 18, 2018
	Evidence
	Developed at 1st MTSS committee meeting 10.18.18

NOT STARTED	Apr 20, 2018
	Evidence
	CPDU, Agenda, Minutes

NOT STARTED

Hire a consultant organization Community Justice for Youth or Alternatives to deliver ongoing professional development on Social Emotional learning and Trauma Training"

Aug 27, 2018 to Jun 01, 2019 - Admin

Status history

Apr 20

NOT STARTED	Apr 20, 2018
	Evidence
	CPDU, Agenda, Minutes

NOT STARTED   Create a school specific Tiering protocol for how students move between Tier"

Nov 09, 2018 to Nov 09, 2018 - MTSS Committee

Status history

Apr 20

NOT STARTED	Apr 20, 2018
	Evidence

Agenda, Minutes,

NOT STARTED Ongoing professional development on instructional planning and appropriate progress monitoring strategies and interventions"

Aug 27, 2018 to May 31, 2019 - Counselor, Admin, and outside vendor

Status history

Apr 20

NOT STARTED Apr 20, 2018
Evidence
CPDU, Agenda, Minutes

NOT STARTED Monthly use progress monitoring data to trace effectiveness of interventions and student response to intervention."

Oct 01, 2018 to May 03, 2019 - Teachers, Admin

Status history

Apr 20

NOT STARTED Apr 20, 2018
Evidence

Strategy 3

NOT STARTED

Participate in book studies and discussion of text related to the topic of effective small group instruction, co-teaching, and implementing technology in the classroom"

Oct 01, 2018 to Apr 01, 2019 - Administration GenEd Teachers SpEd Teachers Professional Development Providers

Status history

Apr 20

NOT STARTED Apr 20, 2018
Evidence
CPDU form, meeting agenda, meeting minutes

ON-TRACK

Increase opportunities for classroom walkthroughs for teachers to observe their colleagues and provide feedback for continuous growth and development"

Oct 01, 2018 to Jun 01, 2019 - Administration Teachers

Status history

| 30. Apr | 14. May | 28. May | 11. Jun | 25. Jun | 9. Jul | 23. Jul | 6. Aug | 20. Aug | 3. Sep | 17. Sep |

ON-TRACK Sep 17, 2018
Evidence
Mrs. Klingman (1st Gr) - observed D. Edwards (kdg) Re: Routines & Procedures

Ms. Salinas (3rd-5th LI) - observed K. Cragg (6th-8th LI) Re: Environment and Instruction

NOT STARTED Apr 20, 2018
Evidence

ON-TRACK STEM coaches will provide coaching/mentoring support to help teachers with STEM integration in instructional planning and implementation"

Sep 04, 2018 to Jun 05, 2020 - STEM Coaches

Status history

| 30. Apr | 14. May | 28. May | 11. Jun | 25. Jun | 9. Jul | 23. Jul | 6. Aug | 20. Aug |

ON-TRACK Aug 23, 2018
Evidence
Discovery - STEM integration (LAUNCH)

BEHIND Apr 20, 2018
Problem
Root Cause
Next steps
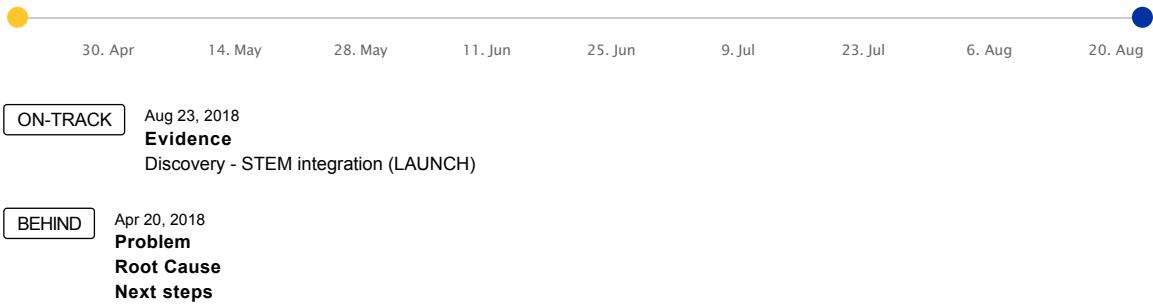
Strategy 4

ON-TRACK

During school improvement days and Flex PD days provide professional development for teachers on a quarterly basis. The focus of the workshops will be increase teacher's understanding on the use of DOK-Depth of Knowledge, Bloom's Taxonomy questioning, and Kagan discussion strategies."

Aug 27, 2018 to Mar 29, 2019 - Administration, Teacher Leaders, Framework Specialist

Status history
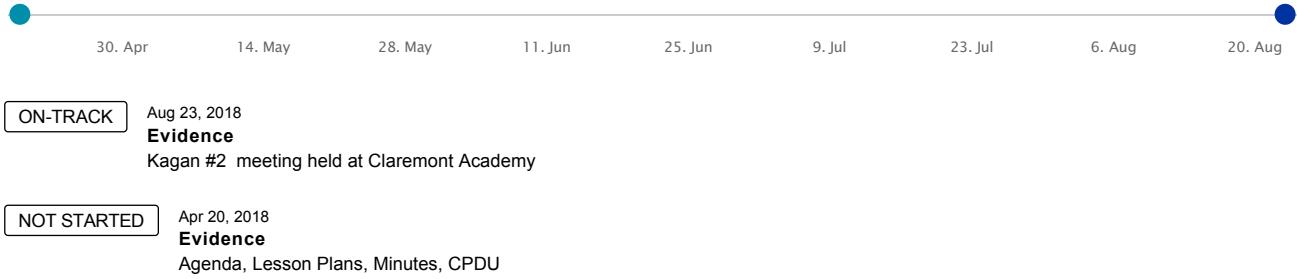
| 30. Apr | 14. May | 28. May | 11. Jun | 25. Jun | 9. Jul | 23. Jul | 6. Aug | 20. Aug |

ON-TRACK Aug 23, 2018
Evidence
Kagan #2 meeting held at Claremont Academy

NOT STARTED Apr 20, 2018
Evidence
Agenda, Lesson Plans, Minutes, CPDU

NOT STARTED

Teachers will participate in vertical planning. This open and consistent communication with teachers of surrounding grades to ensure that students are receiving a step-by-step, year-by-year, scaffolded curriculum."

Aug 27, 2018 to May 31, 2019 - Administration, Teacher Leaders,

Status history

Apr 20

NOT STARTED Apr 20, 2018
Evidence
Agenda, Lesson Plans, Minutes,

NOT STARTED Students will develop Personal Learning Plans (PLPs)"

Sep 04, 2018 to Oct 05, 2018 - Students

Status history

Apr 20

NOT STARTED Apr 20, 2018
Evidence
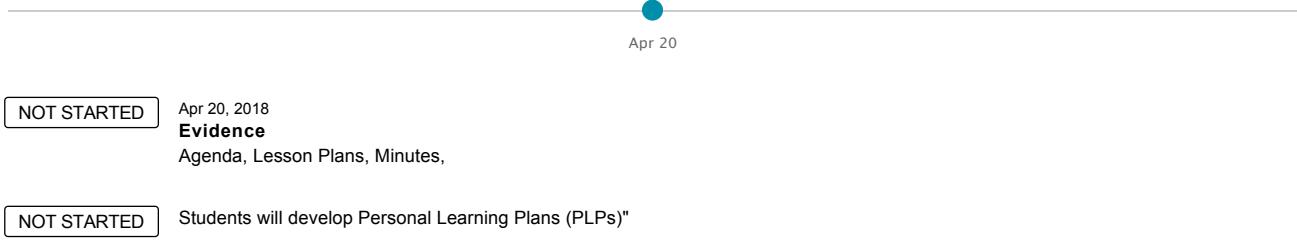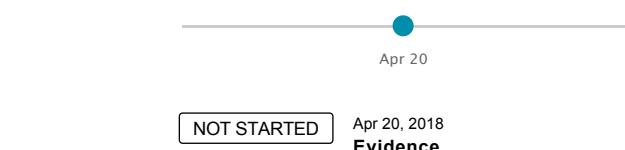
Strategy 5

NOT STARTED

Provide ongoing professional development for staff that supports STEM culture and practices STEM components that we will focus on are student centered learning where students are in engaged in the learning by activating prior knowledge, exposure to new topics to expand opportunities for new learning. New content is learned in order to apply to real-world problems that need to be solved and/or explained. Making STEM connections in all content areas and design units and lessons that include relevant and logical connections to STEM."

Jul 01, 2018 to Jun 30, 2020 - Department of STEM Department of Magnet Schools STEM coaches

Status history

Apr 20

NOT STARTED | Apr 20, 2018
Evidence

NOT STARTED

STEM Coaches will train teachers to provide targeted supports to individual students or groups of students based on their identified needs."

Aug 27, 2018 to May 31, 2019 - STEM Coaches

Status history

Apr 20

NOT STARTED | Apr 20, 2018
Evidence

NOT STARTED

Staff members will participate in Peer Observation Walks where they are able to go into other classrooms to observe STEM practices (use of authentic assessments, problem-based or project-based learning, technology integration, cross-curricular units, and 21 century skills) being used proficiently."

Oct 08, 2018 to Jun 21, 2019 - Entire staff

Status history

Apr 20

NOT STARTED | Apr 20, 2018
Evidence

NOT STARTED

Use Measure Up Live Insight reports on a weekly basis to inform instructional groupings and tailor instruction according to student needs."

Sep 04, 2018 to Jun 21, 2019 - Classroom Teachers

Status history

Apr 20

NOT STARTED | Apr 20, 2018
Evidence

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.

3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

> Parents will be involved in the joint development and periodic review and revision of the NCLC, Title 1 school parental involvement plan and policy, and in the process of school review and improvement on a monthly basis at the PAC monthly meetings, CIWP planning meetings, and School Accountability meetings.Additionally, parents will be given opportunities to voice their suggestions during LSC and PAC meetings and through meetings with teachers and school administrators. Parents will also give feedback through My School, My Voice survey.

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

> The school will host an open house during the first month of school to inform parents of parent involvement opportunities, introduced to our Community Partners, and our participation in NCLB, Title I programs. Through connections with our community partners and school-wide committees, the school will hold monthly family workshops or school events to encourage strong parental involvement.
>
> The school will host PAC meetings monthly, generally on the 2nd Thursday of each month in the evenings. The projected date of the Annual Meeting and Organizational meeting being on September 13, 2018.

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

> Through monthly meetings, Report Card Pick-Up, Open House, Back to school BBQ, Monthly Newsletters, parent letters and/or other parent conferences parents will be given feedback forms to solicit their input in order to plan for future events. Additionally, it is the desire of the school to have parent participation on school committees that are in charge of the facilitation of school-wide events and programs.

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.

Regularly data is shared with parents through monthly NCLB meetings, LSC meetings, breakfast with the principal, and parent-teacher conferences. At every testing cycle, parents are distributed data reports indicating their child's performance and given strategies for how to assist students with growth at home.

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.

Notification will be sent home with students and mailed home to parents. The school will begin to use an email list serve to also disseminate information to parents.

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.

Teachers will review student data BOY, MOY, and EOY. At every testing cycle, parents are distributed data reports indicating their child's performance and given strategies for how to assist students with growth at home. Additionally, each teacher will conference with students about their strengths and areas of growth. Students will complete a goal sheet based on their data and monitor their goals through an electronic tracker. Through the use of interim assessments (measuring Up) teachers are able to track student progress against their desired goals.

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.

Parents have a resource room where they are offered monthly classes. They have access to computers in this space. Additionally, through the use of our community partners, parents will be provided such information during parent trainings given once per month.

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.

Staff development time will be utilized to emphasize the importance of working with parents and treating them as partners. Staff will be trained to be servant leaders and adopt a customer service attitude.

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

The school has a partnership with the James Jordan Foundation. The school offers a vision for families program to address many of the above listed programs and to equip our parents with tools and strategies they can use to participate in the education of their children. Teacher will also maintain "Parent Call Logs".

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.

A monthly school calendar is distributed monthly. Fliers are created for every school program and send home with students. Additionally, the school utilizes Remind and the school website to communicate school programming.

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

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.)

Our mission is to provide an ongoing process of educational improvement for all learners by involving the staff, parents and community members as collaborative partners. We will accomplish this through meaningful professional development, relevant instruction and learning experiences in Reading and STEM related areas. This is accomplished through a culture and climate where our entire community is valued, respected, and socially/emotionally strong; our instruction is student-centered where data is utilized to determine students' needs and interests in order to plan for instruction and deliver engaging lessons; and finally where we monitor the progress of our students regularly in order to ensure the instruction given is rigorous and the methods match their needs.

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 conferences will be held anytime the parents and/or teachers request a conference. In addition, parent conferences will be held at Open House and on both Report Card Pick-Up days.

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

Every five weeks throughout the school year a progress report is distributed to parents indicating their child's progress. Additionally, at the end of every testing cycle, parents receive a report indicating how well their child performed. Parents also have access to Parent Portal where they may obtain daily feedback on student's attendance and grades.

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

Parents may schedule an appointment to see a teacher before school between the hours of 7:00AM and 7:25AM. Also, a parent may schedule an appointment during the teacher's preparation period or after 2:30PM.

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 must complete the volunteer package as prescribed by the Board of Education. After successful completion of the required documentation and being cleared by the Board of Education, parents will be assigned to either classroom duties, hall duties, lunchroom duties, etc. Parents may observe classrooms after discussion and permission from the principal has been obtained.

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

Parents will be requested to oversee their child's learning through the following processes: homework completion, analyzing and responding to their child's report cards and five-week progress reports, attendance, and participating in parent conferences, parent meetings and volunteering when needed.

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 will participate in decision making process by attending CIWP planning meetings, parent meetings, and/or LSC meetings. Also, parents are encouraged to attend any and all special education staffings on behalf of their child's academic planning. Notices of such meetings will be sent home with the student and will be followed by a follow up phone call.

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

Students will share the responsibility for their academic achievement by committing to maintaining daily attendance, good study habits, exemplary behavior and completion of classroom and homework assignments. Furthermore, students will be provided with a variety of after-school academic programs through OST after school.

Parent Budget

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.

Create a database of parents' skills and interests and use the information to solicit parents for boards and committees by creating a survey to be rolled out at the start of school.
Recruit parent leaders - to represent the parent community on LSC and PAC committees
Encourage each parent to sign up for at least one school committee - to increase parent involvement in school-wide events and programming
Offer parent workshops monthly to increase their knowledge of strategies to assist their child(ren) at home
Invite parent leaders to workshops, classes, meetings, conferences, and other educational opportunities in order to stay updated and learn new things.
Plan an event to recognize our parent leaders. At our end of year awards assembly, include a special recognition for my parent leaders and community partners.

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

Account(s)	Description	Allocation

| 51130, 52130 | **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ Amount .00 |

| 53405 | **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500. | $ 57 .00 |

| 53205 | **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ 350 .00 |

| 54125 | **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $ 300 .00 |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only. | $ 850 .00 |

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

| <p>54565</p>**Reimbursements** | Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ Amount .00 |

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

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

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main | $ Amount .00 |

office or where staff and students have access too. To by used only by parents.