



James R Doolittle Jr Elementary School / Plan summary

## 2018-2020 plan summary

### Team

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### Team meetings

Date	Participants	Topic
03/13/2018	Bibbie, Crawford, Arthur, Doss, Shaw, Craig, Watson	SEF-ranking; identifying gaps between current state and SEF ideal state

03/28/2018

## School Excellence Framework

## Culture of &amp; Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

Score

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

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Administration has consistently articulated all expectations for school improvement. The existing mission and vision is somewhat clear as several school documents communicate varying focuses for the school. Administration, ILT, and teachers are currently working together to develop a shared vision. One of the expectations includes instructional coherency across all grade levels, which was derived from classroom observations as well as the rating in program coherence on the 5-Essentials Survey. Weekly bulletins express the importance of staff and teachers working collectively to transform the culture to one of high expectations for all stakeholders and students. Shared leadership structures exist in that the ILT is represented by almost each grade band and SEL staff. The ILT and administration work collaboratively to prioritize teaching challenges and to identify strategies for strengthening teacher practices. Grade level team meetings are structured to mirror the ILT's plan for increased collaboration and coherency. These efforts are leading to shared planning and instructional practices across all grades and contents. Additionally, administration surveys teachers and staff to determine things that are working, not working, and solutions for improvement.

## Guide for Leadership &amp; Collective Responsibility

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

### Instructional Leadership Team:

Score

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

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The ILT is a structured team that focuses on teacher learning and improvement of instruction in the school building. The team, with assistance of other colleagues, identifies problem(s) of practice and analyzes possible root causes. The team then develops a plan for implementation and designs protocols and rubrics for collecting data, progress monitoring, and measuring effectiveness. The team uses quantitative and qualitative data to drive the work. The team collects data on instructional practices that impact student learning. Student data helps the team develop their long-term goals to increase student learning, while teacher practice data is used short term to address problems of practice, in the hopes of increasing student learning. The team works collaboratively, meets consistently every other week, and ensures that information is disseminated throughout the entire staff body and aligned to the grade/content level teams. The ILT has shared norms and member roles which increases the teacher leadership. Teachers sometimes facilitate the meetings while administration acts as participants and coaches to help push the team's thinking and development.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

### Professional Learning:

Score

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

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Professional learning in the building follows the same overarching goals and focus, but is differentiated for varying teams' needs (i.e. pre-k and ancillary teachers have different needs). As a school, we are focused on Domain 1 of the CPS Framework for Teaching to build teachers' capacity in planning coherent instruction aligned to CCSS. All professional learning is centered around strengthening this practice around teachers, along with appropriate ways to use data to inform instructional planning. There have been 2 major school initiatives to assist teachers in this practice. Grade level meetings also serve as opportunities for teachers to collaborate and engage in this work with their peers. Teachers in the same grade level bands have common planning time, however, the level of collaboration that takes place outside of the administrative led meeting is unclear. The ILT has developed protocols that encourage teachers to observe each other and provide non-evaluative feedback as a method for strengthening practices for both the observer and the teacher being observed. Agendas for all meetings and PDs are presented to teachers ahead of time so that they are aware of what will be covered, what's expected, and can bring forth any questions they may have. Staff members and teachers are a part of the planning and presenting during school-wide PD's and grade level meetings. Collaborative work sessions are embedded in the professional learning of teachers.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

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

Score

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The schedule for the school day follows the CPS instructional time guidelines for maximizing instructional time. All grades k - 5th receive a 120 minute uninterrupted reading block. Classes receive built-in exercise time in their instructional day as well. With a limited budget, administration aligns funds to the needs of the school. When teachers request supplies and/or materials, they must provide a thorough explanation as to how the materials will be utilized in their instruction and how they will align to their unit/lesson planning. This strategy has cut down on the spending of programs and materials that are underutilized. For technology programs, administration takes the suggestions of teachers and assesses how useful that particular piece of technology would be for student learning. There is a thorough hiring protocol that includes a team of staff members, and a trial period so that interested candidates understand the circumstances and needs of the school, in addition to the hiring team being able to assess the candidate's level of expertise and skill sets. This process is designed to increase teacher retention so that students have a strong, high-quality teacher that is committed to the students at JRD. Current teachers are situated in ways that demonstrate strengths across each grade band and support staff are used to assist classrooms to increase student learning. The school has a system for monitoring and evaluating the effectiveness of community partners. Community partners provide resources that align to the needs of the school.

### Guide for Aligned Resources

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4a. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

Score

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

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Teachers have created unit plans that address assessment and task alignment of standards-based objectives. Classroom observations and lesson plans serve as evidence that small group instruction is becoming a consistent practice school-wide. Administration has developed some targeted structures for teachers that are coaching teachers on how to use various student data to create small groups and provide targeted instruction to support the learning needs/goals of those students. Administration and ILT have combined their vision for teacher learning to positively impact student learning, in order to develop a coherent and cohesive plan to build teacher's capacity around effective planning that yield rigorous instruction and positive student results.

### Guide for Curriculum

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>

### Instructional Materials:

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

Score

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The school has two complete computer labs (a MAC lab and a Chromecast lab), Chromebook laptops, and iPads. These resources are readily available to all teachers using a reservation system. Teachers can make requests for materials and instructional supplies. In order to have these requests fulfilled, teachers must demonstrate how they will use these materials, how it aligns to their units and CCSS, and the frequency of it being used. As we continue to strengthen the practice of small group instruction and build teachers' capacity around using student data, instructional materials will become more closely aligned to the needs of our students in order to yield the desired student goals socially, emotionally, and academically.

## Guide for Instructional Materials

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

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



- Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1b. Demonstrating Knowledge of Students</li> <li>1c. Selecting Learning Objectives</li> <li>1d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UCA PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

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

Score

1 2 3 4

The school does examine student work, but not regularly. Current structures are in place to help teachers continue to improve the rigor of student work by examining varying assessments and levels of understanding. Teachers currently develop performance tasks that measure varying levels of understanding/depth of knowledge. This initiative was sparked by classroom observations of low level questioning and tasks. Protocols for examining student work are in place but not regularly used.

### Guide for Rigorous Student Tasks

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

## Evidence, Measures, and Standards



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

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

Score

1 2 3 4

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)

There are some structures in place to aid students in the transition between JRD and high schools. Our counselor assists with high school applications and makes herself available to meet with families to further discuss options. The middle school lead takes the lead in planning events for middle school to expand their exposure. Our counselor offers college and career awareness through weekly 1 hour sessions with the students. Recently we have developed a STEM partnership with IIT to expose students to careers in those fields. Additionally, our partnership with ADA S. McKinley (TRIO) allows students to receive tutoring services ensuring more academic success.

**Guide for Transitions, College & Career Access & Persistence**

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

- graduate from college if they attend a postsecondary institution with high graduation rates
- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.
- Equipping students and families with persistence strategies. (College Persistence Toolkit)
- Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

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

## Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

Based on REACH ratings, classroom observations, learning walks, and unit/lesson plans, there are inconsistent instructional practices school wide. Small group instruction is observed but tasks do not consistently offer varying levels of depth. In the ILT's work, as a whole it was determined that the instructional practice at the school was generally basic across all domains. The school's SQRP rating rose from Level 3 to Level 2 in one year (2015/2016 - 2016/2017) where student's reading growth went from 1% to 64% and the math growth rose from 1% to 57%. Overall attainment also rose for both reading and math.

## Guide for Instruction

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

- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<ul style="list-style-type: none"> <li>Curriculum &amp; Instruction</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW/WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ CPS Framework for Teaching with Critical Attributes</li> <li>✓ CPS Framework for Teaching Professional Learning Modules</li> <li>✓ CPS Framework for Teaching Professional Learning Opportunities</li> <li>✓ Special Education Addendum</li> <li>✓ English Language Learner Addendum</li> </ul>

### Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

### Score

1 **2** 3 4

Assessments are accessible to all students. Clear structures and grading practices were established at the start of the year with the teachers' input. Teachers have to offer students multiple opportunities to demonstrate mastery. Reteaching is required for failing scores. Teachers must provide students with various opportunities to turn in missing assignments. Systems for monitoring students' grades have been established but are not consistently adhered to. The current planning focus for teachers is designed to further strengthen their understanding of creating rigorous performance tasks and rubrics that explore a myriad of ways that students can access content and demonstrate mastery. These practices are also intended to strengthen the level of differentiation in the instructional practices.

### 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**

- ✓ 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

Suggested Evidence

- ✓ 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)

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Measures

- ✓ SGRP Attainment and Growth

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Five Essentials

- Ambitious Instruction

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MTSS Framework

- Curriculum & Instruction

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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

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CPS Performance Standards for School Leaders

- B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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**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:**

Score

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.

1 2 3 4

Given classroom observations, GLMS, PDs and staff interviews, we are continuing to establish our MTSS practices as they pertain to universal instruction in the core curriculum. Teachers are creating unit plans that address small group instructional practices per student data and progress monitoring. Unit plans include the use of competency based assessments given standards-based objective(s). We are developing practices school wide to address personalized learning for students through the creation and monitoring of targeted instruction based on NWEA-MAP RITS and learning continuum needs. We monitor on track statistics multiple times quarterly and are addressing students at risk of failure through study halls and after school tutoring.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 **2** 3 4

Some teachers have created an environment in which high expectations are set for all students. There is student work on display at the school. Student work in classrooms is not a consistent practice among all staff members/teachers. Some students do not always display pride in their work which is illustrated by lower quality and/or a focus on completion of assignments as opposed to the quality of their work. Occasionally, trash is found throughout the building left and/or thrown by students. Not all teachers participate in having students clean up or pick up trash in the halls or even the classrooms. Hard work and commitment to the school is displayed by some staff through their leadership in joining school teams (i.e. Culture & Climate, ILT), assisting with various school activities and events, leading new ideas and initiatives for improved student learning. ILT focus has been around domain 3 to help with improving teachers' quality of instruction. Based on 2016-2017 SQRP growth, we were at 64% for reading and 57% for math.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.

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

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work: evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>✓ C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a></li> <li>✓ <a href="#">Framework for Teaching Companion Guide p. 50</a></li> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/se)</a></li> <li>✓ <a href="#">ASCA Mindsets &amp; Behaviors</a></li> </ul>	

### 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

Some teachers have created peer buddies to support classroom management efforts. Most staff members interact with students in an appropriate manner. Some staff members thoroughly know their students and interact with them in an appropriate manner. Students do not show high levels of civility, i.e. yelling at staff, putting hands on staff, walking away from staff, cursing at staff, etc. We have made gains since the beginning of the school year as evident by students responding to staff members when approached or directed. We are still developing coherency among staff members in regards to behavioral expectations and follow through.

Ancillary teachers provide tutoring support and have developed relationships with classrooms. Pockets of a warm culture are evident as some teachers are attempting to build relationships with students and among their staff members.

Based on the 5-Essentials survey and admin. turnover, relational trust between teachers and administration was weak. To combat that, we developed a 5-Essentials team, and provided the staff a Staff/Admin Trust survey. Based on those results, administration reworked some ideas and will deliver the survey again before the end of the school year. Lastly, we will execute a comprehensive 5-Essentials plan for the 2018-2019 school year.

### Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**



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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

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

Score

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.

1 2 **3** 4

Student attendance has increased from last school year by 1 percent. Staff members volunteer to lead attendance teams every 10 weeks for students that drop below 97%. Additionally, we provide attendance parades for classrooms over 97% for the month along with other various monthly incentives. Teachers are continuing to become facilitators of learning and allowing students to make choices that will impact their growth. This will increase student engagement in school.

Extra curricular activities consist of social emotional supports like character development, Bright Star family engagement, young male mentor-ship, and mentor-ship through basketball. We have provided students with activities that develop the arts, like, ballet, guitar, chorus, a student body (8th graders), student council has been developed and are active in presenting ideas that will positively affect the school. School scheduled spirit days have been incorporated in the school calendar to help develop a sense of ownership to the school. We have also incorporated evening and weekend family events. Additionally, Communities in Schools of Chicago works with students on making positive choices and change in the community and we conduct Restorative practices with a facilitator twice a week.

Participation/attendance in after school activities have been fairly consistent. Additionally, students' daily attendance fluctuates monthly, but typically does not drop below 90%. Some teachers continue to need professional development around autonomous learning and facilitating student learning.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their



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

## Evidence, Measures, and Standards

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

### Safety & Order:

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

### Score

1 2 **3** 4

There are structures in place to increase the safety of the building. From an organizational standpoint procedures and routines for drills are all provided to staff. Staff has protocols for how to handle evacuations, drills, and lock down situations. The security team has clear schedules and tasks to respond to student safety. For classrooms, procedures for sending students in the halls is communicated on a weekly basis, with a 100% hall way pass compliance as the expectations. The challenge is having all staff members buy-in and execute the communicated procedures and protocols. Many of the procedures that are being communicated are new as there is new administration. The process for responding to safety and order has been reactive based on data collection and observation. Parents have expressed concerns regarding areas around the school and measures were taken to increase staff/security presence outside the school, making it safer for students. There are bi-monthly scheduled Climate and Culture team meetings to discuss what is working, what's not and ways to make it better. This is one way to strengthen and become more proactive about increasing student safety. Adjustments are made as new data surfaces to maintain student safety and security.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2c. Managing Classroom Procedures</li> <li>2d. Managing Student Behavior</li> </ul>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a></li> </ul>

### Restorative Approaches to Discipline:

Score

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.

1 2 **3** 4

We have developed a system of consequences and detentions have been renamed to reflection time. We have a dean of students who has participated in professional development around restorative practices. Staff members have engaged in restorative practices during professional development days. Weekly school news letters to staff members incorporate weekly positive school culture messages. Some teachers respond to behaviors in a calm, respectful, and thoughtful ways. Some interactions can be condescending and contribute to student behavioral outbursts. It has been determined that students need to be taught more effective SEL/behavioral skills though.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.

- Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
- Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
- Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
- Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

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

### Parent and Family Partnership:

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

Score

1 2 3 4

This year there has been a focus on strengthening the parent partnerships. Every month, our school hosts family events to encourage families to come out and get involved in the life of the school. In September we hosted a Paint with the Principal, October was Treat Street, November- Parent Stepper's Night, December- Holiday in the Halls, February - Daddy Daughter Dance, March - March Madness Basketball Tournament, April - Talent Show, and May - Mommy Son Dance. We have established a PAC and partnered with an organization that is developing their leadership and capacity to lead parent groups in the school. Every last Wednesday of the month, the Principal hosts a Tea w/ the Principal to discuss school improvement and provide parents with a platform to voice their concerns and ideas. Things discussed at these meetings are brought to the PAC for future planning. The PAC consistently meets monthly and as of February has begun offering parent workshops every month. Parent Newsletters are sent home every month to keep parents informed about important information and dates at the school. Principal readily meets with parents for conferences.

### Guide for Parent and Family Partnership

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

- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents, parent-teacher trust</li> </ul>
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Parent Support Centers</a></li> <li>✓ <a href="#">Parent University</a></li> <li>✓ <a href="#">Parent Portal</a></li> </ul>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 <input type="radio"/>
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 <input type="radio"/>
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 <input type="radio"/>
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 <input type="radio"/>
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 <input type="radio"/>
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 <input type="radio"/>

3	Culture of & Structure for Continuous Improvement: Professional Learning	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: Restorative Approaches to Discipline	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊖
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊖

Goals

Required metrics (Elementary)

18 of 18 complete

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

Our Reading National School Growth Percentile for 2017 was 64%. This was primarily based on the growth of our middle school population. Our goal is for students in grades 2nd-8th to show growth so that by 2018-19 our growth will be at the 70th percentile and by 2019-2020, our growth will be at the 75th percentile. Students are receiving Tier I instruction daily. The reading blocks are aligned with the district's daily recommendations (120 minutes Kdg.-5th and 75 minutes for Middle School). Students are exposed to Read Alouds, engage in Whole Group Instruction (mini-lessons), engage in Guided Reading, and work on differentiated learning tasks tailored to their needs dictated by current formative and summative data. Students have access to computer based supports (Stride Academy). Teachers create 5 week Stride assessments aligned to standards-based objectives; teachers analyze data and engage in Data Driven Instruction (DDI) conferences with administration. Teachers and administrators analyze On-Track data every five weeks to identify students who are off-track; supports and interventions tailored to students' needs are identified and implemented (e.g., attendance team assignment, attendance contract, daily check-in, tutoring, after-school, SEL supports, etc.).

1.00	64.00	35.00	70.00	75.00
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**National School Growth Percentile - Math**

Our Math National School Growth Percentile for 2017 was 57%. Doolittle has chosen Connected Math for middle school and Envisions Math for grades Kdg.-5th. Teachers are implementing small group instruction to support student learning. The Math Block includes Math Talks, Whole Group Instruction, Small Group Instruction and Math Rotations (differentiated learning tasks tailored to students' needs dictated by formative and summative data). Students have access to computer based supports (Stride and Blue Streak Math). Teachers create 5 week Stride assessments aligned to standards-based objectives; teacher analyze data and engage in Data Driven Instruction (DDI) conferences with administration. Teachers and administrators analyze On-Track data every five weeks to identify students who are off-track; supports and interventions tailored to students' needs are identified and implemented (e.g., attendance team assignment, attendance contract, daily check-in, tutoring, after-school, SEL supports, etc.).

1.00	57.00	42.00	62.00	70.00
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**% of Students Meeting/Exceeding National Ave Growth Norms**

50.4% of students at Doolittle met/exceeded the national average growth norms; our goal for the 2017-2018 school year is 55% and for the 2018-2019 school year 60%.

26.20	50.40	55.00	60.00	65.00
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**African-American Growth Percentile - Reading**

64th percentile- because our population is 99% African-American, the status is the same as the one noted above.

1.00	64.00	35.00	67.00	70.00
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**Hispanic Growth Percentile - Reading**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**English Learner Growth Percentile - Reading**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**Diverse Learner Growth Percentile - Reading**

NA	(Blank)	(Blank)	35.00	40.00	45.00
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**African-American Growth Percentile - Math**

55th percentile	1.00	55.00	42.00	63.00	70.00
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**Hispanic Growth Percentile - Math**

NA	(Blank)	(Blank)	0.00	0.00	0.00
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**English Learner Growth Percentile - Math**

NA	(Blank)	(Blank)	23.00	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

NA	1.00	(Blank)	23.00	30.00	35.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

Historically, Doolittle students are below their grade level at EOY when compared to the population of students who are administered the NWEA. Our students in grades 3rd-6th were at the 6th percentile in Reading (Spring 2017).	4.00	6.00	25.00	30.00	40.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Historically, Doolittle students are below their grade level at EOY when compared to the population of students who are administered the NWEA. Our students in grades 3rd-8th were at the 3rd percentile in Math (Spring 2017)	2.00	3.00	35.00	40.00	45.00
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**National School Attainment Percentile - Reading (Grade 2)**

1%	1.00	1.00	40.00	50.00	60.00
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**National School Attainment Percentile - Math (Grade 2)**

1%	1.00	1.00	25.00	30.00	35.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

NA	(Blank)	(Blank)	90.00	0.00	0.00
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**Average Daily Attendance Rate**

93%-Monthly and quarterly attendance incentives have been instituted in an effort to increase daily attendance. Examples of incentives include: raffles, participation in movie day, theme dances, special attendance breakfast, recognition (medallions and certificates) at quarterly assemblies, participation on Game Bus, etc. Classrooms with 97% and above attendance each month participate in a school-wide Attendance Parade. Staff members volunteer as attendance leads; they oversee a group of 6-8 students whose attendance is below 95%. The attendance groups encourage one another to come to school, the lead calls the homes of the students when they are absent, and each has a team name to help foster a sense of community.	93.10	93.00	95.00	96.00	97.00
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**My Voice, My School 5 Essentials Survey**

Doolittle is identified as a school Not Yet Organized for Improvement. Each of the 5 components measured for the 2016-2017 school year were rated 'Weak'. We continue to make a concerted effort to foster a supportive, safe, and nurturing environment for students and staff. Creating a learning milieu where expectations for excelling academically and socially are of a high caliber is our goal. Fostering a trusting relationship between staff and administration is also a focus; teachers have expressed that it takes a considerable amount of time to continue to adjust to new leadership, especially since approximately half of them have experienced three principals within six years. We established a 5 Essential Implementation Team and developed a plan that identifies areas of concern, action steps, due dates, and persons responsible. The ILT developed a ten questions survey that addressed staff/administration relationships regarding trust and instructional support. The questions were posed in a Survey Monkey and sent to all staff members in February 2018. Results were shared and discussed in ILT and Grade Level meetings; quick wins were identified and areas of growth will continue to be addressed. The staff will answer the same survey questions in May 2018 to determine areas of glow as well as areas of growth for the 2018 school year.

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(Blank)

(Blank)

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Custom metrics

7 of 7 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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OSS per 100 (all students)

The number of out-of-school suspensions per 100 students shows the number of reported incidents that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension and dividing it by the total number of enrolled students and then multiplying that figure by 100.

The goal is to reduce this metric by at least 7% annually for SY18-20.

9.02

3.29

3.36

3.12

2.90

OSS per 100 (Diverse Learners students only)

The number of out-of-school suspensions per 100 students for diverse learners shows the number of reported incidents for diverse learners that result in a OSS for every 100 diverse learners at the school. This helps account for schools of different sizes when considering how frequently diverse learners are suspended, and makes it possible to make school level comparisons of diverse learner suspension rates. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled diverse learners and then multiplying that figure by 100.

The goal is to reduce this metric by at least 14% annually for SY18-20.

13.90

6.60

6.86

5.90

5.08

OSS per 100 (African American students only)

The number of out-of-school suspensions per 100 students for African American shows the number of reported incidents for African American that result in a OSS for every 100 students at the school. This helps account for schools of different sizes when considering how frequently students are suspended, and makes it possible to make school level comparisons. The rate is calculated by taking the number of incidents that result in an out-of-school suspension for diverse learners and dividing it by the total number of enrolled African American students and then multiplying that figure by 100.

The goal is to reduce this metric by at least 7% annually for SY18-20.

9.12

3.30

3.37

3.13

2.91

% of Group 3 Misconducts Routed to OSS



This metric indicates the number of times (reported as a percent) a school assigns an out-of-school suspension to a student for their involvement in a Group 3 incident from the Student Code of Conduct. Whenever possible, interventions and consequences that do not exclude the student from their regular educational schedule should be attempted. The rate is calculated by taking the number of Group 3 incidents that result in an out-of-school suspension and dividing it by the total number of Group 3 incidents and then multiplying that figure by 100.

0.00

0.00

0.00

0.00

0.00

The goal is reduce this metric by at least 60% for SY18-19 and another 40% for SY19-20.

Serious Misconducts (Group 4-6) per 100

The number of serious misconducts per 100 students shows the number of reported SCC Group 4, 5, or 6 incidents reported for every 100 students at the school. This helps account for schools of different sizes when considering how frequently serious misconducts occur at the school, and makes it possible to make school level comparisons. This can be one indicator of how well schools are implementing social and emotional learning curriculum and integrating SEL into core academic instruction. Misconducts classified as Groups 4-6 include moderate, serious, or illegal behaviors. The rate is calculated by taking the number of Group 4, 5, and 6 misconduct codes assigned to students and dividing it by the total number of enrolled students and then multiplying that figure by 100. NOTE: This number may be higher than anticipated as sometimes multiple Group 4, 5, and 6 violations of the Student Code of Conduct may be assigned to a signal incident.

27.43

23.41

25.75

20.60

16.48

The goal is to reduce this metric by at least 20% annually for SY18-20.

3-8 On Track

To ensure students are prepared to succeed in high school, Network 9's goal is for each elementary school to increase their 3-8 On Track Rate 30% to the 2020 SY.

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63.00

69.00

76.00

84.00

3-8 On Track

Doolittle will continue to implement restorative practices as they relate to student misconduct. In an effort to deescalate students' aggressive behavior, identified student receive in-school individual and/or group counseling. Historically, Doolittle's attendance rate has been lower than 95%. The restorative practices implemented have lead to the attendance rate trending higher during school year 2017-2018 than during the 2016-2017 year.

93.10

93.00

95.00

96.00

97.00

Strategies

Strategy 1

If we do...

provide pd opportunities and research-based tools that focus on instruction, meeting the needs of diverse learners, and assessment for teachers to engage in content-based collaboration across grade bands (horizontal, grade level teams, and vertical teams).

...then we see...

staff members examining student work, using research-based protocol (e.g., Nat'l School Reform: Turning Protocol for looking at student work-LASW), reflecting on achievement trends, and identifying and adopting effective accommodations and modifications across grade bands. Staff members will use this information to identify, develop, or adopt consistent methods for designing, implementing, and evaluating student work through rigorous lessons that focus on critical skills for all learners

...which leads to...

an increase in the number of opportunities each student has to engage in lessons and rigorous tasks (with proper accommodations and modifications as needed) that challenge them to apply skills and think critically while preparing them for college and future careers. NWEA Percentile projections for 2018-2019 school year: 70th/Reading; 62nd/Math; 2019-2020 school year: 75th/Reading and 70th/Math.

Tags:  
Benchmark progress monitoring, Common planning time, 1 guided reading

Area(s) of focus:  
3, 4, 1

Action step	Responsible	Timeframe	Status
Create schedule and provide time for staff to engage in content-based collaborations across grade bands at the beginning, middle, and end of each year. School has adopted flexible PD schedule; these sessions will be held after school.	Administration	Sep 10, 2018 to Jun 14, 2019	Not started

**Administration**

Engage in Problem Solving Protocol every 5 weeks; use data from Dashboard's On-Track report; identify students who are receiving grades below C in reading and math and students with attendance of 95% and below.	Administration; teachers; grade bands	Sep 26, 2017 to Jun 11, 2019	On-Track
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**Administration, Teacher leadership, Teacher collaboration**

Based on teachers' area(s) of strength, they will be identified to serve as leaders in content-based collaboration meetings, evaluating the work of students, providing suggestions to increase rigor, and developing plans to ensure that students have mastered prerequisite skills and are adequately prepared for the gradual increase in rigor that occurs naturally from one grade to the next.	Teachers Administrators	Aug 29, 2018 to Jul 19, 2019	Not started
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**Teacher leadership, Teacher collaboration**

We will create schedules that provide teachers to work in content-based groups across grade-bands to adopt or develop a set of rigorous grading rubrics (that increase in rigor based on grade level) for major reading and writing assignments that will allow staff to use similar language, expectations, and criteria for evaluating student mastery.	Teachers	Aug 29, 2018 to Jul 19, 2019	Not started
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**Teacher collaboration, Academic achievement, Student assessment**

Continue to use formative and summative data (i.e., teacher created tasks, NWEA, Stride, Blue Streak) to create small groups for Guided Reading and small math groups in an effort to teach skills and strategies at students level	Administrators; teachers	Sep 4, 2018 to Jun 21, 2019	On-Track
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**Data analysis, Balance math, Academic achievement, 1 guided reading, Balance literacy**

Strategy 2

If we do...

Continue to provide staff with PD opportunities to understand how to increase the level of agency, authority, and identity-developing culture in their classrooms and provide support to implement these practices.

...then we see...

teachers will provide students with ownership in classroom culture and instructional design. Teachers will also develop systems such as increased level of student discussion, implementation of revision process or opportunities for students to retest to help students understand that mastery comes from a willingness to consistently engage in complex task while learning from mistakes

...which leads to...

students taking ownership of their work, willingly engaging in complex task, and forming positive identities where they see their potential to success both in literacy and math. Ultimately, we will see 10% -20% increase in NWEA growth and attainment.

Tags:  
Administration, Teachers

Area(s) of focus:  
3, 4

Action step	Responsible	Timeframe	Status
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We will create a scheduling tool for quarterly colleague to colleague peer observations; provide time for teachers to confer and discuss grows/glows. Provide substitute teachers to cover classes for teachers. Teachers will use Guided Reading checklist provided by the network for peer to peer balanced literacy observations	Teacher Administration	Sep 10, 2018 to Jun 21, 2019	Not started
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**Support, Teacher leaders**

Teachers will develop systems (revisions/peer editing/after school, etc.) that help students understand that mastery comes from a willingness to consistently engage in complex tasks while learning from mistakes; to develop these systems, team will use Agency, Authority, and Identify precepts and continue plans developed in CPS Summits during 2017-2018 (further study Grit-- Angela Duckworth)	Teacher Administration	Oct 2, 2017 to Jun 21, 2019	On-Track
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**Mastery, Complex tasks, Commitment to work, Systems**

**Strategy 3**

If we do...

continue to provide access to social emotional curriculum, PBIS supports, training for all staff. An emphasis will be placed on continued training for teachers regarding instructional and SEL practices related to MTSS Tiers I, II, and III supports and interventions.

...then we see...

lesson plans that are adaptive and responsive to student needs based on academic and behavioral performance which will result in a 10% in both in and out of school suspensions. This will also result in a more efficient and effective way to ensure that all DL students are placed in their least restrictive environment.

...which leads to...

100% of the teachers will consistently provide evidence of student growth with interventions that have been put in place to provide the supports (i.e., Gradebook on-track data at 70% every 5 weeks).

Tags:

MTSS, Pbis, Administration, Culture and climate, Teacher data analysis

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
District and summative assessments (NWEA, Stride, Blue Streak, and teacher made assessments) provided approximately every 5 weeks, will be used to identify students performing, above standard, meeting the standard, or performing below the expected level of standard mastery. Unit plans and lesson plans will address needs for universal learning as well as needs of small groups based on academic performance.	Teacher Administration	Jan 8, 2018 to Jun 21, 2019	On-Track

**Balanced grading and assessment, Agency, authority and identity**

Teachers will provide SEL instruction weekly using 2nd Step through evidence based tier 1 including second step, calm classroom, and peace circle. Students will receive individual and group counseling provided by community based social worker through Communities in Schools.	Teacher	Jan 8, 2018 to Jun 21, 2018	Not started
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**Climate and Culture**

Identify locations (e.g., Iron Oak/Double Tree of Oak Brook, etc.) to host staff retreats (e.g., Iron Oaks, etc.) related to unpacking standards (i.e., what objectives should student master; backwards design-planning assessments that are aligned to enduring understanding of concepts). Staff retreats to create sense of community, team building, and building collegiate relationships whereby staff members support one another and the vision of the school.	Administration (2x per year--one time per semester)	Aug 27, 2018 to May 31, 2019	On-Track
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**Teacher collaboration**

Samples of student assessments related to content-based core skill will be saved electronically or with a filing system to provide a record of student performance. A special emphasis will be placed on keeping samples of student work for students that continue to fall below the standard. Teachers will confer with students at each NWEA test administration to review data, goals, and commit to supports needed to improve; Student Growth Goal Worksheets will be developed during these conferences.

Teachers  
Administration

Sep 3, 2018 to  
Jun 21, 2019

On-Track

#### Data driven instruction, Social emotional learning

Teachers will prepare and share data from formative and summative assessments (NWEA, BlueStreak, Stride, Amplify) related to student progress on the identified focus skill during Data Driven Instruction (DDI) meeting with administration. This will provide staff members with opportunities for reflection and feedback on ways to improve student mastery of the identified skill. A similar system will be developed to help instructors universally track students SEL performance to identify students in need of additional support.

Teacher  
Administration

Oct 2, 2017 to  
Jun 21, 2019

On-Track

#### MTSS, Data driven instruction, Social emotional learning

Doolittle will continue to provide access to counseling, social work, Community In School programs, after school programs, and mentoring programs for students that are in need of additional social-emotional support (school social worker and outside agencies (e.g., Ada S. McKinley, Bright Star, Passages Alternative Male Mentoring, etc.)

Administration  
Culture and Climate

Oct 30, 2017 to  
Jun 21, 2019

On-Track

#### Counseling, Mentoring, Social emotional learning, Social work

Teachers will provide weekly SEL instruction and other evidence based interventions including second step, calm classroom, and peace circle.

Administration  
Culture and Climate  
Team  
Staff

Sep 25, 2017 to  
Jun 21, 2019

On-Track

#### Social emotional

#### Action Plan

#### Strategy 1

NOT STARTED

Create schedule and provide time for staff to engage in content-based collaborations across grade bands at the beginning, middle, and end of each year. School has adopted flexible PD schedule; these sessions will be held after school."

Sep 10, 2018 to Jun 14, 2019 - Administration

#### Status history

May 21

NOT STARTED

May 21, 2018

#### Evidence

Content-based collaboration meeting minutes will serve as evidence.

ON-TRACK

Engage in Problem Solving Protocol every 5 weeks; use data from Dashboard's On-Track report; identify students who are receiving grades below C in reading and math and students with attendance of 95% and below."

Sep 26, 2017 to Jun 11, 2019 - Administration; teachers; grade bands

#### Status history

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May 21

ON-TRACK

May 21, 2018

**Evidence**

Dashboard On-Track Report will indicate that 70% of our 3rd-8th grade students will be on-track at the end of each grading period. Grade level meeting minutes; completed Problem Solving Protocol every 5 weeks; attendance team assignments/rosters; parent call logs; grade level parent meeting agendas and sign-ins (one per semester).

NOT STARTED

Based on teachers' area(s) of strength, they will be identified to serve as leaders in content-based collaboration meetings, evaluating the work of students, providing suggestions to increase rigor, and developing plans to ensure that students have mastered prerequisite skills and are adequately prepared for the gradual increase in rigor that occurs naturally from one grade to the next."

Aug 29, 2018 to Jul 19, 2019 - Teachers Administrators

## Status history

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May 21

NOT STARTED

May 21, 2018

**Evidence**

Content-based collaboration meeting minutes, sample work protocol forms, and copies of adopted rubrics/skill list will serve as evidence.

NOT STARTED

We will create schedules that provide teachers to work in content-based groups across grade-bands to adopt or develop a set of rigorous grading rubrics (that increase in rigor based on grade level) for major reading and writing assignments that will allow staff to use similar language, expectations, and criteria for evaluating student mastery."

Aug 29, 2018 to Jul 19, 2019 - Teachers

## Status history

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May 21

NOT STARTED

May 21, 2018

**Evidence**

A copy of the rubrics and sample graded student work will serve as evidence of this goal.

ON-TRACK

Continue to use formative and summative data (i.e., teacher created tasks, NWEA, Stride, Blue Streak) to create small groups for Guided Reading and small math groups in an effort to teach skills and strategies at students level"

Sep 04, 2018 to Jun 21, 2019 - Administrators; teachers

## Status history

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May 21

ON-TRACK

May 21, 2018

**Evidence**

Students able to independently access complex text and solve problems that require critical and analytical thinking with 80-100% mastery.

### Strategy 2

NOT STARTED

We will create a scheduling tool for quarterly colleague to colleague peer observations; provide time for teachers to confer and discuss grows/glows. Provide substitute teachers to cover classes for teachers. Teachers will use Guided Reading checklist provided by the network for peer to peer balanced literacy observations"

Sep 10, 2018 to Jun 21, 2019 - Teacher Administration

## Status history

May 21

NOT STARTED

May 21, 2018

### Evidence

Peer observation schedule; lesson plans/lesson plan feedback; written feedback.

ON-TRACK

Teachers will develop systems (revisions/peer editing/after school, etc.) that help students understand that mastery comes from a willingness to consistently engage in complex tasks while learning from mistakes; to develop these systems, team will use Agency, Authority, and Identify precepts and continue plans developed in CPS Summits during 2017- 2018 (further study Grit-- Angela Duckworth)"

Oct 02, 2017 to Jun 21, 2019 - Teacher Administration

## Status history

May 21

ON-TRACK

May 21, 2018

### Evidence

Gradebook; LASW protocol from GL and ILT meetings.

### Strategy 3

ON-TRACK

District and summative assessments (NWEA, Stride, Blue Streak, and teacher made assessments) provided approximately every 5 weeks, will be used to identify students performing, above standard, meeting the standard, or performing below the expected level of standard mastery. Unit plans and lesson plans will address needs for universal learning as well as needs of small groups based on academic performance."

Jan 08, 2018 to Jun 21, 2019 - Teacher Administration

## Status history

May 21

ON-TRACK

May 21, 2018

### Evidence

Completed DDI templates and sign-in rosters; and lesson plans and weekly feedback; data usage and mastery reports (Stride Academy-Rdg. and Math) and Blue Streak Math. Schedules and rotations for small groups-reading and math.

ON-TRACK

Identify locations (e.g., Iron Oak/Double Tree of Oak Brook, etc.) to host staff retreats (e.g., Iron Oaks, etc.) related to unpacking standards (i.e., what objectives should student master; backwards design-planning assessments that are aligned to enduring understanding of concepts). Staff retreats to create sense of community, team building, and building collegiate relationships whereby staff members support one another and the vision of the school."

Aug 27, 2018 to May 31, 2019 - Administration (2x per year--one time per semester)

## Status history

May 21

ON-TRACK

May 21, 2018

### Evidence

Agendas, sign-in documents, feedback tracking tool, documentation of feedback from peer observation conferences. Organization of school social committee.

ON-TRACK

Samples of student assessments related to content-based core skill will be saved electronically or with a filing system to provide a record of student performance. A special emphasis will be placed on keeping samples of student work for students that continue to fall below the standard. Teachers will confer with students at each NWEA test administration to review data, goals, and commit to supports needed to improve; Student Growth Goal Worksheets will be developed during these conferences."

Sep 03, 2018 to Jun 21, 2019 - Teachers Administration

## Status history



May 21

**ON-TRACK** May 21, 2018  
**Evidence**  
Assessments; NWEA student profiles; Student Growth Goal Worksheets

**ON-TRACK**  
Teachers will prepare and share data from formative and summative assessments (NWEA, BlueStreak, Stride, Amplify) related to student progress on the identified focus skill during Data Driven Instruction (DDI) meeting with administration. This will provide staff members with opportunities for reflection and feedback on ways to improve student mastery of the identified skill. A similar system will be developed to help instructors universally track students SEL performance to identify students in need of additional support."

Oct 02, 2017 to Jun 21, 2019 - Teacher Administration

## Status history



May 21

**ON-TRACK**  
May 21, 2018  
**Evidence**  
DDI meeting forms and lesson plans can serve as evidence that teachers are tracking student performance and using the information to plan whole group and small group instructions and interventions.

**ON-TRACK**  
Doolittle will continue to provide access to counseling, social work, Community In School programs, after school programs, and mentoring programs for students that are in need of additional social-emotional support (school social worker and outside agencies (e.g., Ada S. McKinley, Bright Star, Passages Alternative Male Mentoring, etc.)"

Oct 30, 2017 to Jun 21, 2019 - Administration Culture and Climate

## Status history



May 21

**ON-TRACK**  
May 21, 2018  
**Evidence**  
Second Step; PBIS quarterly walk-through; small and individual group therapy schedules. Students redeem DooMoore Dollars at school store twice per month.

**ON-TRACK**  
Teachers will provide weekly SEL instruction and other evidence based interventions including second step, calm classroom, and peace circle."

Sep 25, 2017 to Jun 21, 2019 - Administration Culture and Climate Team Staff

## Status history



May 21

**ON-TRACK**  
May 21, 2018  
**Evidence**  
10-15% reduction in out-of-school suspensions and 10-15% increase in number of student recognized for citizenship, grades, and attendance at quarterly assemblies.



NOT STARTED

Teachers will provide SEL instruction weekly using 2nd Step through evidence based tier 1 including second step, calm classroom, and peace circle. Students will receive individual and group counseling provided by community based social worker through Communities in Schools."

Jan 08, 2018 to Jun 21, 2018 - Teacher

## Status history

May 21

NOT STARTED

May 21, 2018

### Evidence

Peace Circle Attendance Sheets School Schedule School Calendar

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

### ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

### Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

## Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

Doolittle will host a Meet and Greet to meet with parents to determine areas of improvement that they want to see come to fruition. We will also have parents complete interest surveys to determine who is willing to serve on the Parent Advisory Council. The PAC meetings will focus on providing parent workshops that aligned to the CIWP (e.g., ways to improve reading and math strategies for their children; fostering the love of reading, motivating students to have growth mindset, improving self-worth, identifying and using strategies for problem-solving, etc.). The principal will be available to meet and collaborate with parents to properly allocate Title I Parent funds to assist with executing plans for the year.

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

Parent Meet and Greet will be held during August 2018. The principal and assistant principal will visit the residential building where the majority of the Doolittle students live as well as local businesses where parents shop to post and distribute flyers regarding the Meet and Greet as well as additional meetings and the Organizational Meeting. The Title I Annual Meeting will be held September 2018 and the Title I PAC organizational meeting will be held October 2018. PAC meetings will be held monthly as established at the PAC Organizational Meeting. All dates will be shared via Robo Call, on the school marquee, and added to Parent Monthly calendars.

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.

Parents will have opportunities to engage and participate in monthly PAC and LSC meetings. In addition, parents of each grade band will receive an invitation each semester to a parent meeting to discuss school-wide initiatives, grades, on-track data, attendance, academic and SEL initiatives as well as their concerns. A parent suggestion box will be placed at the front desk; the contents will be reviewed and discussed by the ILT, GLs, PAC, and LSC during meetings in October, December, February, April and June. The concerns/suggestions will be reviewed, prioritized, and addressed by the teams noted.

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.

Once NWEA and PARCC (State Assessments) individual reports are provided, each student is provided with their report and sent home for parental review. During the mid-year period, these reports are provided once again to parents at parent conferences and with report cards. If a parent comes to the school and requests such student performance data, the school will provide results to the parents. At the end of the year, attached to the final report cards will also be the results of all available district testing results for the year. Students are also made aware of their performance on the standardized assessments by reviewing data and having individual conferences with their teachers regarding their test results by accessing their individual student profile reports. Teachers and students collaborate and conference, then set individual students goals and plans for accomplishing these goals. NWEA data is used and this process takes place at BOY and MOY.

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.

In the event that there is a class that is not instructed by a highly qualified teacher, a letter will be drafted and sent home to the families notifying them. The letter it will communicate the plan for addressing this and/or obtaining a highly-qualified teacher. Administration will also invite parents in for a meeting to discuss the current state and plans for supporting our students during the time that they are not being instructed by a highly-qualified teacher.

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.

The foundation and expectations for the school year will be communicated at the August 2018 Parent Meet and Greet as well as at the initial state of the school address in September 2018. At that time, administration will explain the current state of the school's academic status, student performance, goals for the school year, and the vision for the school. The principal will provide parents with the school's plan for achieving its' goals for the year. All parents will receive a single page flier as a reference, and this information and presentation will be made available on the school's website as well. Throughout the year, parents will be offered a series of workshops on academics, understanding the common core state standards, the best way to partner with teachers, and responding to behaviors. Additionally, each grade level will host parent meetings to meet their child's teachers, receive an overview of the school year and expectations, sign-up for the Parent Portal so that they are able to monitor their child's progress on Gradebook, and find out about the various ways in which they can get involved in the life of the school.

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.

These are all initiatives in which we will be working in collaboration with the PAC and some of our community partners such as Bright Star and Communities in Schools of Chicago, and our Community Schools Initiative. We have summer planning sessions to help build the momentum and set the tone for the school year around parent involvement and training. Planning sessions throughout the year consistent of evaluating the effectiveness of the training for our parents, and strengthening parental partnerships with the school. Additionally, we will create a parent library(monitored by staff) whereby parents can come to peruse resources (books, periodicals, websites); it will be available for parent use two times per week for a specified period of time (e.g., 9:00 a.m.-11:00 a.m.).

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.

Each quarter, we will host family events with the objective of bridging the gap for school and families. Staff is encouraged to attend these events and build relationships with families. Additionally, this will help to address the family engagement part of the Framework for Teaching that is expected as part of teachers' responsibility for communicating with families. The upkeep and maintenance the school's website will help staff to provide families with classroom updates more frequently. Teachers are also encouraged reach out to students/families and hold conferences regarding attendance, SEL, and academics. Staff receive training and ongoing research based articles/professional reads about the importance of partnering with families. Our partnership with Communities In Schools of Chicago, Bright Star, and Passages Alternatives Male Mentoring Program are designed and structured in a way that both staff and families are receiving training and professional learning that parallel each other so that what teachers are doing in the class around social learning and behaviors can be carried over at home.

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

We have two Pre-K-dg. classrooms. Pre-K students are also included in school-wide initiatives (attendance, citizenship, etc.) which encourages all Early Childhood parents to participate and join in the celebration of their students along with other students. Dads In The Classroom will be planned and hosted (once per semester) by the Pre-K team in an effort to engage fathers in the learning experiences of their children.

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.

Parents receive a monthly school calendar as well as a monthly Parent Newsletter from each Grade Band every month; both documents include user-friendly information describing events/dates and times, attendance initiatives, announcements, field trips, and opportunities for volunteering. Additionally, the school website has a tab that is solely dedicated to parents that lists workshops, meetings, and other activities for them. It also shows a number of resources for parents. Finally, posters will be displayed throughout the building and in spaces that are frequented by parents and of high traffic. Parents receive letters and notices about various initiatives, events, and other important announcements in via robo calls, personal phone calls and notices sent home.

#### Policy Implementation Activities

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

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

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

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

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

NA

#### School-Parent Compact

Complete

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

James R. Doolittle Elementary School's staff, parents, and community are dedicated to the intellectual, personal, social, and physical growth of students. Our highly qualified staff recognizes the value of professional development in order to challenge and advance the social and academic learning of our students. Our teaching practices are both reflective and responsive to the needs of our students. Through diverse and individualized experiences, our students discover their potential, develop grit, achieve readiness for college and careers, and succeed in a safe and caring environment.

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 are held on Wednesday, November 15, 2017 and Wednesday, April 18, 2018. Parents and teachers can arrange for additional conferences outside of these formal dates as well.

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

Teachers are required to issue 2 grades a week for all core content subject areas. All parents have access to Parent Portal which enables them to monitor their child's progress throughout the year. The school assists parents with setting up their Parent Portal account and provides technology devices in the school for them to use. Progress reports are issued every 5 weeks. Report cards are issued every 10 weeks.

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

Staff available by appointment during preps (with teacher approval before and/or after school; teachers avail themselves to parents during quarterly grade level specific meetings; Open House and Report Card Pick-Up. Contact can be made with staff via email or phone.

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.

Volunteering in the classroom can be arranged with the teacher and/or with the office. Parents are encouraged to volunteer in the classrooms. For parents that would like to volunteer on a regular basis, they will need to go through our volunteering process which includes them following the CPS protocol for becoming an official volunteer. Parents are also encouraged to serve as chaperones for school field trips and events. When necessary, parents may also shadow students with the teacher's approval.

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

Parents will participate in quarterly grade level specific meetings to monitor child's academic progress. Parents will have access to Parent Portal to monitor their child's attendance and grades. Parents receive Robo calls if/when their child is absent. Teachers send home expectations regarding homework and parents can see that their child will have homework on a daily basis.

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

Coffee Time with the principal (once per quarter) which provides a platform for parents to meet and discuss ways for continued school improvement. ; participation in PAC monthly meetings; parents are allowed daily to share their ideas/suggestions in Parent Suggestion Box; participate My Voice My School survey annually.

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).

Teachers and students have goal-setting conferences, where students conference with their teachers to set goals for their performance on district exams. Students then collaborate with their teacher(s) to develop a written plan for achieving their academic goals. Instructional time is built into our schedule to support this work and allow for students to have dedicated time for practicing and working toward their set goals. Teachers conference with students one-on-one on a monthly basis to check in on their progress towards their set goals. Administration also meets with teachers on a monthly basis to discuss students' progress and the teachers' intentional work in supporting the child in leading and owning their own learning.

Parent Budget

Complete

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

We will focus on two areas to assist parents with increasing their children's academic achievement: SEL and Reading. Our SEL goal includes improving social emotional learning for all students, staff, and families; the reading goal includes increasing our parents' capacity for supporting the reading behaviors of their children and to foster a love for reading for individual students as well as family reading time. By increasing our capacity for SEL, we can forge stronger relationships with our students' parents/caregivers which will ultimately lead to improved student learning and improved behavior and social skills. Parents will have opportunities to engage in seminars, workshops, and family nights around SEL and reading. We presently have one parent trained as a playground safety support; our goal is to get at least 6-8 additional parents trained and involved.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500 .00

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

\$	400	.00
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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)

\$	496	.00
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54505      **Admission and Registration Fees, Subscriptions and memberships**  
For Parents use only.

\$	400	.00
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<p>54205</p>**Travel**  
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	0	.00
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<p>54565</p>**Reimbursements**  
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	0	.00
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<p>53510</p>**Postage**  
Must be used for parent and family engagement programs only.

\$	0	.00
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53306      **Software**  
Must be educational and for parent use only.

\$	0	.00
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55005      **Furniture and Equipment**  
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
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