



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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08/31/2016	All teachers	CIWP creation and incorporation of personalized learning in the CIWP
07/26/2016	LSC	CIWP Overview
10/17/2016	Village of Brooks	CIWP Overview
10/17/2016	Annual Title I/PAC Members and Parents/Students	Annual Title I/PAC Members

School Excellence Framework

Culture of & 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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Our mission (to ensure each student learns at high levels) and our values are clear for students and staff. The entire school community works to ensure that our mission, vision, values, and norms are carried out daily. Each meeting is started by reviewing mission, vision, values and goals so that it is integral part of the school community's commitment to continue to strive for success for every student.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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 Leadership Team meets regularly every week to look at data, discuss instructional strategies, plan professional development, and consult on decisions related to teaching and learning. All teachers are eligible to be a part of the committee, but a regular core group of teachers meet every week. The team is often engaged in professional reflection and communicates information with colleagues in their departments. The integration of frequent common formative assessments provides our team with real-time data on student learning; we use the data from these assessments, in addition to the review of student work, to frequently monitor and assess levels of student learning.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

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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A group of teacher leaders help to develop and deliver PD. They allow teachers time for safe practice and provide individualized support for teachers based on their need. In addition, teachers work in professional learning communities to create UBDs, create common formative assessments, and review data from common formative assessments. Teachers review student progress and respond to data by creating intervention and acceleration activities.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

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Resources are aligned to school priorities. Some funds are used to help support our school tutoring program. In addition, a class has been created within the day to provide further intervention for struggling students.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Teachers meet weekly in PLCs to discuss curriculum, student data, and progress. Teachers also meet as a department to develop curriculum maps. Currently, teachers have been meeting in their departments to develop curriculum maps that support personalized learning and incorporate social/emotional standards. Teachers create intervention and acceleration activities for those students that need a more advanced curriculum. Diverse learner teachers co-teach and help teachers to develop curriculum and intervention activities. They meet with departments and/or co-teachers to review student data. This year, some students took AP capstone class, which is focused on research and projects/work that provides students with authentic experiences that are applicable beyond the classroom.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP** (<http://apcentral.collegeboard.com/home>), **gifted** (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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)

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Teachers have materials that demonstrate variability and flexibility. Teachers use technology in the classroom to vary learning content. They are continuing to identify these materials and resources as they plan for personalized learning. With the implementation of personalized learning, teachers will be able to more effectively provide individualized support to students based on their abilities, needs, and interests. In addition, students will be able to complete work at their individual pace that allows for mastery of material.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

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Teachers look at student work and data in their PLCs. They continue to examine texts and tasks the provide rigorous experiences for students. In addition, teachers meet in departments and at grade level teams to examine student work and progress. They review data and standards assessed to ensure they are aligned to college readiness standards, PSAT, Common Core, and ACT. Teacher conduct learning walks to examine rigor of the content and assignments/tasks. Teachers look at the level of questioning when determining rigor of assignments, assessments, and tasks.

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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

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Counselors work with students to help them create a post secondary plan starting their freshman year. During their junior and senior year, Counselors teach Junior College Knowledge/Senior College Knowledge classes that help students to make college choices and find financial support (scholarships) to support their educational goals. Students are required to apply for at least 5 colleges and scholarships. Counselors provide direct instruction about the college application process, reach, match, and safety schools to give students the optimum opportunities to be accepted to selective and highly selective school. Counselors also provide instruction and guidance about the transition to college and career success. All students complete ILP during their high school career and this is reviewed each year to discuss progress toward goals. Before students graduate, counselors meet individually with each student to complete a senior exit survey to take data on how helpful courses, instruction, and guidance was in helping to determine their college. Each year, the administrators and counselors determine a goal for scholarships amount. Each year, this increases to provide the most financial opportunity for students.

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, 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 a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 3 4

Teachers have finely honed instructional skills. They implement gradual release method of teaching in the classroom and provide intervention and acceleration to students to help learn content. This year, they are working on developing and implement personalized learning to promote an emergence of self-directed learners.

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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

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Teachers provide intervention and acceleration daily as tier 1 support. The IAT (Intervention Assistance Team) meet bi-weekly to discuss student progress and identify students that need tier 2 and tier 3 support. The team has developed a pyramid of supports at each tier to promote student success and achievement. The team, which consists of Counselors, Deans, Attendance coordinator meets weekly to monitor on-track data, GPA, attendance, and behavior. Identified students are provided a variety of supports/interventions (check in check out, additional support class, etc.). In addition, teachers discuss failures in their PLCs and discuss tailored interventions to help students be successful.

Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating knowledge of content and pedagogy 1.b. Demonstrating Knowledge of Students 1.d. Designing Coherent Instruction 2.d. Managing Student Behavior 3.d. Using Assessment in Instruction 3.e. Demonstrating Flexibility and Responsiveness 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress

Score

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.

The school implements standard based grading. This assessment/grading systems allows teachers to effectively measure the depth and breadth of student learning and monitor student progress. Based on formative assessments, in PLCs teachers discuss targeted interventions and helps to inform planning for instruction. Diverse Learner teachers collaborate with general education teachers to discuss diverse learner students progress towards quarterly goals.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

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There is a culture of learning that is characterized by the school atmosphere. The mission, vision, values and norms reflect the fact that educational importance of work and the achievement of individual students are important. There are high expectations for all students and staff believe that their work is the fundamental cause of student achievement and they are invested in student outcomes. Teachers incorporate the Bes of Brooks into the school community to ensure students leave with mindset growth. In addition, all Freshmen take Freshmen Seminar which focuses on organizational skills (soft skills) and promotes growth mindset. Through the planning of personalized learning, teachers are incorporating Be's of Brooks and other non-cognitive skills within the curriculum to ensure that students learn these skills by the end of the 4 years.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

Score

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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.

Teachers and students have a high level of relational trust. There is a high level of respect amongst all and the culture and climate of the school is positive. Teachers consider students abilities, interests, and backgrounds when designing units. Positive behavioral supports are put in place to ensure positive interactions between teachers and students. Teachers distribute Brooks Points to students to promote positive and respectful behavior. Deans and teachers collaborate on restorative practices and peer jury to discuss more effective ways to handle situations and problem solve. PLCs have helped to strengthen teacher to teacher trust because teachers have to collaborate with each other and feel a shared responsibility for student success.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students have the opportunity to be involved in extracurricular activities. There are a variety of clubs available for students to join. If the club is not available that students are interested in joining, they can start their own club. Students are encouraged to participate in extracurricular activities. Every year, Student Ambassadors host a Club Fair to help students become familiar with the clubs that are available. Announcements are made to inform students of the activities happening in the building and encourage their attendance. Counselors meet with all students to discuss programming for the year and assist/guide students in the course selection process.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests,**

- and increase attendance and engagement with the school.
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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

Deans, teachers, security, and administration work together to ensure the school is safe and orderly. Admin and deans meet weekly to discuss issues, put behavioral supports in place (when necessary) and review behavioral infractions. In addition, the Culture and Climate team (teachers, deans, and admin) meet bi-weekly to discuss school wide positive behavioral supports.

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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport
	2c. Managing Classroom Procedures
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

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

Teachers run a peer council meeting which are restorative practices to dealing with discipline issues. Deans have restorative conversations with students to promote positive approaches to dealing with behavior. Every seminar day, teachers have a peer jury seminar. Dean refer cases to the teachers and students discuss the issue, problem solve and come up with an appropriate consequence. If needed, Deans create behavior plans for students monitor and promote change of behavior.

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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain

- classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

Village of Brooks meets monthly and an administrator is always in attendance to provide school wide updates and hear any and address any concerns families/parents may have. Administrators regularly send email newsletter communication to parents to keep them informed of activities and programs happening in the building.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

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

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Highschool)

13 of 13 complete

2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

My Voice, My School 5 Essentials Survey

Each year, the school tries to ensure that all staff members, parents and students complete the My Voice, My School survey by having classes complete the survey, setting up available technology at parent teachers conferences, and encouraging staff. Next year, we will set up more technology at report card pick up to ensure that parents have access.

(Blank)

(Blank)

(Blank)

(Blank)

National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

2014-2015 our school growth percentile was 71%, we feel that we can increase this by 1% each year based on the instructional strategies we plan to implement.As noted in the CIWP, teachers will continue to develop curriculum maps making sure to incorporate Common Core Standards, College Readiness standards, and PSAT. We also believe with the addition of personalized learning and meeting students individualized academic needs and abilities, we will see an increase in the school growth percentile.

71.00

(Blank)

73.00

74.00

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

2014-2015 our school growth percentile was 71%, we feel that we can increase this by 1% each year based on the instructional strategies we plan to implement.As noted in the CIWP, teachers will continue to develop curriculum maps making sure to incorporate Common Core Standards, College Readiness standards, and PSAT. We also believe with the addition of personalized learning and meeting students individualized academic needs and abilities, we will see an increase in the school growth percentile.

71.00

(Blank)

73.00

74.00

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

2014-2015 our school growth percentile was 90%, we feel that we can increase this by 1% each year based on the instructional strategies we plan to implement. As noted in the CIWP, teachers will continue to develop curriculum maps making sure to incorporate Common Core Standards, College Readiness standards, and PSAT. We also believe with the addition of personalized learning and meeting students individualized academic needs and abilities, we will see an increase in the school growth percentile.

90.00

(Blank)

91.00

92.00

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

n/a

(Blank)

(Blank)

100.00

100.00

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

n/a

(Blank)

(Blank)

85.00

85.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

2014-2015 our school attainment percentile was 85%, we feel that we can increase this by 1% each year based on the instructional strategies we plan to implement.

85.00

(Blank)

87.00

88.00

Freshmen On-Track Rate

We feel by implementing tiered interventions and supports, we will increase our freshmen on track rate. In addition, we believe that with the implementation of MTSS, we will be able to address students academic needs prior to them becoming off track. In addition, as noted in the CIWP, based on assessment data, teachers will provide intervention and acceleration within the class period. This type of targeted support will help students remain on track.

97.40 92.90 98.00 99.00

4-Year Cohort Graduation Rate

We feel by implementing tiered interventions and supports, we will increase our graduation rate. In addition, we believe that with the implementation of MTSS, we will be able to address students academic needs thereby increasing our graduation rate. In addition, as noted in the CIWP, based on assessment data, teachers will provide intervention and acceleration within the class period. This type of targeted support will help students remain on track and increase our graduation rate.

93.10 91.30 94.00 95.00

1-Year Dropout Rate

We feel by implementing tiered interventions and supports, we will decrease our 1 year dropout rate. In addition, we believe that with the implementation of MTSS, we will be able to address students academic needs thereby decreasing our 1 year dropout rate. In addition, as noted in the CIWP, based on assessment data, teachers will provide intervention and acceleration within the class period. This type of targeted support will ensure we decrease our drop out rate.

0.40 1.50 0.00 0.00

College Enrollment Rate

By continuing to have Junior and Senior College Knowledge course, we feel we will be able to increase our college enrollment rate. This class requires students to apply for at least 5 colleges and 5 scholarships. We believe this targeted instruction will ensure an increased college enrollment rate.

85.40 84.90 87.00 88.00

College Persistence Rate

By continuing to have Junior and Senior College Knowledge course, we feel we will be able to increase our college persistence rate. Counselors direct instruction will ensure that our college persistence rate increases. Counselors conduct senior exit surveys which allow them to gather contact information to follow up with students ensure a higher college persistence rate. In addition, contact information is used to invite graduates back to speak with current students.

85.40 90.10 95.00 96.00

Average Daily Attendance Rate

With tiered supports and resources, we will we can increase our average daily attendance rate. With tiered supports and MTSS supports, the Team meets to discuss student needs and develop contracts that are monitored by appropriate staff.

90.50 92.70 94.00 94.00

Custom metrics

0 of 0 complete

2014-2015 Actual 2015-2016 Actual 2016-2017 Goal 2017-2018 Goal

Strategies

Strategy 1

If we do...

standard based grading and personalized learning in the area of literacy.

...then we see...

increases in student academic achievement due to literacy (English/History) teachers creating UBDs that have clear goals and learning progress, development of formative assessments, and development of individualized student pacing through the implementation of personalized learning. Teachers will work in Professional Learning Communities to consistently look at student data and respond to assessment results

...which leads to...

an increase of the percentage of students meeting and exceeding on PSAT, PARCC, SAT, and other district assessments. Currently, we have 71% national percentile on ACT, PSAT, and other national assessments. In accordance with our goal to increase our national percentile by 1% each year, we believe that with the implementation of personalized learning and the continuation of standard based grading, we will be able to meet this

appropriately.

goal.

Tags:
Literacy/Reading

Area(s) of focus:
5

Action step	Responsible	Timeframe	Evidence for status	Status
100% of Reading teachers will use Standard Based Grading to chart student progress and demonstration of student competency on standards.	Teachers	Jun 29, 2018 to Jun 29, 2018	Documents	On-Track
Academic				
100% of Reading teachers will identify clear goals and learning progressions linked to formative assessments	Teachers	Jun 29, 2018 to Jun 29, 2018	UBD and Formative assessments	On-Track
Academic				
100% of Academic Center reading teachers will use learning management systems to track student data towards progress on standards and to personalize reading learning pathways.	Teachers	Jun 29, 2018 to Jun 29, 2018	Learning management systems student data	Not started
Academic				
100% of Academic Center reading teachers will use competency based learning to implement flexible pacing on reading assessments, content, assignments etc.)	Teachers	Jun 29, 2018 to Jun 29, 2018	Curriculum maps	Not started
Academic				
100% of Academic Center reading teachers will collaborate with other teachers in the humanities/reading department as well as other departments to develop problem based learning.	Teachers	Jun 29, 2018 to Jun 29, 2018	Problem based learning plans and UBDS	Not started
Academic				
100% of Academic Center reading teachers will use identified technology and resources in the classroom to personalize learning for students.	Teachers	Jun 29, 2018 to Jun 29, 2018	UBDs	Not started
Academic				

100% of Reading teachers will develop Curriculum Maps with Power Standards, a pacing guide, transfer skills, enduring understandings, essential questions, and complex and simpler content for each standard/goal.

Teachers

Jun 29, 2018 to Jun 29, 2018

Curriculum Maps

On-Track

Academic

100% of Reading teachers will develop common formative assessments and summative assessments through Professional Learning Communities and Common Course Teams to review student progress using Data Analysis Protocol to inform instruction.

Teachers

Jun 29, 2018 to Jun 29, 2018

Data Analysis Protocols and Assessments

On-Track

Academic

100% of Reading teachers will develop and implement intervention/acceleration activities to ensure mastery of standards.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs

On-Track

Academic

100% of Reading teachers will implement Gradual Release of Responsibility.

Teachers

May 2, 2017 to Jun 30, 2018

UBDs

On-Track

Academic

100% of Reading teachers will engage in professional development around CCSS, PSAT and CRS alignment.

Teachers

Jun 29, 2018 to Jun 29, 2018

Curriculum Maps

On-Track

Academic

100% of Academic Center reading teachers will identify the Be's of Brooks and academic behaviors/mindsets for each grade level.

Teachers

Jun 29, 2018 to Jun 29, 2018

Curriculum Maps

On-Track

Academic

100% of reading teachers will use the Understanding by Design method to develop rigorous and college preparatory units of study that are vertically and horizontally aligned utilizing CCSS, Advanced Placement, and CRS.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs

On-Track

Academic

100% of Academic Center reading teachers will identify and develop flexible learning spaces within the classroom that allow for personalized learning pathways.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs and Curriculum Maps

Not started

Academic

Strategy 2

If we do...

school wide standard based grading and personalized learning in the area of math.

...then we see...

increases in student academic achievement due to math teachers creating UBDs that have clear goals and learning progress, development of formative assessments, and development of individualized student pacing through the implementation of personalized learning. Teachers will work in Professional Learning Communities to consistently look at student data and respond to assessment results appropriately.

...which leads to...

an increase of the percentage of students meeting and exceeding on PSAT, PARCC, SAT, and other district assessments. Currently, we have 71% national percentile on ACT, PSAT, and other national assessments. In accordance with our goal to increase our national percentile by 1% each year, we believe that with the implementation of personalized learning and the continuation of standard based grading, we will be able to meet this goal.

Tags:
Mathematics

Area(s) of focus:
5

Action step	Responsible	Timeframe	Evidence for status	Status
100% of Math teachers will use Standard Based Grading to chart student progress and demonstration of student competency on standards.	Teachers	Jun 29, 2018 to Jun 29, 2018	Documents	On-Track

Academic

100% of Math teachers will identify clear goals and learning progressions linked to formative assessments	Teachers	Jun 29, 2018 to Jun 29, 2018	UBD and Formative assessments	On-Track
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Academic

100% of Academic Center math teachers will use learning management systems to track student data towards progress on standards and to personalize math learning pathways.	Teachers	Jun 29, 2018 to Jun 29, 2018	Learning management systems student data	Not started
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Academic

100% of Academic Center math teachers will use competency based learning to implement flexible pacing on math assessments, content, assignments etc.)	Teachers	Jun 29, 2018 to Jun 29, 2018	Curriculum maps	Not started
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Academic

100% of Academic Center math teachers will collaborate with other teachers in the humanities/reading department as well as other departments to develop problem based learning.

Teachers

Jun 29, 2018 to Jun 29, 2018

Problem based learning plans and UBDS

Not started

Academic

100% of Academic Center math teachers will use identified technology and resources in the classroom to personalize learning for students.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs

Not started

Academic

100% of math teachers will develop Curriculum Maps with Power Standards, a pacing guide, transfer skills, enduring understandings, essential questions, and complex and simpler content for each standard/goal.

Teachers

Jun 29, 2018 to Jun 29, 2018

Curriculum Maps

On-Track

Academic

100% of math teachers will develop common formative assessments and summative assessments through Professional Learning Communities and Common Course Teams to review student progress using Data Analysis Protocol to inform instruction.

Teachers

Jun 29, 2018 to Jun 29, 2018

Data Analysis Protocols and assessments

On-Track

Academic

100% of math teachers will develop and implement intervention/acceleration activities to ensure mastery of standards.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs

On-Track

Academic

100% of math teachers will implement Gradual Release of Responsibility.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs

On-Track

Academic

100% of math teachers will engage in professional development around CCSS, PSAT and CRS alignment.

Teachers

Jun 29, 2018 to Jun 29, 2018

Documents

On-Track

Academic

100% of Academic Center math teachers will identify the Be's of Brooks and academic behaviors/mindsets for each grade level.	Teachers	Jun 29, 2018 to Jun 29, 2018	Curriculum Map	On-Track
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Academic

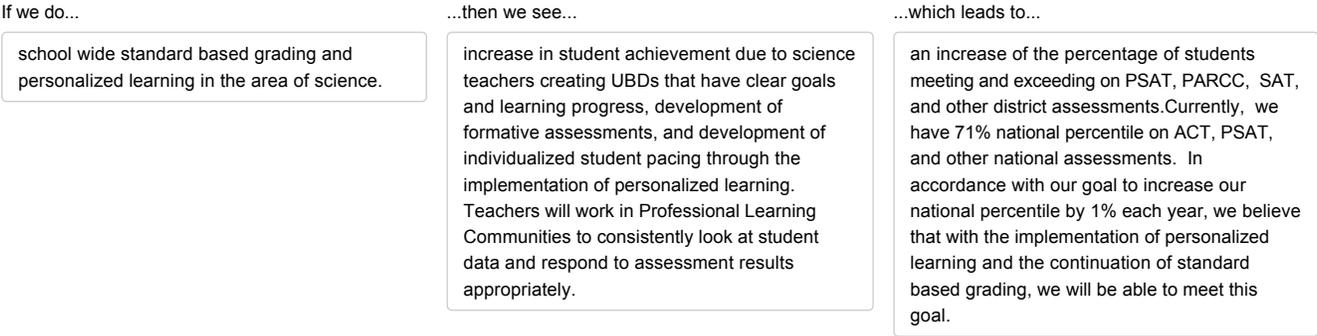
100% of Math teachers will use the Understanding by Design method to develop rigorous and college preparatory units of study that are vertically and horizontally aligned utilizing CCSS, Advanced Placement, and CRS.	Teachers	Jun 29, 2018 to Jun 29, 2018	Curriculum Maps	On-Track
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Academic

100% of Academic Center math teachers will identify and develop flexible learning spaces within the classroom that allow for personalized learning pathways.	Teachers	Jun 29, 2018 to Jun 29, 2018	Documents	Not started
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Academic

Strategy 3



Tags:
Science

Area(s) of focus:
5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
100% of science teachers will use Standard Based Grading to chart student progress and demonstration of student competency on standards.	Teachers	Jun 29, 2018 to Jun 29, 2018	Documents, UBDs	On-Track

Academic

100% of science teachers will identify clear goals and learning progressions linked to formative assessments	Teachers	Jun 29, 2018 to Jun 29, 2018	UBDs and assessments	On-Track
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Academic

100% of Academic Center science teachers will use learning management systems to track student data towards progress on standards and to personalize science learning pathways.

Teachers

Jun 29, 2018 to Jun 29, 2018

Learning management systems

Not started

Academic

100% of Academic Center science teachers will use competency based learning to implement flexible pacing on science assessments, content, assignments etc.)

Teachers

Jun 29, 2018 to Jun 29, 2018

Assessments

Not started

Academic

100% of Academic Center science teachers will collaborate with other teachers in the humanities/reading department as well as other departments to develop problem based learning.

Teachers

Jun 29, 2018 to Jun 29, 2018

Problems Based learning project plan and UBDs

Not started

Academic

100% of Academic Center science teachers will use identified technology and resources in the classroom to personalize learning for students.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs

Not started

Academic

100% of science teachers will develop Curriculum Maps with Power Standards, a pacing guide, transfer skills, enduring understandings, essential questions, and complex and simpler content for each standard/goal.

Teachers

Jun 29, 2018 to Jun 29, 2018

Curriculum Maps

On-Track

Academic

100% of science teachers will develop common formative assessments and summative assessments through Professional Learning Communities and Common Course Teams to review student progress using Data Analysis Protocol to inform instruction.

Teachers

Jun 29, 2018 to Jun 29, 2018

Assessments and data analysis protocols

On-Track

Academic

100% of science teachers will develop and implement intervention/acceleration activities to ensure mastery of standards.

Teachers

Jun 29, 2018 to Jun 29, 2018

UBDs

On-Track

Academic

100% of science teachers will implement Gradual Release of Responsibility.	Teachers	Jun 29, 2018 to Jun 29, 2018	UBDs	On-Track
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Academic

100% of science teachers will engage in professional development around CCSS and CRS alignment.	Teachers	Jun 30, 2018 to Jun 30, 2018	Documents	On-Track
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Academic

100% of Academic Center science teachers will identify the Be's of Brooks and academic behaviors/mindsets for each grade level.	Teachers	Jun 30, 2018 to Jun 30, 2018	Curriculum Maps	On-Track
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Academic

100% of science teachers will use the Understanding by Design method to develop rigorous and college preparatory units of study that are vertically and horizontally aligned utilizing CCSS, Advanced Placement, and CRS.	Teachers	Jun 29, 2018 to Jun 29, 2018	UBDs	On-Track
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Academic

100% of Academic Center science teachers will identify and develop flexible learning spaces within the classroom that allow for personalized learning pathways.	Teachers	Jun 29, 2018 to Jun 29, 2018	Documents	Not started
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Academic

Strategy 4

If we do...

targeted post secondary student supports and direct instruction of post secondary opportunities.

...then we see...

increases in students achievement and increased knowledge of the college/post secondary knowledge. Counselors taking an integral role in giving direct instruction of the importance of course selection process and courses selected. In addition, Counselors give direct instruction regarding reach, match, and safety schools and help students understand the financial supports that are available to them. Counselors will administer pre and post assessment data to track student progress towards established scholarship, stress, and attendance to highly selective school goals.

...which leads to...

To increasing the number of students in the top 20% of the class that attend highly selective schools by 20%, increasing scholarship earnings to 223 million, and decreasing number of students who report feeling stressed by 10%.

Tags:
Post secondary supports

Area(s) of focus:
5

Action step

Responsible

Timeframe

Evidence for status

Status

Increased the percentage of students enrolled in Pre-AP, AP, and dual credit courses.	Counselors	Jun 29, 2018 to Jun 29, 2018	Master schedule	On-Track
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Post secondary supports

100% of students will create rigorous 4 year plans in order to be accepted into selective post-secondary institutions.	Counselors	Jun 29, 2018 to Jun 29, 2018	PLPs	On-Track
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Post secondary

100% of Sophomores, Juniors and Seniors will take College Knowledge to ensure students are engaged in post-secondary planning and experiences (i.e. scholarships, college application process, transcripts, careers, college search process, etc.).	Counselors	Jun 29, 2018 to Jun 29, 2018	Master schedule	On-Track
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Post secondary

100% of Seniors will apply to at least 1 reach school, 3 match schools and 1 safety school. 100% of students who qualify for highly selective or selective colleges and universities will apply to at least 3 schools within these categories.	Counselors	Jun 29, 2018 to Jun 29, 2018	PLPs and documentation	On-Track
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Post secondary

100% of students will complete the FAFSA and will submit applications for at least five different scholarships.	Counselors	Jun 29, 2018 to Jun 29, 2018	Documentation and PLPs	On-Track
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Post secondary

100% of students will attend at least 4 college visits by the end of the first semester of their Senior year.	Counselor	Jun 29, 2018 to Jun 29, 2018	Documentation	On-Track
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Post secondary

The Counseling Department will administer pre/post assessments and collect data on 100% of their programs from parents and students to make informed decisions and adjustments to the Counseling Department.	Counselors	Jun 29, 2018 to Jun 29, 2018	Pre and post assessments	On-Track
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Post secondary

100% of Seniors will utilize Naviance help track student college applications, scholarships and college acceptances.	Counselors	Jun 29, 2018 to Jun 29, 2018	Naviance documentation	On-Track
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Post secondary

100% of all grade levels will use Naviance to explore careers, learning styles, self-reflection, and goal setting.	Counselors	Jun 29, 2018 to Jun 29, 2018	Naviance documentation	On-Track
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Post secondary

100% of all grade levels will conduct a transcript review to determine progress towards graduation credits/requirements and selective college recommended course work.	Counselors	Jun 29, 2018 to Jun 29, 2018	Counselor documentation	On-Track
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Post secondary

100% of Seniors will participate in College Signing Night/Pep Rally to promote and motivation and recognition of students attending highly selective schools and receiving scholarships.	Counselors	Jun 29, 2018 to Jun 29, 2018	College signing day agenda	On-Track
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Post secondary

100% of all grade levels will develop an ILP to goal set and develop post-secondary planning as it relates to determining match schools.	Counselors	Jun 29, 2018 to Jun 29, 2018	ILPs	On-Track
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Post secondary

100% of Freshmen will be exposed to the college planning process.	Counselors	Jun 29, 2018 to Jun 29, 2018	Counselor lesson plans	On-Track
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Post secondary

100% of students will have access to counseling workshops to decrease stress, work on academic skills, and social/emotional workshops.	Counselors	Jun 29, 2018 to Jun 29, 2018	Workshop documentation	On-Track
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Post secondary

Strategy 5

If we do...

implementation of school wide positive behavioral supports, targeted, and tiered MTSS intervention supports.

...then we see...

increases in positive student behavior and promote a positive culture and climate. Students will demonstrate Be of Brooks in practice. Individual academic, behavior, and attendance plans for students who are struggling.

...which leads to...

improving the culture and climate of the school and MTSS supports for students success. 100% of students will create a project or presentation that involves the Bes of Brooks. The freshmen on track rate will be 98% and the 4 year graduation rate will be 94%.

Tags:
Culture and climate

Area(s) of focus:
5

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
100% of students will complete an individual project aligned to a singular "Be of Brooks".	Students, teachers and counselors	Jun 29, 2018 to Jun 29, 2018	Projects plans	Not started

Culture and climate

100% of teachers will model and help students track their academic progress in classes as part of the personalized learning plans/pathways.	Teachers	Jun 29, 2018 to Jun 29, 2018	Learning management systems	Not started
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Culture and climate

100% of teachers will complete one-on-one conferences with advisory students concerning academic progress on a bi-weekly basis.	Teachers	Jun 29, 2018 to Jun 29, 2018	lesson plans	Not started
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Culture and climate

100% of Academic Center students will use a learning management system that tracks their progress on the Bes of Brooks and academic mindsets to promote a positive school culture.	Teachers	Jun 29, 2018 to Jun 29, 2018	Learning management systems	Not started
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Culture and climate

100% of students who do not meet attendance goals for tardies will attend group and other restorative practices.	Operations Manager/Attendance Clerk	Jun 29, 2018 to Jun 29, 2018	Lesson plans	On-Track
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Culture and climate

100% of teachers will model organizational strategies to students.	Teachers	Jun 29, 2018 to Jun 29, 2018	UBDs	On-Track
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Culture and climate

100% of teachers will model note taking and study strategies to students.	Teachers	Jun 29, 2018 to Jun 29, 2018	UBDs	On-Track
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Culture and climate

100% of Freshmen will take a Seminar class focused on binder checks, study skills, note taking skills, and organizational skills.	Teachers	Jun 29, 2018 to Jun 29, 2018	UBDs	On-Track
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Culture and climate

100% of students that violate the student code of conduct will participate in restorative justice strategies.

Teachers and Deans

Jun 29, 2018 to Jun 29, 2018

Restorative lesson plans

On-Track

Culture and climate

100% of students referred through the online referral form will be entered into Verify in order to accurately monitor student conduct.

Teachers and Deans

Jun 29, 2018 to Jun 29, 2018

Referral information

On-Track

Culture and climate

Create a behavior support team to implement each component of the PBIS system to support student behavior.

Administration and Deans

Jun 29, 2018 to Jun 29, 2018

Agendas

On-Track

Culture and climate

Student attendance goal is 95%. Incentives and programs will be provided to encourage students to attend school.

Teachers, students, attendance clerk

Jun 29, 2018 to Jun 29, 2018

School documentation

On-Track

Culture and climate

100% of students will sign an attendance contract leveraging school activities (e.g. sports, clubs, dances) with attendance rates.

Administration and Deans

Jun 29, 2018 to Jun 29, 2018

contracts

On-Track

Culture and climate

Increase the number of class-specific and school-wide events that help foster school spirit.

Administration and Teachers

Jun 29, 2018 to Jun 29, 2018

School documentation

On-Track

Culture and climate

100% of students will have access to the school wide behavioral program (Brooks points).

Teachers, Deans, and Counselors

Jun 29, 2018 to Jun 29, 2018

School documentation

On-Track

Culture and climate

100% of students will have access to Eagle Notes and other recognition programs to appreciate staff and students to promote a positive school culture.

Teachers and Students

Jun 29, 2018 to Jun 29, 2018

Eagle notes and calendar

On-Track

Culture and climate

100% of students who are failing two or more courses will be provided tiered supports to improve their grades and progress.

Counselors and Teachers

Jun 29, 2018 to Jun 29, 2018

MTSS agendas

On-Track

Culture and climate

100% of teachers will discuss individual students progress of students who are failing at PLC meetings to identify interventions to support them.

Teachers

Jun 29, 2018 to Jun 29, 2018

PLC agendas

On-Track

Culture and climate

Create tiered interventions to support academic success and progress.

Counselors and Administration and Teachers

Jun 29, 2018 to Jun 29, 2018

Documentation

On-Track

Culture and climate

Create class during the school day to support and provide student interventions.

Teacher

Jun 29, 2018 to Jun 29, 2018

Master schedule

On-Track

Culture and climate

Strategy 6

If we do...

offer students greater access to fine/performing arts, world language, physical education, and extracurricular activities students will be more involved in school.

...then we see...

an increase in students being involved in extracurricular activities, PE and arts related courses.

...which leads to...

an increase in student achievement, prepares student for post secondary, ensures students are well-rounded and focuses on the whole child. All students (without an exemption) will take 4 years of PE, 2-4 years of foreign language, and 75% of students will be involved in at least one extracurricular activity.

Tags:
Culture for learning

Area(s) of focus:
5

Action step

Increase the number of students participating in at least one extracurricular activity.

Responsible

Students and Counselors

Timeframe

Jun 29, 2018 to Jun 29, 2018

Evidence for status

Club sign in sheets and rosters

Status

On-Track

Culture for learning

100% of students will take 4 years of PE unless they complete a waiver.

Counselors and students

Jun 29, 2018 to Jun 29, 2018

Student schedules

On-Track

Culture for learning

1 full time Drama/Music teacher will be hired to fully establish the Fine Arts program and continue the legacy of outstanding Drama performances.

Administration

Jun 29, 2018 to Jun 29, 2018

Master schedule

On-Track

Culture for learning

Fund the athletic director's position(s) to ensure all school, city, and statewide sports policies are being followed with fidelity.

Administration

Jun 29, 2018 to Jun 29, 2018

Sports schedule

On-Track

Culture for learning

Continue Orchestra courses

Administration

Jun 29, 2018 to Jun 29, 2018

Master schedule

On-Track

Culture for learning

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➤ 100% of Reading teachers will use Standard Based Grading to chart student progress and demonstration of student competency on standards. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of Reading teachers will identify clear goals and learning progressions linked to formative assessments Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of Academic Center reading teachers will use learning management systems to track student data towards progress on standards and to personalize reading learning pathways. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of Academic Center reading teachers will use competency based learning to implement flexible pacing on reading assessments, content, assignments etc.) Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of Academic Center reading teachers will collaborate with other teachers in the humanities/reading department as well as other departments to develop problem based learning. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of Academic Center reading teachers will use identified technology and resources in the classroom to personalize learning for students. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of Reading teachers will develop Curriculum Maps with Power Standards, a pacing guide, transfer skills, enduring understandings, essential questions, and complex and simpler content for each standard/goal. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of Reading teachers will develop common formative assessments and summative assessments through Professional Learning Communities and Common Course Teams to review student progress using Data Analysis Protocol to inform instruction. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ 100% of Reading teachers will develop and implement intervention/acceleration activities to ensure mastery of standards. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of Reading teachers will implement Gradual Release of Responsibility. Tags: Literacy/Reading, Academic</p>	Teachers	May 2, 2017	Jun 30, 2018	On-Track
<p>✚ 100% of Reading teachers will engage in professional development around CCSS, PSAT and CRS alignment. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of Academic Center reading teachers will identify the Be's of Brooks and academic behaviors/mindsets for each grade level. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of reading teachers will use the Understanding by Design method to develop rigorous and college preparatory units of study that are vertically and horizontally aligned utilizing CCSS, Advanced Placement, and CRS. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of Academic Center reading teachers will identify and develop flexible learning spaces within the classroom that allow for personalized learning pathways. Tags: Literacy/Reading, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✚ 100% of Math teachers will use Standard Based Grading to chart student progress and demonstration of student competency on standards. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of Math teachers will identify clear goals and learning progressions linked to formative assessments Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of Academic Center math teachers will use learning management systems to track student data towards progress on standards and to personalize math learning pathways. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✚ 100% of Academic Center math teachers will use competency based learning to implement flexible pacing on math assessments, content, assignments etc.) Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✚ 100% of Academic Center math teachers will collaborate with other teachers in the humanities/reading department as well as other departments to develop problem based learning. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✚ 100% of Academic Center math teachers will use identified technology and resources in the classroom to personalize learning for students. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✚ 100% of math teachers will develop Curriculum Maps with Power Standards, a pacing guide, transfer skills, enduring understandings, essential questions, and complex and simpler content for each standard/goal. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of math teachers will develop common formative assessments and summative assessments through Professional Learning Communities and Common Course Teams to review student progress using Data Analysis Protocol to inform instruction. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✚ 100% of math teachers will develop and implement intervention/acceleration activities to ensure mastery of standards. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>➤ 100% of math teachers will implement Gradual Release of Responsibility. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of math teachers will engage in professional development around CCSS, PSAT and CRS alignment. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of Academic Center math teachers will identify the Be's of Brooks and academic behaviors/mindsets for each grade level. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of Math teachers will use the Understanding by Design method to develop rigorous and college preparatory units of study that are vertically and horizontally aligned utilizing CCSS, Advanced Placement, and CRS. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of Academic Center math teachers will identify and develop flexible learning spaces within the classroom that allow for personalized learning pathways. Tags: Mathematics, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of science teachers will use Standard Based Grading to chart student progress and demonstration of student competency on standards. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of science teachers will identify clear goals and learning progressions linked to formative assessments Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of Academic Center science teachers will use learning management systems to track student data towards progress on standards and to personalize science learning pathways. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of Academic Center science teachers will use competency based learning to implement flexible pacing on science assessments, content, assignments etc.) Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of Academic Center science teachers will collaborate with other teachers in the humanities/reading department as well as other departments to develop problem based learning. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of Academic Center science teachers will use identified technology and resources in the classroom to personalize learning for students. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>➤ 100% of science teachers will develop Curriculum Maps with Power Standards, a pacing guide, transfer skills, enduring understandings, essential questions, and complex and simpler content for each standard/goal. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of science teachers will develop common formative assessments and summative assessments through Professional Learning Communities and Common Course Teams to review student progress using Data Analysis Protocol to inform instruction. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of science teachers will develop and implement intervention/acceleration activities to ensure mastery of standards. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>➤ 100% of science teachers will implement Gradual Release of Responsibility. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ 100% of science teachers will engage in professional development around CCSS and CRS alignment. Tags: Science, Academic</p>	Teachers	Jun 30, 2018	Jun 30, 2018	On-Track
<p>✦ 100% of Academic Center science teachers will identify the Be's of Brooks and academic behaviors/mindsets for each grade level. Tags: Science, Academic</p>	Teachers	Jun 30, 2018	Jun 30, 2018	On-Track
<p>✦ 100% of science teachers will use the Understanding by Design method to develop rigorous and college preparatory units of study that are vertically and horizontally aligned utilizing CCSS, Advanced Placement, and CRS. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of Academic Center science teachers will identify and develop flexible learning spaces within the classroom that allow for personalized learning pathways. Tags: Science, Academic</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✦ Increased the percentage of students enrolled in Pre-AP, AP, and dual credit courses. Tags: Post secondary supports, Post secondary supports</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will create rigorous 4 year plans in order to be accepted into selective post-secondary institutions. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of Sophomores, Juniors and Seniors will take College Knowledge to ensure students are engaged in post-secondary planning and experiences (i.e. scholarships, college application process, transcripts, careers, college search process, etc.). Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of Seniors will apply to at least 1 reach school, 3 match schools and 1 safety school. 100% of students who qualify for highly selective or selective colleges and universities will apply to at least 3 schools within these categories. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will complete the FAFSA and will submit applications for at least five different scholarships. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will attend at least 4 college visits by the end of the first semester of their Senior year. Tags: Post secondary supports, Post secondary</p>	Counselor	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ The Counseling Department will administer pre/post assessments and collect data on 100% of their programs from parents and students to make informed decisions and adjustments to the Counseling Department. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of Seniors will utilize Naviance help track student college applications, scholarships and college acceptances. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of all grade levels will use Naviance to explore careers, learning styles, self-reflection, and goal setting. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of all grade levels will conduct a transcript review to determine progress towards graduation credits/requirements and selective college recommended course work. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of Seniors will participate in College Signing Night/Pep Rally to promote and motivation and recognition of students attending highly selective schools and receiving scholarships. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ 100% of all grade levels will develop an ILP to goal set and develop post-secondary planning as it relates to determining match schools. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of Freshmen will be exposed to the college planning process. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will have access to counseling workshops to decrease stress, work on academic skills, and social/emotional workshops. Tags: Post secondary supports, Post secondary</p>	Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will complete an individual project aligned to a singular "Be of Brooks". Tags: Culture and climate, Culture and climate</p>	Students, teachers and counselors	Jun 29, 2018	Jun 29, 2018	Not started
<p>✦ 100% of teachers will model and help students track their academic progress in classes as part of the personalized learning plans/pathways. Tags: Culture and climate, Culture and climate</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✦ 100% of teachers will complete one-on-one conferences with advisory students concerning academic progress on a bi-weekly basis. Tags: Culture and climate, Culture and climate</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✦ 100% of Academic Center students will use a learning management system that tracks their progress on the Bes of Brooks and academic mindsets to promote a positive school culture. Tags: Culture and climate, Culture and climate</p>	Teachers	Jun 29, 2018	Jun 29, 2018	Not started
<p>✦ 100% of students who do not meet attendance goals for tardies will attend group and other restorative practices. Tags: Culture and climate, Culture and climate</p>	Operations Manager/Attendance Clerk	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of teachers will model organizational strategies to students. Tags: Culture and climate, Culture and climate</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of teachers will model note taking and study strategies to students. Tags: Culture and climate, Culture and climate</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of Freshmen will take a Seminar class focused on binder checks, study skills, note taking skills, and organizational skills. Tags: Culture and climate, Culture and climate</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students that violate the student code of conduct will participate in restorative justice strategies. Tags: Culture and climate, Culture and climate</p>	Teachers and Deans	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students referred through the online referral form will be entered into Verify in order to accurately monitor student conduct. Tags: Culture and climate, Culture and climate</p>	Teachers and Deans	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ Create a behavior support team to implement each component of the PBIS system to support student behavior. Tags: Culture and climate, Culture and climate</p>	Administration and Deans	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ Student attendance goal is 95%. Incentives and programs will be provided to encourage students to attend school. Tags: Culture and climate, Culture and climate</p>	Teachers, students, attendance clerk	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will sign an attendance contract leveraging school activities (e.g. sports, clubs, dances) with attendance rates. Tags: Culture and climate, Culture and climate</p>	Administration and Deans	Jun 29, 2018	Jun 29, 2018	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Increase the number of class-specific and school-wide events that help foster school spirit. Tags: Culture and climate, Culture and climate</p>	Administration and Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will have access to the school wide behavioral program (Brooks points). Tags: Culture and climate, Culture and climate</p>	Teachers, Deans, and Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will have access to Eagle Notes and other recognition programs to appreciate staff and students to promote a positive school culture. Tags: Culture and climate, Culture and climate</p>	Teachers and Students	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students who are failing two or more courses will be provided tiered supports to improve their grades and progress. Tags: Culture and climate, Culture and climate</p>	Counselors and Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of teachers will discuss individual students progress of students who are failing at PLC meetings to identify inventions to support them. Tags: Culture and climate, Culture and climate</p>	Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ Create tiered interventions to support academic success and progress. Tags: Culture and climate, Culture and climate</p>	Counselors and Administration and Teachers	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ Create class during the school day to support and provide student interventions. Tags: Culture and climate, Culture and climate</p>	Teacher	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ Increase the number of students participating in at least one extracurricular activity. Tags: Culture for learning, Culture for learning</p>	Students and Counselors	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 100% of students will take 4 years of PE unless they complete a waiver. Tags: Culture for learning, Culture for learning</p>	Counselors and students	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ 1 full time Drama/Music teacher will be hired to fully establish the Fine Arts program and continue the legacy of outstanding Drama performances. Tags: Culture for learning, Culture for learning</p>	Administration	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ Fund the athletic director's position(s) to ensure all school, city, and statewide sports policies are being followed with fidelity. Tags: Culture for learning, Culture for learning</p>	Adminstration	Jun 29, 2018	Jun 29, 2018	On-Track
<p>✦ Continue Orchestra courses Tags: Culture for learning, Culture for learning</p>	Adminstration	Jun 29, 2018	Jun 29, 2018	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not 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.

NCLB Program

NCLB 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.

NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

Through PAC, LSC, and Village of Brooks meetings. LSC meets the second week of the month and Village of Brooks/PAC meets the first week of every month.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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 involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will ensure that the annual meeting is held and that all subsequent meetings are held to provide parents with information on the school's progress, provide training for parents on ways to support their students academically, and to provide trainings and resources to help ensure all students are admitted into a post-secondary option. The Title 1 Annual Meeting and Title I PACT meeting was held on Monday, October 17, 2016 . Prior to the meeting, the administration will collaborate with the PAC and parent club to discuss documents.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

The school will utilize its parent email database, the new CPS Blackboard system, and mass mailings to ensure that all parents are informed of all meetings in a timely manner. In addition, parents will have access to Parent Portal.

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

The school will have regular meetings that provide an opportunity for parents to participate in the success of the school. Parents can also use the standard Village of Brooks and LSC meeting dates to provide input and ask questions.

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.

Reports will be distributed to students and placed in their academic folders.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The school will mail home the required documentation provided by CPS in a timely manner.

Schools will assist parents of participating NCLB 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.

Annual Title One parent meetings, the LSC meetings, and the Village of Brooks meeting times will be used to communicate this information to students and parents.

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

At each parent-teacher conference, training on technology and college ready techniques will be provided.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

The school will utilize the weekly common course team time and the bi-weekly department meeting time to reiterate the importance of parents and developing meaningful relationships with them. In addition, a member of each department will be invited to the Village of Brooks meeting to discuss department curriculum and field any questions or concerns related to the department.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

n/a

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

The school will utilize staff to translate official communication in both English and Spanish.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

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.)

The school's mission is to ensure each child learns at high levels. The curriculum is designed to be high-quality. Teachers are organized into Professional Learning Communities (PLCs). The work of a PLC answers the following questions: 1) What do we want students to learn? 2) How do we know if they have learned it? 3) What do we do when they don't learn it? 4) What do we do when they learn it? Teachers will be trained in assessment design and will administer common formative assessments. They will also be trained in data analysis. After analyzing test results, teachers will design intervention and acceleration activities. These activities will provide support for students that have not mastered material and will accelerate the learning of those who have demonstrated mastery. Other supports include after school and small group tutoring for students with who struggle even after receiving intervention within a class. Teachers will begin the process of incorporating and planning personalized learning for students.

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

Parent-teacher conferences will be held during designated CPS grade pick-up times. Parents will have the opportunity to speak with all of their student's teachers. Teachers will discuss progress in class, behavior, and goals for the student. Additional conferences will be scheduled as needed.

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

The school will provide progress reports during CPS designated times. In addition to these official progress reports parents may request reports when needed. Parents also have access to the online gradebook and MasteryConnect (online standards-based progress monitoring).

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

Parents have access to teachers during official report card pick-up days (see #2 above), open house and back-to-school nights, and during scheduled meeting times. Teachers are available at a parent's request.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Assistant Principals will work with parents to obtain information from staff survey to assess the need for parent volunteers. Based on the survey's data, parents are contacted and utilized in a volunteer role. Teachers may directly contact parents, but at Brooks, the Village of Brooks is the best way to communicate classroom needs. The Village of Brooks communicates and coordinates classroom needs that parents may fulfill.

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

Parents have access to the online gradebook and MasteryConnect. Teachers will regularly communicate students' progress with parents. The administrative team monitors grades and attendance. Parents will be contacted if student performance/attendance does not meet expectations. Individual plans will be created for students that need more support. Parents will help by discussing student learning at home and making sure that students attend school. If individual success plans are created, parents will assist in their creation and implementation.

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

Parents will be invited to LSC meetings and community forums where they can share their ideas and opinions as well as shape the educational experience students receive.

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 will explicitly communicate learning expectations/goals with students on a weekly basis. Students will track their academic progress. Marzano's (2010) research suggests that student achievement improves when students monitor their own progress. Administrators and teachers will also regularly communicate key ideas with students (standards-based objectives and grading; grading policy; common formative assessments; and intervention and acceleration activities) in order to cultivate student ownership of their academic success. Attendance goals will also be set and celebrated for those that achieve the goals. In addition, students will receive Brooks points for positive behavior, attitude and academic preparation.

Parent Budget

Complete

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

Increase parent understanding of personalized learning - July 2016 - June 2018
 Increase parent understanding of standards-based grading - July 2016 - June 2018
 Increase parent understanding of selective and highly selective college admissions requirements - July 2016 - June 2018

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 391 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1325 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 429 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	\$ Amount .00

after service is rendered (NO CHECKS ARE ALLOWED)

54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
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54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
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54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	429	.00
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53510	Postage Must be used for parent involvement programs only.	\$	Amount	.00
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53306	Software Must be educational and for parent use only.	\$	Amount	.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 be used only by parents.	\$	Amount	.00
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