



Nicholas Senn High School (/school-plans/619) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
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01/29/2016	All	Evaluate
02/12/2016	All	Evaluate
02/26/2016	All	Prioritize
03/11/2016	All	Set Goals
03/04/2016	All	Root cause analysis
04/01/2016	All	Develop Plan
04/08/2016	All	Develop Plan
03/18/2016	All	Root cause analysis

## 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.

1 2 3 4

School is becoming more and more transparent, but shared vision for the school can continue to be improved. Many things have been introduced, but is there actual evidence of implementation

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

#### Instructional Leadership Team:

Score

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

1 2 3 4

Formalized role and procedures of ILT not well clarified.

#### Guide for Instructional Leadership Team

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

#### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4d. Growing and Developing Professionally</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	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.

1 2 3 4

Teams meet regularly, led by department chairs and course team leads. More room for pedagogical approaches in PL is needed.

### Guide for Professional Learning

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 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.

#### Score

1 2 **3** 4

Resource alignment to impact teacher retention rate needed. Otherwise, allocation is strong to meet student/teacher needs.

#### 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
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

#### Curriculum:

Score

1 2 3 4

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.

Why did you give yourself this score?

Senn has a strong curriculum. For many years TCTs have been aligning their curriculum with the CCSS and the MYP guidelines. Senn was an early adopter of the CCSS and MYP Next Chapter and PD was commonplace prior to the 14-15 school year. Vertical planning took place with Peirce at least once a year. Loyola provided professional development on UDL and integrating language standards into course planning. Senn has had solid EPAS increases and achieved Level 1 status in 2014. Finally, Senn ranked strong in Ambitious Instruction on the 5 Essentials survey. I gave this category a 3 because most of the practices were implemented but never revisited or fully implemented in the classroom. we are also working to improve opportunities for all learners by offering more honors and college bearing credit courses beginning in the 16-17 school year.

What have we done well in this category.

Strong teacher course teams and content experts

MYP unit planning and reflection

Ongoing articulation Peirce

Ambitious instruction was ranked strong on the 5E's survey

Schoolwide focus on ATL and Learner Profile

Yearly EPAS growth

More opportunities for students to take honors and college level courses

What criteria keep us from ranking ourselves a 4?

Meeting the needs of all learners through UDL and language standards

Supporting our most at risk students

Improve horizontal and vertical alignment

Improving wall to wall MYP implementation

#### 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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Instructional Materials:

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

### Score

1 2 3 4

Why did you give yourself this score? In general, from the evidence I looked at (a selection of core course Unit Plans and LPs), there is not sufficient evidence to prove variability and flexibility in materials used by both teacher and student to present and demonstrate knowledge. When there is indicated variation of materials, materials are mentioned as a support rather than a challenge.

What have we done well in this category? Extensive TCT work has allowed for all students in core courses to experience same curriculum via same materials  
 +82% staff believe there is consistency in learning materials among teachers of the same grade level (2015 Five Es Report)  
 +75% of staff agree at some level that learning materials are well coordinated across different school levels (2015 Five Es Report)  
 What criteria keep us from ranking ourselves a 4?  
 Varied and flexible materials to deliver curriculum to match specific needs of students on either ends - as a support or a challenge (Not evident in LPs or Unit Maps which is the only evidence I have.)  
 including alternative pathways for students as far as content - students make choices about instructional materials as a part of learning  
 52% Attainment of ACT - perhaps because lack of variability and flexibility of instructional materials

## Guide for Instructional Materials

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

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

## Evidence, Measures, and Standards

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

1 2 3 4



Why did you give yourself this score?

-In general, these indicators are stronger for some teachers and some teachers but not consistent for all.

-I gave us this score because I did not review sufficient evidence. I need time to uniformly gather and review lesson plans, common assessments, graded student work. Most importantly, I would like to conduct student focus groups. A series of informal classroom observations and conversations with teachers would also help.

-Despite the fact that I did not review all possible evidence, some data indicates we have strengths in this dimension. The 5Es survey marks us as "strong" in Ambitious instruction.

-Our ECC is at 50.2%. But, given our IB world school status, this # should be much higher.

-Growth in our IB Math scores and consistency in our IB English scores indicate we are demanding demonstration of analytic and evaluative thinking in our students' daily tasks. They would not otherwise be able to do as well as they are on the DP assessments.

What have we done well in this category?

-Scaffolding towards DP assessment is strong in some classes. In English, 10th graders are required to refine their understanding of literary devices by analyzing poetry. By 11th grade, students are asked to state claims about characters in literature, and provide literary evidence in their writing.

-Vertical planning in English is working well as evidenced in the Written Assignments submitted for exam session May 2016

-Switch in number of IB Math enrollment could mean stronger math performance (Math SL higher than Math Studies)

What criteria keep us from ranking ourselves a 4?

-We need to continue to work towards making MYP and DP school wide. It will never be perfect, but the process is what will make the difference. A shift in our approach is key (Begin with the belief that all students can learn.)

-Also, changing our thinking about assessment will help. There will be kids who will start at a "1" in IB criteria and slowly work up. There may be kids who might remain at "1" but taking the kids through the process and expecting them to do the harder assignments is what will benefit them.

## 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"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

Score

1 2 **3** 4

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

What criteria keep us from ranking ourselves a 4?

School is currently shifting from principal being the sole driver of practices to a much more democratic span of control.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **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"> <li>✓ Data on college visits and college fair information</li> <li>✓ <a href="#">Naviance Monthly Data</a></li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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:

#### Score

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

1 **2** 3 4

Why did you give yourself this score?

Evidence of thoughtful choice of strategies and reflection in REACH. Strong ratings in English and Math in 5E. Some diversity of tasks noted in Gradebook. However, lack of common instructional language and focus provoke some concern about development of instruction moving forward.

What have we done well in this category?

Particular strategies in English and Math are implemented well above similar-school averages, as evidenced by 5E. Teacher collaboration about instructional strategies is more than double the district average.

What criteria keep us from ranking ourselves a 4?

Lack of an intentional focus on language for pedagogy, as opposed to assessment or curriculum.

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

### 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

1 **2** 3 4

Why did you give yourself this score?

-MTSS is present but not fully integrated throughout the school.

What have we done well in this category?

-Senn has an MTSS practice that is present in the school.

-Explicit referral process (BHT).

-This is evident through several Tier 1 Interventions REACH 3e. Demonstrating Flexibility and Responsiveness -- 3.24.

-Progress monitoring data by DL team for IEP progress

-Interventions such as FOT, SOT, tutoring, Saturday school, SYG (last year) {Tier 1&2}

-Attendance monitoring via data team and interventions

-Tier 2-3 interventions through BHT (mostly SEL)

What criteria keep us from ranking ourselves a 4?

-MTSS is not fully integrated in the school-- Need an MTSS team to support academics (Gen Ed. initiative)

-Assessments show a need for intervention ? teachers are not making adjustments that individualize instruction for students.

Evident by the number of failures/ poor grades on assessments.

-No Tier 2-3 interventions for academics in classrooms --> BHT responding to SEL

-Limited progress monitoring data identifying students requiring targeted and intensive instruction/interventions

-Limited progress monitoring data tracking effectiveness of tier 2 and 3 interventions and student response to these interventions.

-Lack of evidence supporting personal learning plans - individualized instruction/interventions; however REACH data says differently, despite a large number failures.

-SY15 16.9/100 students suspended. However, we have incorporated more restorative practices to address this and other behavior issues

-REACH 2d. Managing student behavior = 2.82 lowest score

## 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	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
CPS Framework for Teaching	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	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 towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

### Score

1 2 3 4

Why did you give yourself this score?

Some evidence of conversation within some TCTs around planning and administering assessment. Anecdotally, majority of teachers are strong in DDI cycles.

Assessment grading balanced as gradebook samples indicate.

Teachers are near proficient and proficient when it comes to planning with standards and including assessment in instruction. Balanced gradebooks.

What have we done well in this category.?

EPAS Plan to ACT 70% better than other schools nationally. Our priority groups: African Americans 54% better than schools nationally; Hispanics 70% better than schools nationally. 52% attainment in ACT overall.

Planning for formative assessment daily as evidenced within our lesson planning and REACH

What criteria keep us from ranking ourselves a 4?

Preliminary launch of examining practice ACT and PSAT data to further discuss among our department teams.

More conversation around designing/revising assessments based on most current need and less relying solely on previously created assessments.

More conversation and/or protocols around assessment data needed within our departments and TCTs for both formative and summative assessments. No current/formal DDI cycle.

More talk around universals for gradebook procedures among departments and TCTs for categories and weight.

## 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.csai-online.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	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

1 2 3 4

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

Rigorous instruction for all students  
Students "belong" to a program.  
College credit bearing course for all students  
Access to honors level and AP courses

### Guide for Culture for Learning

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



## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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 students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

### Score

1 2 3 4

Continue to implement restorative practices  
Provide teachers with social/emotional professional development  
More teachers involved in school events

### Guide for Relational Trust

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

## Evidence, Measures, and Standards

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



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

Score

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

1 2 3 4

Student diversity celebrations  
Improve student council participation  
More teacher involvement in activities outside of the classroom

### 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	✓ 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	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a>
	Social Emotional Learning Standards

### Safety & Order:

Score

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.

1 2 3 4

Continue to implement restorative practices  
 Provide teachers with supports such as CHAMPS  
 More teachers involved in school events

## 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

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

### Score

1 **2** 3 4

Inconsistent implementation  
 Growth mindset  
 All students can learn  
 Family engagement  
 Transitioning from different discipline system  
 Minimal training provided to teachers  
 Teacher buy-in

## 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 Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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

BAC/PAC is organizing many events  
New website for advertising  
Utilizing Twitter  
Continue to communicate with parents and the community.

### 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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ 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	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
1	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐

3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗

## Goals

Required metrics (Highschool)

7 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>My Voice, My School 5 Essentials Survey</b>				
In order to improve our overall "Effective Leaders" rating we will focus on distributive leadership to improve the score for Principal-Teacher trust from 35 to 50 and Teacher Influence from 23 to 50.	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
(Blank)	50.00	(Blank)	(Blank)	(Blank)
<b>African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
(Blank)	23.00	(Blank)	(Blank)	(Blank)
<b>Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
(Blank)	43.00	(Blank)	(Blank)	(Blank)
<b>English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
<b>Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
(Blank)	18.00	(Blank)	(Blank)	(Blank)
<b>National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
(Blank)	46.00	(Blank)	(Blank)	(Blank)
<b>Freshmen On-Track Rate</b>				

We will continue to increase our FOT through strong freshmen grade level team, after school and Saturday tutoring.	84.20	93.20	95.00	95.00
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#### 4-Year Cohort Graduation Rate

Graduation rate will continue to rise as a direct result of our FOT, our increased SEL services and increased focus on grades.	74.70	73.20	76.00	80.00
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#### 1-Year Dropout Rate

As our SEL supports increase and reach more students, our drop out rate will decrease.	2.40	3.10	2.00	1.50
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#### College Enrollment Rate

With the formation of our PLT, we will continue to support a strong four year focus on college knowledge for students and parents. We will spread college culture throughout the building and focus on student match and fit.	56.30	52.10	65.00	75.00
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#### College Persistence Rate

As students increase their college match and we increase the access students have to the rigorous coursework, persistence will follow.	62.90	73.40	75.00	80.00
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#### Average Daily Attendance Rate

Through increased SEL supports and direct support for at-risk students, our attendance rate will continue to rise.	92.40	93.20	93.00	94.00
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Custom metrics

0 of 0 complete

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

##### Strategy 1

If we do...

textually grounded (primarily using but not limited to IB guides and CPS Teaching & Learning Framework) facilitated discussions during department and course teams about IB and how IB aligns to instruction.

...then we see...

deliberate and increased practice of a common language around instructional best practices, IB philosophy and IB instructional approaches

...which leads to...

an increase of 0.5 in the average score for 1a. (Demonstrating Knowledge and Content and Pedagogy) and 3c. (Engaging Students in Learning).

Tags:

Teacher Teams/Collaboration, Instruction, Instructional practices, Academic gain, Instructional materials, Communication, Grade level meetings, Academic expectations, Accountability, Best practice, Instructional planning, Reflect and learn, Teacher teams, Strategies, Collaboration, Discourse, Professional responsibility, Instruction strategy, Common language, Department meetings, Course team meetings

Area(s) of focus:

3

#### Action step ?

Tip sheet of how the instructional language of the IB and CPS Teaching & learning Frameworks used in meetings translates into classroom practice.

#### Responsible ?

Administrators, Department chairs and TCTs

#### Timeframe ?

May 13, 2016 to Jun 15, 2018

#### Evidence for status ?

Creation and continued development of online tip sheet

#### Status

On-Track

Instructional practices, Best practice, Actions, Activities

Discuss and reflect on curriculum development and instructional approaches, and their alignment to the IB and CPS Teaching and Learning frameworks within department and course team meetings	Department Chairs/TCTs	May 13, 2016 to Jun 15, 2018	Department & Course team agendas with minutes capturing notes of collaborative discussions, REACH observation data	On-Track
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#### Alignment

3 learning cycles a year with pre and post measures of strategy implementation	ILT	May 1, 2016 to Jun 15, 2018	Learning walk protocol which includes next steps for further implementation.	On-Track
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#### Strategy 2

If we do...

an annual PD plan on assessment and grading in order to improve feedback to students about learning and develop a shared understanding about student growth

...then we see...

focused teacher development on grading practices, feedback and student growth

...which leads to...

as measured by a 25% increase schoolwide in the number of students at 3.0 GPA or better and 95% FOT.

Tags:

Academic gain, Academic, Classroom rigor, Academic expectations, Data analysis, Academic perfor, Approaches to teaching and learning - ib, Vertically aligned, Benchmark grades, Balanced assessment, Aligned assessments

Area(s) of focus:

2, 4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Create yearlong learning cycle on assessment, looking at IB assessments as end result	ILT	Aug 29, 2016 to Jun 16, 2017	Learning cycles	Not started

#### Assessment, Assessment design

Deep dive analysis of gradebooks, student work and feedback	ILT	Aug 30, 2016 to Jun 16, 2017	ILT agendas, Learning cycles and MYP walk throughs	Not started
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#### Gradebook, Teacher feedback

Focused readings and understanding on growth mindset	Administration	Jul 1, 2016 to Jun 1, 2017	PD plan, agendas and teacher feedback	Not started
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#### Growth mindset

Focused readings and understanding of the 3.0 or better in conjunction with University of Chicago partnership and connection of grades and college success	ILT	Aug 29, 2016 to Jun 1, 2017	PD plan, agendas and teacher feedback	Not started
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#### Strategy 3

If we do...

develop teacher leaders due to the shift of

...then we see...

see an increase in teacher ownership and

...which leads to...

100% of teachers participating in at least (1)

leadership style to increase teacher influence and trust

commitment to the school community


school wide leadership team and (1) extracurricular activity beyond their job expectations.


Tags:

Climate and Culture, Teacher Teams/Collaboration, Leadership, Trust, Vision, Accountability, Staff, Shared leadership


Area(s) of focus:

1, 4

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

The administrative team will work to revise the school mission and vision by gathering information from school stakeholders by August 1, 2016.

Administration

May 2, 2016 to  
Aug 1, 2016

(Blank)

Not started

### Mission

All teacher leadership teams (Ex. ILT, Dept. Chairs, Data Team, PLT, BHT, TCT, etc.) will have defined roles and responsibilities by the beginning of SY 17.

Current Teams

May 2, 2016 to  
Aug 30, 2016

Teacher survey to volunteer for teams, consistent membership and leadership on teams through agendas, sign in, etc

Not started

### Leadership and collective responsibility

Admin. and/or experienced teacher leaders will provide training and support to all teacher leaders on a quarterly basis.

Admin. and experienced teacher leaders

Oct 3, 2016 to  
May 31, 2017

Training agendas

Not started

### Professional Learning

All teachers will be expected to participate in at least 1 extracurricular event per quarter. (Domain 4)

Departments

select

Tracking document

Not started

### Culture

Analyze workload and responsibilities of support services (counseling, attendance, discipline, selective programs, etc.) to determine overlap.

Current Teams/Admin

Jun 27, 2016 to  
Aug 26, 2016

Rubric for analysis

Not started

### Roles

### Strategy 4

If we do...

A strategic and deliberate attendance policy with continual monitoring of attendance

...then we see...

more students coming to school on-time and attending all classes


...which leads to...


daily attendance rate of at least 93%, which will satisfy our goal.

Tags:


Attendance

Area(s) of focus:

Action step 

Responsible 

Timeframe 

Evidence for status 

Status



Develop appropriate tiered-interventions for students who are chronically absent, class cutters, and tardy to school.	Administration	Jun 27, 2016 to Aug 19, 2016	Attendance plan and interventions	Not started
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#### Attendance plan, Interventions and supports

Weekly attendance will be monitored and students categorized based on attendance to receive supports	Program Leads	Sep 6, 2016 to Jun 23, 2017	Attendance reports, log of interventions, and increased attendance rate	Not started
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#### Attendance, Attendance rate, Interventions and supports

At the semester, if attendance is not improved in comparison to SY16, then the interventions will be adjusted	Administration & Program Leads	Jan 23, 2017 to Feb 17, 2017	(Blank)	Not started
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#### Attendance, Reflection

#### Action Plan

District priority and action step	Responsible	Start	End	Status
<b>+</b> Tip sheet of how the instructional language of the IB and CPS Teaching & learning Frameworks used in meetings translates into classroom practice. Tags: Teacher Teams/Collaboration, Instruction, Instructional practices, Academic gain, Instructional materials, Communication, Grade level meetings, Academic expectations, Accountability, Best practice, Instructional planning, Reflect and learn, Teacher teams, Strategies, Collaboration, Discourse, Professional responsibility, Instruction strategy, Common language, Department meetings, Course team meetings, Instructional practices, Best practice, Actions, Activities	Administrators, Department chairs and TCTs	May 13, 2016	Jun 15, 2018	On-Track
<b>+</b> Discuss and reflect on curriculum development and instructional approaches, and their alignment to the IB and CPS Teaching and Learning frameworks within department and course team meetings Tags: Teacher Teams/Collaboration, Instruction, Instructional practices, Academic gain, Instructional materials, Communication, Grade level meetings, Academic expectations, Accountability, Best practice, Instructional planning, Reflect and learn, Teacher teams, Strategies, Collaboration, Discourse, Professional responsibility, Instruction strategy, Common language, Department meetings, Course team meetings, Alignment	Department Chairs/TCTs	May 13, 2016	Jun 15, 2018	On-Track
<b>+</b> 3 learning cycles a year with pre and post measures of strategy implementation Tags: Teacher Teams/Collaboration, Instruction, Instructional practices, Academic gain, Instructional materials, Communication, Grade level meetings, Academic expectations, Accountability, Best practice, Instructional planning, Reflect and learn, Teacher teams, Strategies, Collaboration, Discourse, Professional responsibility, Instruction strategy, Common language, Department meetings, Course team meetings	ILT	May 1, 2016	Jun 15, 2018	On-Track
<b>+</b> Create yearlong learning cycle on assessment, looking at IB assessments as end result Tags: Academic gain, Academic, Classroom rigor, Academic expectations, Data analysis, Academic perfor, Approaches to teaching and learning - ib, Vertically aligned, Benchmark grades, Balanced assessment, Aligned assessments, Assessment, Assessment design	ILT	Aug 29, 2016	Jun 16, 2017	Not started
<b>+</b> Deep dive analysis of gradebooks, student work and feedback Tags: Academic gain, Academic, Classroom rigor, Academic expectations, Data analysis, Academic perfor, Approaches to teaching and learning - ib, Vertically aligned, Benchmark grades, Balanced assessment, Aligned assessments, Gradebook, Teacher feedback	ILT	Aug 30, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<b>+</b> Focused readings and understanding on growth mindset Tags: Academic gain, Academic, Classroom rigor, Academic expectations, Data analysis, Academic perfor, Approaches to teaching and learning - ib, Vertically aligned, Benchmark grades, Balanced assessment, Aligned assessments, Growth mindset	Administration	Jul 1, 2016	Jun 1, 2017	Not started
<b>+</b> Focused readings and understanding of the 3.0 or better in conjunction with University of Chicago partnership and connection of grades and college success Tags: Academic gain, Academic, Classroom rigor, Academic expectations, Data analysis, Academic perfor, Approaches to teaching and learning - ib, Vertically aligned, Benchmark grades, Balanced assessment, Aligned assessments	ILT	Aug 29, 2016	Jun 1, 2017	Not started
<b>+</b> The administrative team will work to revise the school mission and vision by gathering information from school stakeholders by August 1, 2016. Tags: Climate and Culture, Teacher Teams/Collaboration, Leadership, Trust, Vision, Accountability, Staff, Shared leadership, Mission	Administration	May 2, 2016	Aug 1, 2016	Not started
<b>+</b> All teacher leadership teams (Ex. ILT, Dept. Chairs, Data Team, PLT, BHT, TCT, etc.) will have defined roles and responsibilities by the beginning of SY 17. Tags: Climate and Culture, Teacher Teams/Collaboration, Leadership, Trust, Vision, Accountability, Staff, Shared leadership, Leadership and collective responsibility	Current Teams	May 2, 2016	Aug 30, 2016	Not started
<b>+</b> Admin. and/or experienced teacher leaders will provide training and support to all teacher leaders on a quarterly basis. Tags: Climate and Culture, Teacher Teams/Collaboration, Leadership, Trust, Vision, Accountability, Staff, Shared leadership, Professional Learning	Admin. and experienced teacher leaders	Oct 3, 2016	May 31, 2017	Not started
<b>+</b> All teachers will be expected to participate in at least 1 extracurricular event per quarter. (Domain 4) Tags: Climate and Culture, Teacher Teams/Collaboration, Leadership, Trust, Vision, Accountability, Staff, Shared leadership, Culture	Departments			Not started
<b>+</b> Analyze workload and responsibilities of support services (counseling, attendance, discipline, selective programs, etc.) to determine overlap. Tags: Climate and Culture, Teacher Teams/Collaboration, Leadership, Trust, Vision, Accountability, Staff, Shared leadership, Roles	Current Teams/Admin	Jun 27, 2016	Aug 26, 2016	Not started
<b>+</b> Develop appropriate tiered-interventions for students who are chronically absent, class cutters, and tardy to school. Tags: Attendance, Attendance plan, Interventions and supports	Administration	Jun 27, 2016	Aug 19, 2016	Not started
<b>+</b> Weekly attendance will be monitored and students categorized based on attendance to receive supports Tags: Attendance, Attendance, Attendance rate, Interventions and supports	Program Leads	Sep 6, 2016	Jun 23, 2017	Not started
<b>+</b> At the semester, if attendance is not improved in comparison to SY16, then the interventions will be adjusted Tags: Attendance, Attendance, Reflection	Administration & Program Leads	Jan 23, 2017	Feb 17, 2017	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## 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.

Parents will meet monthly as a PAC to provide community members, parents/guardians, staff/teachers, the opportunity to work with the principal in the design, implementation, and evaluation of the Title 1 program beginning in November of every school year. During this time parents will have the opportunity to review and discuss the Parent Involvement Policy, Compact, and goals for parent advisory councils.

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

During the PAC and BAC organizational meetings, the best monthly meetings times will be agreed upon and scheduled for parents to meet. Title I and parent organization meetings are targeted to occur before the end of September with notices mailed out accordingly. All parent organizations are open to all parents. Curriculum and actions tied to the parent policy, compact, or parent created-goals will be addressed. With every parent organization and meeting we try building upon the goals previously created by parents. Last year's parent advisory council crafted a desired outcome that would result in putting together a curricula information session for all parents to attend. This parent event would include information and Q&A with teachers and administration on all existing academic programs (general ed program, IB, Fine Arts, and Bilingual programs). We also offer a parent Curriculum night where parents have an opportunity to experience their students' academic program just as a student would (in a smaller time frame). Here they too get to be informed and ask questions of their child's academic experiences for the year.

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.

In every parent advisory organization (PAC or BAC), parents have an opportunity to be informed on the most current academic experiences their students are going through. Parents are also given a "how-to-navigate" our Senn website to experience the access to the curricula they have via teacher websites, parent portal to see class grades, and access to our school social media page that often highlights student experiences tied to the classroom or other school activities. During our more in-depth programs night for parents, parents are informed on what is covered by departments or program (skill and content wise) and just how these respective departments or program define achievement. Parents are also kept up-to-date with GAB reports (grades, attendance, & behavior), 5 week progress report, and report cards with dates already scheduled for parent report card pick up. It is at this time that parents can continue to delve into their students' academic courses.

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.

Agendas are created with the board members of the PAC and BAC and a member of the administrative team and teachers; therefore, parents' suggestions are taken into account from the onset. In addition, parents are also taught how to navigate the website to contact teachers or administrators to make suggestions or ask questions about the education of their children. There is also a general form accessible via the website that parents can access from their own Parents Tab. The goal of every School Parent Advisory Council is to create action items that are time-sensitive, meaning that a suggested deadline for action or response is required and updated as defined during the meeting at which the suggestion/question is made/asked.

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 provided to students and parents about students' performance on any state assessment are immediately released to parents soon after the school receives them. On many occasions these reports are automatically mailed by the test company. Nevertheless, all standardized test scores are available upon request via a school counselor. Overall school performance is also analyzed and shared to all stakeholders by the district or school via the Local School Council or Parent Advisory Council to solicit or generate ideas for improvement.

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.

Senn's primary goal is to hire highly qualified teachers. If a situation arises that a teacher is deemed not highly qualified, Senn will inform parents through letters mailed or phone calls made to inform them of the reasoning behind this situation and plan to address it. If this is ever the case, the school would also be ready to address parent concerns by offering options or listen to suggestions.

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.

Senn parents will be informed on the state's academic content standards and the measures of achievement through the schools Program Information Session, Curriculum night, a regular agenda item on both PAC and BAC to discuss student progress in state standards, and through the LSC. These meetings are also designed to listen and implement initiatives for parents that are interested in special training, resources, workshops that are Title I provides these parent organizations. To continue to keep parents updated on student progress parents are trained to use Parent Portal to access grades, GAB reports (detailing grades, attendance, behavior), progress reports, and report cards. GAB reports also highlight students goals as compared to expectations of state standards. Parents will be helped to understand how to access parent portal in all Parent Advisory meetings, report card pick up days, and/or upon request. It is also during this time that parents will be walked through how to read and use the GAB reports.

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.

It is one of several overarching goal of our PAC to provide basic computer and online navigation training to parents with the idea that parents would then be able to help their children. During our PAC and BAC meetings, the needs of the yearly workshops continue to get refined depending on the needs of parents and the potential changes to state requirements or standards.

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.

Staff professional development, coaching, and/or evaluative conversations are always planned/embedded into the school year and processes to highlight the importance in communicating with parents to support instructional plans, classroom management, instruction, and learning. These opportunities for teachers are also meant to grow teachers with clinically proven best practices.

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.

By maintaining a functional PAC and BAC we continue to assure Title I funds are made available to support the productivity of these vital organizations. Through these parents participation we connect with areas of the school that lend themselves to achieving the desired outcomes of these parent advisory committees. For example, we bring in the counselors and student government to support a career night; we'll bring connect the PAC and BAC to the Asian American Alliance to support developing our New Comer center; or we would connect our parent groups with the coordinators of our IB, Fine Arts, GenEd, or Bilingual programs to support major events or projects.

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.

Communicating effectively with all parents from all cultures and languages is another overarching goal of our parent organizations. Emails, all calls, and our website have improved to include several more languages and translation tools to communicate our school initiatives, curriculum, goals, and actions for more to understand. Through our PAC and BAC we continue to address and improve our communication. We continue to address this area through the purchase of computers and translation devices to support communication during parent meetings or events.

#### 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 mission of Nicholas Senn High School is to develop lifelong learners, who value diversity and social-awareness, and who possess the critical thinking, creative, and technological skills to active and responsible citizens.

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.

We will hold an early progress report pick-up during the 3rd week of September for families of freshmen and sophomores students. Parent-teacher conferences are also held in November and April. Individual conferences with counselors, parents, teachers, and students take place 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.

Parents receive their child's report card every 5 weeks. Stations are set up during parent-teacher conferences for parents to sign up for parent portal. Whenever a family meets with a counselor or dean we discuss parent portal features and alerts to monitor student progress.

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

Many staff members communicate with parents through email. Teachers are also expected to regularly update their teacher webpage. Individual meetings can be set up during teachers prep periods or before and after school. If parents have general questions they can visit the attendance office or main office for support.

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.

Parents can volunteer to support instructional field trips and after school events (performances, fundraisers, etc.)

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

Parents are encouraged to utilize parent portal and set alerts for grades and attendance. Teachers are expected to contact parents and utilize Student Logger for student incidents. Early progress report pick-up is an opportunity for parents to meet their child's teacher and discuss any early behaviors that will impact the student's success. Grade level teams organize parent events such as Saturday school, College planning, ACT/SAT Preparation, etc.

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 in selective programs are expected to attend an enrollment meeting prior to the school year. Through the PAC and BAC, our parent organizations, parents will agree to a monthly meeting time to provide community members, parents/guardians, staff/teachers, the opportunity to work with the principal in the design, implementation, and evaluation of the Title 1 program and the schools bilingual program respectively. Starting in 2016, Sound Programming is used for student programming. Students are encouraged to discuss their schedule with their parent/guardian. Parents have the option to attend the scheduling meeting with the counselor. Parents have the option to set up meetings with counselors, deans, and/or teachers throughout the year based on the needs of their child.

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

Students receive BAG(behavior, attendance, and grades) reports between progress reports. Students who are struggling are referred to the CARE Team and subsequently placed in the appropriate support group. Freshmen and sophomore students are encouraged to attend after school tutoring and/or Saturday school throughout the school year.

## 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.

- 1) Parents will increase their awareness and understanding of the school programs and curriculum by working with school leaders to create opportunities for parents to be better informed.
- 2) Parents will address increasing students' academic motivation by creating programs that expose students and parents to college and careers; furthermore aiming to increase academic motivation through parent development in this same topic.
- 3) Parents aim to improve parent communication by improving the current school systems of communication to including communication to be translated into more languages, which will address such things like basic correspondence, parent meetings, signage in the school, and phone communication.
- 4) Parents will increase their general knowledge of computers and online navigation through parent development/training in these skills, which would also increase their ability to support their students' academic inquiries and keep abreast of the advantages provided by this technology field.

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

Account(s)	Description	Allocation		
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount	.00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	1000	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	1000	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> 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
54565	<b>Reimbursements</b> 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.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	517	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> 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.	\$	5000	.00