



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/19/2016	LSC members and parents in attendance	Introduction of CIWP Process
01/29/2016	Instructional Leadership Team	Introduction to CIWP Process
02/05/2016	School Faculty	SEF Evaluation

02/12/2016	CIWP Team	SEF Evaluation
02/19/2016	CIWP Team	Prioritization of SEF Categories and Narratives
02/26/2016	CIWP Team	Root Cause Analysis of Priority Areas, Strategy Development
03/04/2016	CIWP Team	Strategy Development, Action Plan Development
03/11/2016	CIWP Team	Action Plan Development
03/17/2016	CIWP Team	Action Plan Development
03/30/2016	Parent/Family Stakeholders	Parent Engagement through CIWP Survey
04/04/2016	Network Staff/ School Administration	CIWP Review and Feedback

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Shared leadership among school administration, staff and parents supports an unwavering commitment to achieving Cooper's vision. Members of the Cooper community are inspired to make or influence decisions in a variety of ways, such as participation on the school's ILT, LSC and grade level teams. Moreover, there is a shared responsibility for ensuring students leave each grade with the necessary knowledge and skills to be ready for what comes next as evidenced by vertical planning and communication between grade levels.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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The ILT's work to create and implement theories of action to improve teaching and learning is supported by regularly meetings (bi-weekly), use of protocols and tools (Ex: ICEL RIOT), meeting structures (agenda, norms and roles), use of relevant data (NWEA, TRC, etc.), equity of voice among members, and staff representation that reflects the school grade levels and special populations (K-5, DLs, ELs).

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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

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Professional learning is selected and designed to achieve school-wide improvement, as well as identifying opportunities for individual teacher’s specific areas of focus. The structure of the school schedule allows for a weekly grade level team meeting, which includes Professional Learning and peer-to-peer feedback, as well as common planning periods across grade levels. To expand opportunities and increase teacher capacity, we will plan activities in the areas of schedules and systems to conduct peer observations, coaching, monitoring of school wide professional learning and providing non-evaluative feedback in support of Cooper’s instructional priorities.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

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School resources are aligned to support Cooper's academic priorities including Literacy, Mathematics, Science, English Learners and Diverse Learners. Instructional materials, technology equipment and digital learning tools support learners by providing intervention and enrichment opportunities. Financial resources are also aligned to school improvement strategies such as 1) providing reduced class size in the primary grades, 2) providing professional development supports through teacher coaching and instructional facilitation and 3) direct instructional supports to high needs students. The school is organized effectively to provide daily common planning time for teacher teams. Community partnerships and grants support extended day opportunities for students as well as parent engagement programs and adult learning for Cooper families.

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
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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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.

Curriculum at Cooper aligns to the CPS Content Frameworks to ensure alignment to scope. Units of instruction are horizontally aligned to scope and sequence lessons appropriately. Learners are engaged in content areas by fully integrating opportunities for all learners, including supports for ELs. Area for improvement include vertical alignment of literacy units with a focus on refining "big ideas", aligned texts and text complexity as well as integration of supports for EL's (native language or transitional) and diverse learners.

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**

- Incorporate web capabilities for interactivity and information sharing.
- Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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

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Teachers and students have access to instructional materials that represent variability and flexibility, which promotes student access to learning. Materials include printed materials (such as Words Their Way, Leveled Book Libraries, and Scholastic Magazines) as well as multimedia and embedded, just-in-time supports (such as MyOn, Reading A-Z, Compass Learning). Teachers utilize various technology resources (such as tablets, iPads, projectors, document cameras) to provide students with varied ways to learn and demonstrate knowledge.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Teachers convey their belief that all students can learn by conveying high learning expectations for all students and creating opportunities for students to engage in tasks that reflect the key CCSS shifts in both literacy and math. Students assume responsibility for high-quality work as evidenced by writing across disciplines.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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)

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As an elementary school (PreK - 5), staff members support student transitions from grade to grade until students transition to middle school. Teachers monitor progress of English Language Learners closely, including after students are no longer identified as an "EL". Moreover, teachers create and monitor Personal Learning Plans (PLPs) to support struggling or "off track" students.

Guide for Transitions, College & Career Access & Persistence

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

- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Teachers plan a range of pedagogical approaches matched to content to effectively guide students in articulating the relevance of the objective to learning and anticipate student misunderstandings. Instruction is scaffolded and provides individual and group targeted instruction to engage all learners. We will work to improve instructional practice by strengthening the use of questioning and discussion techniques to deepen student understanding and challenge students, as well as utilize formative assessment data in reading and math more effectively to guide instructional decisions.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

All teachers provide academic and SEL Tier 1 to all students. Teachers utilize progress monitoring data and NWEA to inform and differentiate Tier 1 instruction, examples of differentiated instruction include the use of small group guided reading and math centers.

Academic Tier 2 and 3 is informed using progress monitoring data and NWEA data. Student progress within Tier 2 and 3 is communicated with parents regularly. SEL Tier 2 includes strategies such as check in/check out in grades 3 - 5.

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
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

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.

1 2 3 4

Multiple measures, both summative and formative, are used to provide a comprehensive picture of student learning and to inform instruction. Teacher-created assessments, such as Quarterly Benchmarks in ELA and math (K-2), reflect the key shifts in CCSS literacy and math. Student progress and proficiency is tracked using formative data and data tracking sheets.

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.udcenter.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
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

School staff communicate high learning expectations and a belief that all students can learn, which is reinforced by teaching a growth mindset. Learning goals are made relevant to students. Staff members encourage students to take ownership and pride in their work. We will work to develop clearly communicated school-wide academic and personal success expectations, increase opportunities for student recognition, and provide frequent and targeted feedback to students.

Guide for Culture for Learning

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

- Teach a growth mindset that over time with effort and practice, students can learn and succeed.
- Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
- Employ strategies including ongoing monitoring and support of students' academic behaviors.
- Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and 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

Among all school participants, there is a high level of relationship trust. This is seen through strong support and respect, personally, and professional among teachers. Teacher-student and student-student relationships are developed through practices such as Morning Meeting in homeroom classes, as well as outside class activities such as Boys Peace Club and Girls on the Run.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Students have access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement in school, some examples include: Student Patrol, Girls on the Run, Boys Peace Club, After School Cultural Extracurriculars (ex: Mariachi, Folkloric Dancing), After School Academic Programs (ex: Scientists of Tomorrow, Math Support, Literacy Support).

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Staff members teach, model, and reinforce clear behavior expectations for all areas of the school as well as manage efficient and orderly transitions between activities. Staff members have a shared framework for positive behavior (“Spot On”).

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	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

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.

A school team (Culture and Climate team) meets regularly to organize school-wide systems that reinforce positive student behavior with clear expectations, routines, and procedures. Staff members regularly engage parents in supporting students in meeting behavior and academic expectations.

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	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

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.

Score

1 2 **3** 4

Parents are encouraged to participate in authentic and engaging activities in the school community (examples include: Parent tutor program, parent mentoring program, ESL classes, Zumba classes, Computer Classes, Parent Workshops). Information is shared equitably to ensure access for parents speaking languages other than English, examples include sharing the the school-wide monthly calendar and parent newsletters in both English and Spanish. Parents ask questions, raise concerns, and give feedback through the Local School Council meetings.

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

School Excellence Framework Priorities

Score Framework dimension and category

Area of focus 0= Not of focus

2 Expectations for depth & breadth of Student Learning: Curriculum

1	2	3	4	5	0
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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	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	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: Parent Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
Based on the SY15 result of reading growth in the 13th percentile, we have set annual goals to reduce the number of students not meeting growth targets by 10 percent each year.	66.00	13.00	21.70	29.53
National School Growth Percentile - Math				
Based on the SY15 result of math growth in the 9th percentile, we have set annual goals to reduce the number of students not meeting growth targets by 10 percent each year.	42.00	9.00	18.10	26.29
% of Students Meeting/Exceeding National Ave Growth Norms				
Based on the SY 15 result of 39.5% of students meeting/exceeding National Growth Norms, we have set annual goals to reduce the percentage of students not meeting/exceeding growth targets by 10 percent each year.	54.90	(Blank)	45.10	50.60

African-American Growth Percentile - Reading

No metric assigned due to size of priority group	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Reading

Based on the SY15 result of Hispanic reading growth in the 20th percentile, we have set annual goals to reduce the number of students not meeting growth targets by 10 percent each year.	64.00	20.00	28.00	35.20
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English Learner Growth Percentile - Reading

Based on the SY15 result of English Learner reading growth in the 16th percentile, we have set annual goals to reduce the number of students not meeting growth targets by 10 percent each year.	(Blank)	7.00	16.30	24.60
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Diverse Learner Growth Percentile - Reading

No metric assigned due to size of priority group	(Blank)	(Blank)	0.00	0.00
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African-American Growth Percentile - Math

No metric assigned due to size of priority group	(Blank)	(Blank)	0.00	0.00
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Hispanic Growth Percentile - Math

Based on the SY15 result of Hispanic math growth in the 11th percentile, we have set annual goals to reduce the number of students not meeting growth targets by 10 percent each year.	40.00	11.00	19.80	27.00
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English Learner Growth Percentile - Math

Based on the SY15 result of English Learner math growth in the 15th percentile, we have set annual goals to reduce the number of students not meeting growth targets by 10 percent each year.	(Blank)	5.00	14.50	23.00
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Diverse Learner Growth Percentile - Math

No metric assigned due to size of priority group	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile - Reading (Grades 3-8)

Based on the SY15 result of 3rd - 5th grade reading attainment in the 17th percentile, we have set annual goals to reduce the number of students not achieving proficiency by 10 percent each year.	19.00	17.00	25.30	33.00
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National School Attainment Percentile - Math (Grades 3-8)

Based on the SY15 result of 3rd - 5th grade math attainment in the 19th percentile, we have set annual goals to reduce the number of students not achieving proficiency by 10 percent each year.	35.00	19.00	27.10	34.40
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National School Attainment Percentile - Reading (Grade 2)

Based on the SY15 result of 2nd grade reading attainment in the 29th percentile, we have set annual goals to reduce the number of students not achieving proficiency by 10 percent each year.	79.00	29.00	36.10	42.40
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National School Attainment Percentile - Math (Grade 2)

Based on the SY15 result of 2nd grade math attainment in the 26th percentile, we have set annual goals to reduce the number of students not achieving proficiency by 10 percent each year.	69.00	26.00	33.40	40.00
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% of Students Making Sufficient Annual Progress on ACCESS

The percentage of Cooper English Learners making sufficient progress on Access has grown steadily in the last 3 years and our expectation is that this growth continue.	48.70	51.60	56.60	61.60
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Average Daily Attendance Rate

Cooper has maintained high attendance historically and has met the district goal of 96%. We will continue to work to increase the average beyond the district goal.

96.50

96.60

97.00

97.30

My Voice, My School 5 Essentials Survey

For the 2016-2017 school year, our goal is to be rated as organized. For the 2017-2018 school year, our goal is to be rated as well organized.

(Blank)

(Blank)

(Blank)

(Blank)

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...

create both vertical and horizontal curriculum collaboration opportunities

...then we see...

increased cohesion and alignment of instructional units which includes common language, practices and expectations for all general education, English Learner and Diverse Learner teachers

...which leads to...

improved teacher capacity and academic transitions that increase student growth and achievement

Tags:

Curriculum Design, Professional Learning, Instruction

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Build vertical curriculum planning schedule for 2016-2017 school year that is inclusive of Gen ed, English Learner and Diverse Learner staff

Assistant Principal

Aug 1, 2016 to Aug 23, 2016

Vertical planning schedule developed

Not started

Identify an evaluation tool for literacy units with a focus on big ideas, text selection, common language, practices, and expectations

Literacy specialist

Aug 1, 2016 to Aug 31, 2016

Literacy unit evaluation tool identified

Not started

Develop digital monitoring tool for unit review by ILT and grade level chairs, EL and DL lead teachers.

ILT Facilitator

Aug 1, 2016 to Aug 31, 2016

Digital monitoring tool developed

Not started

Evaluate Quarter 2 ELA units using evaluation tool with a focus on big ideas, text selection, common language, practices, and expectations

Instructional Leadership Team members

Sep 6, 2016 to Oct 7, 2016

Q2 ELA unit evaluations completed

Not started

Refine/update Quarter 2 literacy units based on findings from evaluation of units

Grade Level Teams, Instructional Coaches & Administration

Oct 11, 2016 to Nov 3, 2016

Quarter 2 literacy units updated

Not started

Evaluate Quarter 3 ELA units using evaluation tool with a focus on big ideas, text selection, common language, practices, and expectations	Instructional Leadership Team members	Nov 7, 2016 to Dec 9, 2016	Q3 ELA unit evaluations completed	Not started
Refine/update Quarter 3 literacy units based on findings from evaluation of units	Grade Level Teams, Instructional Coaches and Administration	Dec 12, 2016 to Feb 2, 2017	Quarter 3 literacy units updated	Not started
Evaluate Quarter 4 ELA units using evaluation tool with a focus on big ideas, text selection, common language, practices, and expectations	Instructional Leadership Team members	Feb 6, 2017 to Mar 10, 2017	Q4 ELA unit evaluations completed	Not started
Refine/update Quarter 4 literacy units based on findings from evaluation of units	Grade Level Teams, Instructional Coaches and Administration	Mar 13, 2017 to Apr 7, 2017	Quarter 4 literacy units updated	Not started
Develop Teacher Survey on preparedness of their new students based on newly adjusted units	Instructional Leadership Team members	Nov 6, 2017 to Jun 15, 2018	Teacher survey developed	Not started

Strategy 2

If we do...

Develop common language and practices for staff and students in regards to questioning and discussions

...then we see...

cohesive questioning and discussion practices implemented with fidelity and inclusive of all learners

...which leads to...

improved critical thinking and comprehension across all content areas

Tags:

Curriculum Design, Professional Learning

Area(s) of focus:

2

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Create inventory tool to gather data about teachers' practice around questioning and discussion (Grade clusters PK-2, 3-5)	ILT Facilitator	Aug 29, 2016 to Sep 2, 2016	Inventory tool developed	Not started
Inventory current structures for questioning/discussion during classroom instruction.	Instructional Coaches	Aug 29, 2016 to Feb 2, 2017	Inventory data collected	Not started

Identify common practices and gaps across all classrooms (general, bilingual and sp ed) and grade clusters where new practices need to be identified and developed among teachers or vertically aligned across grades	Instructional Leadership Team members	Aug 29, 2016 to Feb 2, 2017	Gap analysis completed	Not started
Develop and implement Professional Development based on analysis of inventory results through Quarter-long Learning cycles with an emphasis on EL/DL strategies.	Instructional Coaches	Nov 14, 2016 to Jun 9, 2017	PD identified and implemented to address gaps in instructional practice	Not started
Incorporate learnings from Learning Cycle PD, such as pre-planned questions, levels of questioning and appropriate scaffolds for EL/DL students into Literacy units	Grade Level Teams	Feb 6, 2017 to Jun 20, 2017	Literacy units updated to include new instructional practices	Not started
Plan and conduct an ILT Learning Walk to measure implementation of questioning and discussion techniques	Principal/ILT Facilitator	Feb 6, 2017 to Jun 15, 2017	ILT Learning Walk completed	Not started
Analyze ILT Learning Walk data to inform second learning walk with a focus on sub populations - EL/DL	Instructional Learning Team members	Feb 13, 2017 to Feb 17, 2017	ILT Learning Walk Data Analysis completed	Not started
Revisit Purposeful Accountable Talk to further develop student discussion skills	Instructional Coaches	Sep 5, 2017 to Jun 29, 2018	Purposeful Accountable Talk addressed in GL/PD meetings	Not started
Revisit Cooperative Learning strategies to further develop student discussion skills	Instructional Coaches	Sep 5, 2017 to Jun 29, 2018	Cooperative Learning strategies addressed in GL/PD meetings	Not started

Strategy 3

If we do...

...then we see...

...which leads to...

Recommit to planning and implementing Learning Cycles

increased commitment to professional learning around research based instructional practices

increased teacher capacity and improved student outcomes

Tags:
Instruction

Area(s) of focus:
3

Action step

Responsible

Timeframe

Evidence for status

Status

Develop quarterly learning cycles on the powerful practice of questioning that ensure structured time for peer observations, time for safe practice and a system for monitoring implementation of new learning	Instructional Coaches	Aug 31, 2016 to Jun 29, 2018	Learning Cycles developed	Not started
Integrate professional learning into grade level meetings that will increase teacher capacity and impact unit planning, instruction and student outcomes, with an emphasis on supporting EL/DL students .	Instructional Coaches	Sep 6, 2016 to Feb 2, 2017	Grade Level meeting agendas inclusive of professional learning	Not started
Implement teacher led team meetings that utilize analysis protocols to reflect on student outcomes and teacher practice.	Grade Level Chairs	Aug 31, 2016 to Jun 29, 2018	Team meeting agendas and minutes	Not started
Initiate monthly professional learning opportunities through "Lunch and Learn" sessions on teacher selected topics that enhances content knowledge and pedagogical skills and practices that support all learners and align to English Learner and Diverse learner needs.	Principal, Grade Level Chairs	Sep 6, 2016 to Feb 2, 2017	Lunch and Learn agendas and meeting minutes	Not started
Build on previously provided teacher PD around specific and actionable feedback in order to support effective peer observations that promote improved teacher practice	Instructional Coaches	Feb 6, 2017 to Jun 29, 2018	Peer Actionable Feedback PD developed and implemented	Not started
Implement Peer Observation Cycles that include two way observations and feedback sessions that build teacher capacity around identified Powerful Practices.	Assistant Principal	Feb 6, 2017 to Jun 29, 2018	Peer Observation Cycles completed	Not started

Strategy 4

If we do...

Further develop teacher team responsibilities (Culture and Climate, content committees) to include student recognition and academic events that promote high learning expectations

...then we see...

a school-wide vision for academic and behavioral expectations

...which leads to...

which leads to improved student conduct and emphasis on academic learning

Tags:

Area(s) of focus:

Action step	Responsible	Timeframe	Evidence for status	Status
Expand the work of the content committees (math, reading, science) to include school-wide learning events that create a culture which promotes the importance of academic learning.	Content Committees	Sep 6, 2016 to Jun 20, 2017	Schedule of school-wide learning events developed	Not started
Develop and implement a structured system for recognizing high levels of student achievement based on identified school-wide expectations for academic and personal success.	Culture and Climate Team Coordinator	Sep 6, 2016 to Jun 20, 2017	Student recognition system developed	Not started
Implement a School-wide Tier 1 Behavior Intervention System that will lead to improved student academic behaviors and sense of belonging to the school and classroom community	Culture and Climate Team Coordinator	Sep 6, 2016 to Jun 20, 2017	Behavior intervention system implemented	Not started
Implement continuing professional development in order to build teacher capacity around providing students with frequent and informative feedback.	Instructional coaches	Sep 6, 2016 to Jun 20, 2017	Student feedback PD implemented	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Build vertical curriculum planning schedule for 2016-2017 school year that is inclusive of Gen ed, English Learner and Diverse Learner staff Tags: Curriculum Design, Professional Learning, Instruction	Assistant Principal	Aug 1, 2016	Aug 23, 2016	Not started
+ Identify an evaluation tool for literacy units with a focus on big ideas, text selection, common language, practices, and expectations Tags: Curriculum Design, Professional Learning, Instruction	Literacy specialist	Aug 1, 2016	Aug 31, 2016	Not started
+ Develop digital monitoring tool for unit review by ILT and grade level chairs, EL and DL lead teachers. Tags: Curriculum Design, Professional Learning, Instruction	ILT Facilitator	Aug 1, 2016	Aug 31, 2016	Not started
+ Evaluate Quarter 2 ELA units using evaluation tool with a focus on big ideas, text selection, common language, practices, and expectations Tags: Curriculum Design, Professional Learning, Instruction	Instructional Leadership Team members	Sep 6, 2016	Oct 7, 2016	Not started
+ Refine/update Quarter 2 literacy units based on findings from evaluation of units Tags: Curriculum Design, Professional Learning, Instruction	Grade Level Teams, Instructional Coaches & Administration	Oct 11, 2016	Nov 3, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Evaluate Quarter 3 ELA units using evaluation tool with a focus on big ideas, text selection, common language, practices, and expectations Tags: Curriculum Design, Professional Learning, Instruction</p>	Instructional Leadership Team members	Nov 7, 2016	Dec 9, 2016	Not started
<p>✦ Refine/update Quarter 3 literacy units based on findings from evaluation of units Tags: Curriculum Design, Professional Learning, Instruction</p>	Grade Level Teams, Instructional Coaches and Administration	Dec 12, 2016	Feb 2, 2017	Not started
<p>✦ Evaluate Quarter 4 ELA units using evaluation tool with a focus on big ideas, text selection, common language, practices, and expectations Tags: Curriculum Design, Professional Learning, Instruction</p>	Instructional Leadership Team members	Feb 6, 2017	Mar 10, 2017	Not started
<p>✦ Refine/update Quarter 4 literacy units based on findings from evaluation of units Tags: Curriculum Design, Professional Learning, Instruction</p>	Grade Level Teams, Instructional Coaches and Administration	Mar 13, 2017	Apr 7, 2017	Not started
<p>✦ Develop Teacher Survey on preparedness of their new students based on newly adjusted units Tags: Curriculum Design, Professional Learning, Instruction</p>	Instructional Leadership Team members	Nov 6, 2017	Jun 15, 2018	Not started
<p>✦ Create inventory tool to gather data about teachers' practice around questioning and discussion (Grade clusters PK-2, 3-5) Tags: Curriculum Design, Professional Learning</p>	ILT Facilitator	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ Inventory current structures for questioning/discussion during classroom instruction. Tags: Curriculum Design, Professional Learning</p>	Instructional Coaches	Aug 29, 2016	Feb 2, 2017	Not started
<p>✦ Identify common practices and gaps across all classrooms (general, bilingual and sp ed) and grade clusters where new practices need to be identified and developed among teachers or vertically aligned across grades Tags: Curriculum Design, Professional Learning</p>	Instructional Leadership Team members	Aug 29, 2016	Feb 2, 2017	Not started
<p>✦ Develop and implement Professional Development based on analysis of inventory results through Quarter-long Learning cycles with an emphasis on EL/DL strategies. Tags: Curriculum Design, Professional Learning</p>	Instructional Coaches	Nov 14, 2016	Jun 9, 2017	Not started
<p>✦ Incorporate learnings from Learning Cycle PD, such as pre-planned questions, levels of questioning and appropriate scaffolds for EL/DL students into Literacy units Tags: Curriculum Design, Professional Learning</p>	Grade Level Teams	Feb 6, 2017	Jun 20, 2017	Not started
<p>✦ Plan and conduct an ILT Learning Walk to measure implementation of questioning and discussion techniques Tags: Curriculum Design, Professional Learning</p>	Principal/ILT Facilitator	Feb 6, 2017	Jun 15, 2017	Not started
<p>✦ Analyze ILT Learning Walk data to inform second learning walk with a focus on sub populations - EL/DL Tags: Curriculum Design, Professional Learning</p>	Instructional Learning Team members	Feb 13, 2017	Feb 17, 2017	Not started
<p>✦ Revisit Purposeful Accountable Talk to further develop student discussion skills Tags: Curriculum Design, Professional Learning</p>	Instructional Coaches	Sep 5, 2017	Jun 29, 2018	Not started
<p>✦ Revisit Cooperative Learning strategies to further develop student discussion skills Tags: Curriculum Design, Professional Learning</p>	Instructional Coaches	Sep 5, 2017	Jun 29, 2018	Not started
<p>✦ Develop quarterly learning cycles on the powerful practice of questioning that ensure structured time for peer observations, time for safe practice and a system for monitoring implementation of new learning Tags: Instruction</p>	Instructional Coaches	Aug 31, 2016	Jun 29, 2018	Not started
<p>✦ Integrate professional learning into grade level meetings that will increase teacher capacity and impact unit planning, instruction and student outcomes, with an emphasis on supporting EL/DL students . Tags: Instruction</p>	Instructional Coaches	Sep 6, 2016	Feb 2, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Implement teacher led team meetings that utilize analysis protocols to reflect on student outcomes and teacher practice. Tags: Instruction</p>	Grade Level Chairs	Aug 31, 2016	Jun 29, 2018	Not started
<p>✦ Initiate monthly professional learning opportunities through "Lunch and Learn" sessions on teacher selected topics that enhances content knowledge and pedagogical skills and practices that support all learners and align to English Learner and Diverse learner needs. Tags: Instruction</p>	Principal, Grade Level Chairs	Sep 6, 2016	Feb 2, 2017	Not started
<p>✦ Build on previously provided teacher PD around specific and actionable feedback in order to support effective peer observations that promote improved teacher practice Tags: Instruction</p>	Instructional Coaches	Feb 6, 2017	Jun 29, 2018	Not started
<p>✦ Implement Peer Observation Cycles that include two way observations and feedback sessions that build teacher capacity around identified Powerful Practices. Tags: Instruction</p>	Assistant Principal	Feb 6, 2017	Jun 29, 2018	Not started
<p>✦ Expand the work of the content committees (math, reading, science) to include school-wide learning events that create a culture which promotes the importance of academic learning.</p>	Content Committees	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Develop and implement a structured system for recognizing high levels of student achievement based on identified school-wide expectations for academic and personal success.</p>	Culture and Climate Team Coordinator	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Implement a School-wide Tier 1 Behavior Intervention System that will lead to improved student academic behaviors and sense of belonging to the school and classroom community</p>	Culture and Climate Team Coordinator	Sep 6, 2016	Jun 20, 2017	Not started
<p>✦ Implement continuing professional development in order to build teacher capacity around providing students with frequent and informative feedback.</p>	Instructional coaches	Sep 6, 2016	Jun 20, 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 be invited to attend NCLB PAC meetings where the parental involvement plan/policy will be completed. This meeting will be held at a time convenient for parents. It will be publicized in advance and those unable to attend will be encouraged to submit their ideas/comments directly to the principal. Parents will be involved in the process of school review and improvement through participation in monthly NCLB PAC and LSC meetings.

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

On September 23, 2016, the Annual Title I NCLB meeting will be held so that parents can attend and learn about the CIWP/school goals, budget, parent involvement policy and budget plan and Parent Compact, as well as the District's parent involvement policy and Title I guidelines. On September 28, 2016, a parent meeting will be held to explain the procedures for establishment of a Parent Advisory Council and the purpose of said group will be reviewed. Election of officers will be held and a calendar of monthly meetings will be established to ensure consistent and continued involvement of all parents. All meets will be publicized in the school calendar and reminder flyers will be sent home in both English and Spanish.

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.

During our September Open House, a parent orientation meeting will be held in each classroom where parents will receive information on the school curriculum, local and District Wide Assessments, and academic expectations of the school as well as what supports are afforded under the Title I program.

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.

Parent requests for meetings will be immediately addressed by the school principal and/or the local administrative team. In addition, the principal or other administrator will make themselves available during monthly school PAC meetings to address parent questions or concerns.

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.

Parent reports regarding their child's performance on State assessment will be sent home as soon as they are made available by the CPS Office of Accountability in the Fall of 2016.

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.

Parents will be notified of a teacher's "Not Highly Qualified" status in accordance with guidelines and procedures set forth by the Chicago Public School Talent Office.

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.

Parents will be informed of the Common Core State Standards and State/Local assessments at school-wide events such as our September Open House/Parent Orientation sessions, NCLB PAC meetings, and LSC meetings. Parents will also receive all informational material made available by CPS departments regarding related topics. Parents will be encouraged to utilize the CPS Parent Portal in order to monitor their child's progress and teachers will schedule individual parent conferences as needed to discuss issues related to student progress.

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.

Parents will have the opportunity to participate in numerous workshops geared towards assisting them in understanding how to support their child's learning. Various parent governance committees are established to provide parent involvement opportunities. In addition, opportunities for parent education in the areas of ESL, Computer Literacy, and Parent Skills Development will be offered throughout the school year.

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.

All staff will be provided with such information during school opening professional development. A review of parent programs will be provided and a committee of teachers and support staff will be formed to explore additional ideas/opportunities for parental involvement.

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.

All parents in our Headstart program will be strongly encouraged to participate in the meetings and workshops offered by the CPS Office of Early Childhood Education. These parents will also be encouraged to participate in all parent governance/involvement initiatives such as our NCLB PAC, Bilingual Advisory Committee, Local School Council, and local parent programs.

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.

All parent involvement activities will be publicized in English and Spanish in the school's monthly calendars as well as in the flyers and parent letters sent home. A large number of bilingual staff are available to address parent concerns if English is not their primary language of communication.

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 Cooper Dual Language Academy is to engage all students in a rigorous and challenging curriculum while developing their ability to master higher level thinking, inquiry based learning and reading/writing across the curriculum. School personnel, parents, community organization and external partners will work collaboratively to support an instructional climate that provides opportunities for all children to become successful achievers in their elementary school years and beyond.

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.

Cooper's Open House/Parent Information Night will be held on September 16, 2016. Report Card Pick Up/Parent Conferences will be held November 9, 2016 and April 19, 2017. Ongoing parent/teacher conferences will be held on an "as needed" basis throughout the school year.

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

Progress reports will be sent home to parents on the 5th, 15th, 25th, and 35th weeks of the 2016-17 school year. District Wide Assessment parent reports and State Assessment parent reports will be sent home in the Fall and Spring of 2016-17 as they become available.

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

Staff will be available to set with parents in September during Parent Information Night, during two Report Card Pick Up days in November and April, and by appointment during morning and after school hours throughout the school year.

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 are encouraged to volunteer, participate in, and observe classroom activities throughout the school year. During our Fall Open House, the CPS volunteer application process is introduced and the principal shares different parent involvement initiatives. Parents are always welcomed to observe classroom instruction in order to understand practices and teacher objectives and expectations. These visits are pre-arranged between teacher and parent. In addition, parents may assist with student projects, volunteer for field trip supervision or help with special events/activities in their child's classroom throughout the school year.

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

Parents will be asked to support their child's learning by maintaining communication with the school through the use of the 2016-17 school planner. This planner allows for monitoring of daily homework completion and classroom behavior and requires a parent signature. It also serves as a communication log between home and school, where notes can be written. The use of the CPS parent portal will also be encouraged so that parents can monitor their child's progress on a regular basis. Parents will also support their children through school uniform compliance and the consistent daily attendance to school.

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

Parents will participate in decisions relating to the education of their children by providing input to teachers/school administrators during parent conferences, LSC meetings, and/or other parent meetings. They will also have the opportunities to participate in district wide and local parent survey initiatives to elicit input on school matters.

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

Students will share the responsibility for improved academic achievement by coming to class on a daily basis, being prepared of instruction and contributing to a positive school environment that promotes learning. To specifically track their academic growth, students will participate in goal setting conferences where academic performance will be reviewed and steps for improvement or enrichment will be developed collaboratively. Students will comply with local school rules and student expectations as well as the CPS attendance and discipline policies provided to them.

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.

Parent goals for 2016-2018 are aligned to the following focus areas: 1. Adult Education - ESL, Computer Literacy, Health & Wellness 2. Parent Education Development - Understanding Child Development, Parent/child relationships, Social Emotional Learning, 3. School-home Connection - Supporting academic learning at home, On Track strategies for College & Career success and Volunteer opportunities.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 2907 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 726 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00

54205 **Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	Amount	.00
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54565 **Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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53510 **Postage**
Must be used for parent involvement programs only.

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

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

\$	Amount	.00
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