



John H Hamline Elementary School (/school-plans/193) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/26/2016	Ms. Flores, Ms. Stephens, Ms. David, Ms. Moulton, Ms. Torres, Ms. Lightfoot and Mrs. Drover	Developing the SEF to reflect current practices
02/10/2016	Ms. Torres, Mrs. Lightfoot, Ms. Cervantes, Ms. Moulton, Ms. Stephens, Ms. Flores, Ms. Zayas, Mrs. Drover	Review SEF, set priorities and decide on next meeting date
02/12/2016	Ms. Ramirez, Ms. Cervantes	Expectations for depth & breadth of Student Learning

04/08/2016	Ms. Torres, Ms. Moulton, Ms. Ramirez, Ms. Flores, Ms. Cervantes	Planning Strategies
08/03/2016	Cervantes, Whelan, Stephens, Flores, Ortega, Olson	ILT Theories of Action
08/04/2016	Torres, Flores, Don, Ortega, Olson	CCT Theories of Action
08/10/2016	Torres, Flores, Don, Whelan, Stephens, Cervantes, Ortega, Olson	MTSS Theories of Action
08/24/2016	Moulton, Stephens, Ramirez, Ortega, Olson	N8TL Theories of Action

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

Professional development provided around instructional strategies (close reading, Ubd, mini lessons, purposing etc.) after school, flex days, and grade level meetings. Teachers serve as teacher leaders, and model teaching of reading strategies for their peers. Teachers serve as Network 8 Teacher Leaders, and lead professional development related to UBD. Teachers attend after school and weekend professional development workshops. Teachers tutor in after school programs. Teachers used as resources during flex day professional development, leading workshops in teaching reading skills, and in using and analyzing data. ILT members attending training to help develop leadership skills that enhance their ability to implement plans to improve instruction school wide.

Weekly meetings (all stakeholders included with norms and protocols. Every grade level meeting utilizes agendas to guide conversations. We are working toward developing a shared accountability for results in student learning. ILT members are facilitated by a literacy coach and has also led the team on completing a PQS on unit development and instructional practice. There are cycles developed for regular teacher collaboration (mapped out for the term). Teachers norms were reestablished and shared with all teachers. NWEA, Amplify, Reading Eggs, Think Through math, and Think Cerca consultants attended grade levels to analyze student data to guide instruction.

Hamline's Mission statement is clearly posted in every classroom.

Student worked is analyzed regularly in grade level meetings. TRC/NWEA used to target whole group and small group instruction.

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	✓ 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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ILT use ILT rubric 3 times a year to monitor growth. Use periodic observations to analyze effectiveness of cycle learning/teaching strategies. Provide feedback and questions to drive conversation and future planning and initiatives.

Every meeting has a set agenda with intended outcomes. Cycle calendar is created every 6 to 8 weeks. ILT keeps a minute folder on Google drive that is shared with the entire staff. ILT meets 2-3 times per month. Membership in the ILT is representative of the school's content areas, programs, grade bands

All agendas are focused on a specific instructional strategy that was selected based on current student data, showing areas of need.

Walk through data has shown an increase in teacher pedagogy in areas such as close reading, mini lessons, etc.

The ILT members are a groups of teachers from across grade levels who meet weekly and decide how they will facilitate professional development during designated days and more importantly during grade levels sessions. The ILT is facilitated by the literacy coach who ensures agendas and objectives are aligned to the theory of action they created based on student data at the beginning of the year.

Established ILT representative of teachers across the school; meet weekly to determine progress made based on goals from former observations; developed 3rd cycle of learning on unit design and targeted instructional practice; analyze data (school-wide and classroom) to target student-learning; learning walks and ghost walk is built into the cycle of learning to impact practice and student.

Built in to the learning cycles; benchmark data reviewed at grade level meetings; Data charts created by grade level teams at benchmark points in the year; collecting data on students requiring targeted intervention with support from the counselor and AP as intervention systems continue to be developed. ILT members are leading teachers in using the DOK to target rigor when deciding how to develop a task and align to student outcomes. At the end of every learning cycle student work was collected and analyzed. This allowed for goals to be set based on student work.

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.

Score

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The principal and leadership teams of teachers (ILT, LC, Counselor, PBIS committee, REACH teacher leader) have provided professional development focused on the CIWP priorities in literacy and intervention (social emotional/behavioral and academic). The following are professional development opportunities that were offered at the school to support the mission and vision: Text/Complexity; Close reading; mini-lessons; Guided Reading; CLI; Network training Bilingual reading and math; PBIS; weekly teacher team meetings; cycle embedded learning; health and wellness PDs. The Network support has provided support with our unit planning and ILT development as well as with bilingual literacy support for our ELs. We have also committed to building partnerships through CISC to support SEL: offered to teachers during PD days. As a result of the PDs provided, we have seen more consistent practice across classroom that is focused on the architecture of the mini-lesson; clear school-wide expectations; targeted students diving into text more deeply; and more small-group instruction. However, we continue to work on elevating the rigor of expectations for students that is aligned to the CCSS. Professional development for Flex days targeted ELA teachers to continue development of Unit Planning in stages 1 and 2. Student Analysis Protocol used to analysis alignment and rigor or tasks to refine teacher created performance tasks. Network ISL's provided professional development on the districts math priorities. Specials teachers also received professional development on Unit Planning. Special Education teachers received professional development by the Network DL ISL around the development of IEP's. All teachers received

Guide for Professional Learning

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

outcomes.

- Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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All grade levels are using literacy resources aligned with grade level standards while also using certain programming to advance student learning and comprehension. Programming available is: COMPASS; ThinkCERca, Reading A-Z; RAZ for kids; FOSS and SEPUP (supplemented by National Geographic resources); supplemental materials are National Geographic as well as MARS tasks for teachers who are currently learning to access grade specific math content. All students have access to 1:1 computers grades 4-8 and 2 labs are available based in each building; primary students have ipads at their disposal for differentiated supports; SwD have access to all programming for instruction.

Staffing is conducted based on scheduling and student needs; the school involves some teachers in the hiring process; there is a multi-step hiring protocol in place that is made available (generally 2-step interviews) to demonstrate knowledge of skills and data analysis.

Common planning for teachers minimally 2-3 times/week.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**

- Create a positive climate and working conditions for teaching that attracts and retains educator talent.
- Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
- Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
- Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

Grade level teams developing unit plans in literacy; grades 4-6 focused on unit planning in mathematics with support from ISL; Teachers are using CCSS and CPS frameworks to guide UbD by McTighe and Wiggins; All students are expected to have access to grade level text with clear practices in differentiated instruction; Co-teach models are in place to ensure diverse learners have access to general curriculum and specific content area curriculum; ELs are required to receive sheltered instruction that define stems and frames to guide academic access to language; teachers are to use WIDA standards as ELs focus on language acquisition across curriculum. All teachers work in vertical teams as they begin to align objectives in units: this continues to be a work in progress for Hamline. N8TL members continue to receive training as "learners" regarding unit development and teacher leadership practices. The teachers continue to reflect with administration on developing a clear scope and sequence using the CPS frameworks to guide practice and pacing.

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&srclid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

All grade levels are using literacy resources aligned with grade level standards while also using certain programming to advance student learning and comprehension. Programming available is: COMPASS; ThinkCERca, Reading A-Z; RAZ for kids; LLI; FOSS and SEPUP; supplemental materials for mathematics are ENGage NY with support from Network ISLs on streamlining for student comprehension and skill development and Think through Math a computer based program. Along with this, teachers are provided with Second Step Curriculum that addresses the Social Emotional Learning standards. All students have access to 1:1 computers grades 3-8 and 2 labs are available based in each building; primary students have ipads at their disposal for differentiated supports; SwD and ELs have access to all programming for instruction; A-Z/RAZ for kids is also in native language instruction for Spanish speakers.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.

- Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School 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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School-wide: Performance Assessments: End of Unit in literacy; Benchmark; TRC/Dibels; IDEL; ACCESS; NWEA; REACH. Classroom Assessments: LASW (exit slips, writing); quizzes; IEP goals. Student assessments are analyzed with teachers during grade level meetings and are expected to disaggregate information learned to determine next steps for students. We are currently working on ensuring this process becomes more recursive in nature so that we can attain higher student achievement. Our current cycle focuses on text dependent questions.

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. 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)

1 2 3 4

The school provides opportunities for students (focused on middle grades) with the counselor for goal setting and expectations on college and career paths. The counselor is currently beginning her work with Naviance for students which also extends beyond 8th grade. Teachers work with students on goal setting for success on district-wide assessments. The school is aligned with CCSS in unit planning and design. Every teacher set goals at the beginning of they year related to their reading levels, NWEA scores, and grades. The guidance counselor meets with students in grades 6-8 to discuss benchmark tests, GPA, and skills needed to be successful in high school and beyond. 8th grade teachers met with all parents and students at the beginning of the year to discuss graduation requirements and successful transition to high school.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.

- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

Throughout the course of learning cycles and professional development, teachers have a skill set of instructional tools from which to pull when designing instruction. These include, but are not limited to, purposing a lesson, the architecture of a mini-lesson, text-dependent questions, close reading (text-dependent questions and annotation), and setting expectations for learning. These powerful practices have been developed in consultation with the Instructional Leadership Team, using data from learning walks. The trends from learning walks are analyzed 2-3 times per year, and this data is presented to the staff.

Teachers use data from progress monitoring and on-track reports in order to inform their small group instruction. They use a variety of interventions to assist struggling students. Teachers have been given professional support on how to provide sheltered instruction to English Language Learners utilizing the WIDA standards. Current professional development is focused on providing teachers support in designing text-dependent questions in order to challenge students cognitively.

Students' inability to articulate the purpose of a lesson continues to rise to the surface in every learning walk we have conducted. This tells us that we must continue to support teachers in designing a strong purpose for learning, continually monitoring students' progress through formative assessment, and helping teachers achieve the goal of cultivating independent, life-long learners.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP 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 grade levels provide Tier 1, universal instruction in both academic and social emotional learning through shared unit plans and the Second Step curriculum. Social emotional learning time is built into the master schedule and occurs daily during the intervention block. The PBIS team provides a monthly student incentive based on attendance and behavior. Seventh and 8th grade teachers provide a weekly incentive with the same criteria.

Teachers use data from progress monitoring to inform Tier 2 instruction, modifying as needed to accommodate new learning. LLI kits and "Now What?" resources are provided to teachers; these programs have tiered instructional materials to meet the needs of all students. Tier 2 interventions are also built into the schedule, as students use Compass Learning weekly and teachers are able to collect data to address the specific skills needed for students to grow. Tier 3 interventions are occurring as our two guidance counselors pull small groups and individuals to set goals and work toward proficiency. Teacher teams are also being supported to help students learn; the literacy coach meets with our 4th grade team weekly, and professional development around the co-teaching model has been provided multiple times throughout this school year.

On-track data is reviewed quarterly by the ILT and by grade level teams individually. Home visits to address chronic attendance concerns are conducted by our off-duty police officer, teachers, guidance counselors, clerks, and paraprofessional staff. These efforts, along with weekly student incentives, have increased our attendance 2% over the course of a year.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 2 3 4

Hamline teachers use the Understanding by Design model to collect a variety of evidence of student learning including end of unit performance tasks, quizzes, exit slips, writing samples, and anecdotal checks for understanding. In addition, students also take quarterly benchmark assessments in literacy and math, NWEA three times per year, and the city-wide REACH performance task twice per year. Students in the bilingual program take the ACCESS test yearly to determine English language progress.

All of this information is used to paint a full picture of what students are able to do academically and where they are on the road to meeting grade-level and content-area standards. Among grade level teams, Looking at Student Work protocols are used to examine the quality of teacher-designed assessments, student misconceptions, and progress toward end of unit goals. School-wide grading policies have been examined this year, along with supports and resources for Tier 2 and 3 interventions.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

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

We look at sample work of students in our team meetings. Collaboration has been a major focus supported by training and follow-up. We provide strive to provide a supportive environment by regularly implementing Second Step and providing a counselor. Focus on building a school-wide culture of learning was part of our first cycle of learning. Develop academic mindsets and behaviors by implementing strategies to monitor academic behavior.

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

There is persistent collaboration among teachers in addition to weekly grade level meetings. There is strong communication among teachers and support staff in regards to student's and their families needs to offer appropriate support. This communication takes place across all floors and buildings. The ongoing implementation of Second Step offers numerous opportunities for discussion to occur that helps build relationship between students and teachers.

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

School participates in After School All-Stars which provides a variety of opportunities for students to become engaged and invested in their school and learning. Students are given opportunities to participate in field trips which exposes the student to outside interests and communities. The Second Step curriculum also helps further the conversation about community and how one positively contributes to their own community.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
Measures	✓ MVMS Student Survey completion rates and results
	✓ 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

Focus will be on developing student government and additional leadership opportunities for students. Hamline is strong in implementing the Illinois SEL standards and rewarding students for following those standards.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

Restorative practice training was provided for staff at the beginning of the year. This training helped us to start developing the mindset of understanding underlying reasons for misbehavior and responding appropriately. Our future focus will be on Tier 3 interventions and more family involvement in the process of addressing these needs.

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

Hamline has increased the instructional programming available to the parents to help build the parent community. We work with the Chicago Police Dept to learn more about alcohol and drug abuse and prevention. Presentations have also been given about online safety and what steps parents can take to keep their students safe. The Community Health Organization works with parent group to develop healthy habits. The Mexican American Legal Defense and Educational Fund provide seminars for the parents that teach them how to advocate for themselves. Seminar topics have included how to talk to school staff about your child's needs, how the alderman's office can support you and the community and how to access resources. The Resurrection Project is focused on creating parent leaders. The knowledge that the parents gain from these workshops further empowers them to engage with both their school and neighborhood communities.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	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	⊘
2	Expectations for Quality & Character of School Life: Safety & Order	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: Restorative Approaches to Discipline	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				
Aligned to SQRP	71.00	15.00	40.00	70.00
National School Growth Percentile - Math				
Aligned to SQRP	16.00	20.00	40.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Aligned to SQRP	49.70	(Blank)	60.00	70.00

African-American Growth Percentile - Reading

Aligned to SQRP	91.00	1.00	30.00	50.00
Hispanic Growth Percentile - Reading				
Aligned to SQRP	66.00	22.00	35.00	50.00
English Learner Growth Percentile - Reading				
Aligned to SQRP	(Blank)	2.00	30.00	50.00
Diverse Learner Growth Percentile - Reading				
Aligned to SQRP	34.00	(Blank)	30.00	50.00
African-American Growth Percentile - Math				
Aligned to SQRP	16.00	36.00	50.00	70.00
Hispanic Growth Percentile - Math				
Aligned to SQRP	15.00	20.00	30.00	50.00
English Learner Growth Percentile - Math				
Aligned to SQRP	(Blank)	45.00	55.00	70.00
Diverse Learner Growth Percentile - Math				
Aligned to SQRP	8.00	(Blank)	30.00	50.00
National School Attainment Percentile - Reading (Grades 3-8)				
Aligned to SQRP	13.00	12.00	40.00	70.00
National School Attainment Percentile - Math (Grades 3-8)				
Aligned to SQRP	21.00	18.00	30.00	40.00
National School Attainment Percentile - Reading (Grade 2)				
Aligned to SQRP	2.00	3.00	20.00	40.00
National School Attainment Percentile - Math (Grade 2)				
Aligned to SQRP	2.00	13.00	20.00	40.00
% of Students Making Sufficient Annual Progress on ACCESS				
Aligned to SQRP	46.50	47.40	55.00	70.00
Average Daily Attendance Rate				
Aligned to SQRP	93.50	95.40	96.00	97.00
My Voice, My School 5 Essentials Survey				
Organized; Aligned to SQRP	(Blank)	(Blank)	(Blank)	(Blank)

Strategies

Strategy 1

If we do...

deepen our understanding of how the complexity of standards and assessments informs the interaction between instructional planning and delivery,

...then we see...

SEL Standards integration in lesson plans and rigorous lesson planning and delivery that reflect CCSS shifts and PARCC expectations,

...which leads to...

tasks aligned with PARCC shifts and developmental stages, side-by-side NWEA/PARCC test analysis, 1:1 correspondence in professional learning practices as a team, so that we refine our unit planning to the depth required for students and enhance teacher practice according to the REACH framework

Tags:

Professional Learning, SEL, Reach, Standards-based instruction, Common core state standards, Common core alignment, Social emotional learning, Parcc alignment, Nwea alignment

Area(s) of focus:

1, 2, 5

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Use a data analysis protocol to analyze NWEA student results for patterns and trends	Whelan, Bellot	Aug 29, 2016 to Sep 2, 2016	NWEA data analysis protocol for all faculty	Completed
Engage grade level teams in the same data analysis protocol	Grade Level Teams	Aug 29, 2016 to Sep 2, 2016	NWEA data analysis protocol for all faculty	Completed
Provide step-by-step modeling to identify areas of focus based on the data analysis	Whelan, Bellot	Aug 29, 2016 to Sep 2, 2016	NWEA data analysis protocol for all faculty	Completed
Implement an SEL-focused "First 20 Days" learning cycle with all faculty	ILT	Sep 6, 2016 to Oct 4, 2016	(Blank)	On-Track

Strategy 2

If we do...

support teachers in reflective data practices

...then we see...

a collection of student data, analysis of student work, and common formative assessments

...which leads to...

collaborative data conversations, consistency in teacher practice across grade levels, and data used when planning instruction, so that we will have a common language to continuously refine our practice in a meaningful way

Tags:

Data, Grade level meetings, Instructional planning, Data analysis, Data driven instruction, Protocols, Teacher reflection, Grade level teams, Instruction strategy, Data review protocol, Collaoration, Data driven culture

Area(s) of focus:

2, 5

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
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Provide athletic coaches with weekly data reports regarding their athletes' behavior, attendance, and grades	Olson, Don, Hetland, Saldana	Sep 26, 2016 to Sep 30, 2016	Athlete Tracker report	Completed
Provide each grade level team with NWEA data to balance homerooms	Kehr, Olson, Grade Level Teams	Sep 6, 2016 to Sep 16, 2016	NWEA reports for GLT	Completed

Strategy 3

If we do...

provide the tools and modeling for staff to meet our students' social and emotional needs,

...then we see...

implementation of Second Step, integrated SEL standards and objectives, utilization of Restorative Practices

...which leads to...

a decrease in student referrals, an increase in student and teacher attendance, consistent student data collection and consistent implementation of individualized student plans so that we create a safe and supportive school environment

Tags:

Attendance, SEL, Behavior plans, Safety and order, Second step, Social emotional learning, Individualized educational plans, Restorative practices, Data collection

Area(s) of focus:

4, 5

Action step [?]	Responsible [?]	Timeframe [?]	Evidence for status [?]	Status
Introduce Illinois SEL standards via a PowerPoint presentation to all faculty and staff	Torres, Flores	Aug 29, 2016 to Sep 2, 2016	Introduce and unpack SEL Standards to all faculty during opening PD	Completed
Use think-pair-share activity to provide rationale behind need for SEL Standards	Teachers	Aug 29, 2016 to Sep 2, 2016	Introduce and unpack SEL Standards to all faculty during opening PD	Completed
Utilize a graphic organizer to create SEL objectives for an instructional unit	Teachers	Aug 29, 2016 to Sep 2, 2016	Introduce and unpack SEL Standards to all faculty during opening PD	Completed
Model how to align SEL standards with the Common Core State Standards	Torres, Flores	Aug 29, 2016 to Sep 2, 2016	Introduce and unpack SEL Standards to all faculty during opening PD	Completed

Strategy 4

If we do...

focus on a culture of continuous improvement through the problem-solving process, then we will see usage of protocols to analyze data in grade level team meetings and structures and systems for MTSS implementation,

...then we see...

high impact conversations with parents, clear next steps, resource bank of Tier II and Tier III interventions and differentiated learning for students

...which leads to...

effective and targeted tools to support and monitor the academic and social/emotional growth of ALL students.

Tags:

MTSS, SEL, Interventions, Parental involvement, Communication, Progress monitoring, Protocols, Culture

Area(s) of focus:

3, 5

for learning, Actions, Social emotional learning, Targeted interventions

Action step	Responsible	Timeframe	Evidence for status	Status
Collaboratively review the MTSS theory of action in grade level meetings	Cervantes, Don, Teachers	Aug 29, 2016 to Sep 2, 2016	Full faculty MTSS review session during opening PD	Completed
Use a protocol to discuss strengths and areas for growth within grade level teams	Cervantes, Don	Aug 29, 2016 to Sep 2, 2016	Full faculty MTSS review session during opening PD	Completed
Synthesize and present strengths and areas for growth	Cervantes, Don	Aug 29, 2016 to Sep 2, 2016	Full faculty MTSS review session during opening PD	Completed
Collaboratively identify three priorities to focus on	Cervantes, Don, Teachers	Aug 29, 2016 to Sep 2, 2016	Full faculty MTSS review session during opening PD	Completed

Strategy 5

If we do...

support teachers in understanding the rigor of the skills and knowledge of a standard,

...then we see...

teachers engaging in task creation protocols and development of common formative assessments

...which leads to...

instructional tasks that progressively increase in both rigor and alignment

Tags:

Rigorous tasks, Formative assessment, Protocols, Common core state standards, Rigor, Aligned assessments, Common assessment

Area(s) of focus:

1

Action step	Responsible	Timeframe	Evidence for status	Status
Develop a comprehensive and focused calendar for Grade Level Teams	Olson, Ortega	Aug 24, 2016 to Sep 16, 2016	GLT calendar for SY17	Completed
Use critical friends protocol to assess progress made within priority areas	Grade Level Teams, Olson, Ortega	Sep 21, 2016 to Sep 21, 2016	Chart paper with warm and cool feedback	Completed

Action Plan

District priority and action step	Responsible	Start	End	Status
+ Use a data analysis protocol to analyze NWEA student results for patterns and trends Tags: Professional Learning, SEL, Reach, Standards-based instruction, Common core state standards, Common core alignment, Social emotional learning, Parcc alignment, Nwea alignment	Whelan, Bellot	Aug 29, 2016	Sep 2, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✦ Engage grade level teams in the same data analysis protocol</p> <p>Tags: Professional Learning, SEL, Reach, Standards-based instruction, Common core state standards, Common core alignment, Social emotional learning, Parcc alignment, Nwea alignment</p>	Grade Level Teams	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Provide step-by-step modeling to identify areas of focus based on the data analysis</p> <p>Tags: Professional Learning, SEL, Reach, Standards-based instruction, Common core state standards, Common core alignment, Social emotional learning, Parcc alignment, Nwea alignment</p>	Whelan, Bellot	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Implement an SEL-focused "First 20 Days" learning cycle with all faculty</p> <p>Tags: Professional Learning, SEL, Reach, Standards-based instruction, Common core state standards, Common core alignment, Social emotional learning, Parcc alignment, Nwea alignment</p>	ILT	Sep 6, 2016	Oct 4, 2016	On-Track
<p>✦ Provide athletic coaches with weekly data reports regarding their athletes' behavior, attendance, and grades</p> <p>Tags: Data, Grade level meetings, Instructional planning, Data analysis, Data driven instruction, Protocols, Teacher reflection, Grade level teams, Instruction strategy, Data review protocol, Collaoration, Data driven culture</p>	Olson, Don, Hetland, Saldana	Sep 26, 2016	Sep 30, 2016	Completed
<p>✦ Provide each grade level team with NWEA data to balance homerooms</p> <p>Tags: Data, Grade level meetings, Instructional planning, Data analysis, Data driven instruction, Protocols, Teacher reflection, Grade level teams, Instruction strategy, Data review protocol, Collaoration, Data driven culture</p>	Kehr, Olson, Grade Level Teams	Sep 6, 2016	Sep 16, 2016	Completed
<p>✦ Introduce Illinois SEL standards via a PowerPoint presentation to all faculty and staff</p> <p>Tags: Attendance, SEL, Behavior plans, Safety and order, Second step, Social emotional learning, Individualized educational plans, Restorative practices, Data collection</p>	Torres, Flores	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Use think-pair-share activity to provide rationale behind need for SEL Standards</p> <p>Tags: Attendance, SEL, Behavior plans, Safety and order, Second step, Social emotional learning, Individualized educational plans, Restorative practices, Data collection</p>	Teachers	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Utilize a graphic organizer to create SEL objectives for an instructional unit</p> <p>Tags: Attendance, SEL, Behavior plans, Safety and order, Second step, Social emotional learning, Individualized educational plans, Restorative practices, Data collection</p>	Teachers	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Model how to align SEL standards with the Common Core State Standards</p> <p>Tags: Attendance, SEL, Behavior plans, Safety and order, Second step, Social emotional learning, Individualized educational plans, Restorative practices, Data collection</p>	Torres, Flores	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Collaboratively review the MTSS theory of action in grade level meetings</p> <p>Tags: MTSS, SEL, Interventions, Parental involvement, Communication, Progress monitoring, Protocols, Culture for learning, Actions, Social emotional learning, Targeted inteventions</p>	Cervantes, Don, Teachers	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Use a protocol to discuss strengths and areas for growth within grade level teams</p> <p>Tags: MTSS, SEL, Interventions, Parental involvement, Communication, Progress monitoring, Protocols, Culture for learning, Actions, Social emotional learning, Targeted inteventions</p>	Cervantes, Don	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Synthesize and present strengths and areas for growth</p> <p>Tags: MTSS, SEL, Interventions, Parental involvement, Communication, Progress monitoring, Protocols, Culture for learning, Actions, Social emotional learning, Targeted inteventions</p>	Cervantes, Don	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Collaboratively identify three priorities to focus on</p> <p>Tags: MTSS, SEL, Interventions, Parental involvement, Communication, Progress monitoring, Protocols, Culture for learning, Actions, Social emotional learning, Targeted inteventions</p>	Cervantes, Don, Teachers	Aug 29, 2016	Sep 2, 2016	Completed
<p>✦ Develop a comprehensive and focused calendar for Grade Level Teams</p> <p>Tags: Rigorous tasks, Formative assessment, Protocols, Common core state standards, Rigor, Aligned assessments, Common assessment</p>	Olson, Ortega	Aug 24, 2016	Sep 16, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✚ Use critical friends protocol to assess progress made within priority areas</p> <p>Tags: Rigorous tasks, Formative assessment, Protocols, Common core state standards, Rigor, Aligned assessments, Common assessment</p>	Grade Level Teams, Olson, Ortega	Sep 21, 2016	Sep 21, 2016	Completed

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.

We will work with parents to periodically assess implementation of parent programs, school-wide goals and expectations as well as fund compliance with budgeting for Title I funds. We will hold meetings on a monthly basis for parents to receive this information along with feedback sessions. Parents are also surveyed for their input at My School My Voice.

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

We will hold an annual and organizational meeting on September 27, 2016 to discuss the right of participation at the school level and programming provided. There will be monthly meetings held to that will offer education courses for social emotional support at home; health education; literacy and the child; and attendance initiatives. Further, there will be literacy, math and science nights which will occur in the first semester of the school year. We will offer an Open House in September to set the expectations for the year. Information is shared with the parents through our newsletter and robo calling system. The PAC chairperson and assigned designee encourage involvement while also keeping a list of those in attendance for meetings.

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.

We will provide a State of the School address during an LSC meeting as well as during the PAC and BAC meetings in order to ensure information is shared in a timely manner. We will also hold beginning, middle, and end of year review with all committees in order to determine next steps for John Hamline Elementary. Our theories of action will be shared in order to assure stakeholders are aware of the direction pertaining to curriculum and instruction. All meetings are on the school calendar and will be posted publicly for all to view at least 48 hours prior to the meeting.

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.

We will respond to suggestions after review from the monthly meetings and address concerns according to priority, alignment to our theories of action, and parental and community engagement. There will be no more than a 48 hours turn-around to respond to questions, concerns or suggestions. We encourage parents to also be actively involved in the decision process.

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.

Parents will receive information on state assessments at all points in the year (beginning, middle, and end of year) for TRC, NWEA. Parents will also receive PARCC scores in the fall. Parents will also receive information in the fall report card pick up and through teacher correspondence and counselor meetings.

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.

Under the No Child Left Behind (NCLB) Act, Chicago Public Schools is required to: (1) inform parents annually in a language they understand that they have the right to request information about the qualifications of their children's teachers and their assistants; (2) inform parents if their child is taught a core academic subject for 20 or more consecutive days by a teacher who does not meet the Highly Qualified standards as established in NCLB; and (3) upon request, provide parents a letter describing the credentials of teachers and their assistants who instruct their children in any subject. In order to fulfill these obligations, the Certification Compliance Team will conduct its annual review of teacher and paraprofessional credentials within the context of their teaching assignments to determine their adequacy against NCLB standards. As a result of this process, teachers and paraprofessionals will receive one of the following NCLB status: (1) HQ=Highly Qualified; (2) NHO=Not Highly Qualified; (3) NC=Non Core Subject Assignment/Teacher; (4) NP=No Program (5) NR=Not Rated (because teacher did not meet the 20-consecutive-day condition. The Certification Compliance Team will: (1) compile and analyze data on teacher and paraprofessionals credentials and their teaching assignments between the 1st and 31st of October and complete this by November; (2) generate various reports describing and/or summarizing the NCLB statuses of teachers and paraprofessionals by November; (3) produce and distribute notification letters to teachers and paraprofessionals informing them of their NCLB status and if NHQ, their right to appeal; (4) conduct appeal sessions with NHQ teachers and NHQ paraprofessionals between November and December; (5) produce and distribute final NHQ-status letters to the appropriate parents beginning January; (6) generate close of audit reports describing and/or summarizing the final outcomes of the audit by January; (7) produce final NCLB list.

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.

This will be accomplished through the monthly NCLB PAC meetings as well as planned parent workshops held at Hamline throughout the school year. Teachers will also meet with parents to discuss goals set with students. The counselor also holds targeted sessions for students transitioning to high school and middle school.

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.

This will be accomplished through the monthly NCLB PAC meetings as well as planned parent workshops held at John Hamline Elementary throughout the school year. Parent workshops will focus on technology usage and development as well as workshops based in core content areas.

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

Staff at John Hamline Elementary will receive professional development during grade level meetings and during designated professional development days regarding the value and utility of contributions by parents. Staff will receive PD on how to reach out, communicate, and work with parents as equal partners in the education of their children and in how to implement parent programs and build ties with parents. Staff will contribute to workshops dedicated to parental involvement and increased support of students. The counselor also works with external partners in educating parents on how to be better involved with school.

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.

To the greatest extent possible, Hamline will coordinate and integrate parent programs and activities at the John Hamline Elementary Head Start program as well as parent program and activities for the parents of students in grades K through 8. External partnerships help to foster this involvement to the greatest extent possible.

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 information related to the school and parent programs, meetings and other activities will be sent to parents in English and Spanish: the primary languages of the families that attend John Hamline Elementary. We will also strive to ensure that students whose families speak a home language other than English or Spanish receive communication in their home language to the greatest extent possible.

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.)

John Hamline Elementary is committed to providing all students with the tools for academic achievement and to ensure high school, college, and career readiness. The following priorities will be our focus: Cultivating a safe, orderly, and positive school environment; Ensuring rigorous classroom instruction that is aligned to the Common Core State Standards; Conduct a thorough review of our standards-based curriculum at each grade level; Implement a strategic and actionable framework for Multi-Tiered Systems of Support (MTSS); Engage faculty and staff in relevant and meaningful professional learning.

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.

John Hamline Elementary will have Parent Teacher Conferences and Report Card Pick Up during the months of November and April. Additionally, teachers will meet with parents during Open House to express goals for the 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.

John Hamline Elementary will provide parents with frequent reports on their children's progress during the following weeks of the school year: 5th Week, 15th Week, 25th Week, and 35th Week. Classroom newsletters will also be a priority for informing parents on student's progress. Information sessions with the counselor will also act as a form of communication for those expectations.

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

Parents will have access to the John Hamline Elementary faculty and staff during Parent-Teacher conferences for Report Card Pickup days and during the school year on Monday through Friday by appointment before or after school.

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.

John Hamline Elementary parents will have opportunities to volunteer and participate in their children's classes through consultation with classroom teachers and administration as necessary. Parents are welcome to chaperon during field trips.

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

John Hamline Elementary parents will support their children's learning by: Having high expectations for their child; Making sure their child goes to school every day and on time; Making sure their child's homework is completed and returned to the teacher; Communicating with their child's teacher regularly; Volunteering in their child's classroom; Volunteering in their child's school; Volunteering to help with school programs; Monitoring what their child watches on television; Participating in school workshops for parents; Working with other parents on volunteer projects such as fund-raising; Participating as appropriate, in decisions relating to their child's education; Promoting positive use of their child's extracurricular time.

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

John Hamline Elementary parents will consult with the school by: Attending the Annual meeting for information of the schools participation in the Title I program, to explain the Title I requirements and the right of parents to be involved in the Title I program; Attending the monthly NCLB PAC meetings; If they have children in bilingual program, attending the monthly BAC meetings; Attending any other parent meetings during the school year; Staying informed about their child's education by promptly reading all notices from the school and/or the Chicago Public Schools either received by their child or by mail and responding, as appropriate, in a timely manner; Communicating with the school and/or with the Chicago Public Schools by responding to the aforementioned notices, as appropriate, in a timely manner-Serving to the greatest extent possible, on policy advisory groups or advisory groups.

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).

John Hamline Elementary students will assure academic achievement by: Coming to school every day and on time; Being prepared to complete assigned class work, projects and homework; Asking for help when needed; Reading at least 20 minutes every day outside of school time; Giving parents/guardian all notices and information received from school everyday; Meeting all classroom and school requirements; Participating in setting instructional goals with the classroom teacher and self. Students will also adhere to school-wide expectations and classroom rules.

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.

We will work with parents to periodically assess implementation of parent programs, school-wide goals and expectations as well as fund compliance with budgeting for Title I funds. We will hold meetings on a monthly basis for parents to receive this information along with feedback sessions. Parents are also surveyed for their input at My School My Voice.

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.	\$ 0 .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.	\$ 600 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 700 .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)	\$ 3000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
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.	\$ 293 .00

School must keep all receipts.

53510	Postage Must be used for parent involvement programs only.	\$	0	.00
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53306	Software Must be educational and for parent use only.	\$	0	.00
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55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	0	.00
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