Minnie Mars Jamieson Elementary School (/school-plans/228) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Robert Baughman	Principal	rcbaughman@cps.edu	Has access
Susan Paik	Assistant Principal	SSPaik@cps.edu	Has access
Sherly Chavarria	Resident Principal	schavarria1@cps.edu	Has access
Cecilia Garcia	Primary Teacher (2nd)	cgarcia2@cps.edu	No Access
Christy McGowan	Special Education Teacher (LSC)	cemcgowan@cps.edu	Has access
Elizabeth Hale	Intermediate Teacher (5th)	ehale@cps.edu	No Access
Jillian Connolly	Middle School Teacher (7th)	jmconnolly1@cps.edu	No Access
Linda Murakami	Primary Teacher (3rd)	lkmurakami@cps.edu	No Access
Michael Olszewski	Special Arts Teacher	mjolszewski@cps.edu	No Access
Robert Newton	Middle School Teacher (8th) (LSC)	rlnewton@cps.edu	Has access
Sheila Finley	Intermediate Teacher (4th)	smfinley@cps.edu	No Access
Susan Kim	Primary Teacher (1)	swkim@cps.edu	No Access
Thomas Skordalos	Bilingual Teacher	tmskordalos@cps.edu	No Access
Tracy Corr	Special Education Teacher (HI)	tacorr@cps.edu	No Access
Athena Sotos	Parent (LSC)	athenasotos@gmail.com	Has access
Georgia Drouglias-Schwarz	Community (LSC)	gdroulias@sbcglobal.net	Has access
Jeannette DiMuzio	Paraprofession and community	jrdimuzio@cps.edu	No Access

Jen Streicher	Parent (LSC)	Jenstreicher@gmail.com	Has access
Jim Grabowski	Parent (LSC)	jcgrabow@yahoo.com	Has access
Kevin Deuschle	Parent and community	kdeuschle@inmanfitzgibbons.com	Has access
Joshua Freedland	Parent and community	jfreedland@wje.com	Has access
Tawny Carrillo	Parent and community	tcarrillo415@gmail.com	Has access
Angie Fousias	Primary Teacher (Kindergarten)	afousias@cps.edu	No Access

Team meetings

Date	Participants	Topic
01/21/2016	Admin and ILT Members	School Excellence Framework (SEF)
01/28/2016	Admin., teachers, public	School Excellence Framework (SEF)
02/11/2016	Admin and ILT Members	School Excellence Framework (SEF)
02/18/2016	Admin and ILT Members	Priorities and Goal Setting
02/18/2016	LSC Meeting	School Excellence Framework (SEF)
02/25/2016	Admin., teachers, public	Strategies
03/17/2016	LSC Meeting	Priorities and Strategies Setting
04/07/2016	Staff Review (If necessary)	CIWP
04/14/2016	Admin and ILT members	CIWP Review
01/14/2016	LSC Meeting	CIWP Review and Vote for Approval
04/08/2016	Admin and ILT Members	Priorities and Strategies Setting - Continued
05/05/2016	Administration and ILT members	CIWP review
04/28/2016	LSC Meeting	CIWP review-feedback-tentative approval

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.

> 5E Program Coherence is rated "Strong" as of 2015 report. Jamieson scores in the 79th percentile overall. Curriculum, instruction and learning materials are well coordinated across the different grade levels, 88% agree or strongly agree.
>
> An area of growth is ensuring that all stakeholders know what the mission and vision are. We can also strengthen our ability to see a program through, creating a more consistent and coherent vision.

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	✓ 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:

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.

> We rate ourselves a three because in general the ILT has begun to take on a solidified structure. There is a set agenda, meetings are productive and purposeful. Productive meetings are helping teachers lead their respective grade level teams. According to 5E data, 77% of teachers feel that we use instructional data to make informed decisions. 73% of teachers say that they have opportunities to work together to develop materials or activities for particular classes. 78% of teachers report that they work on instructional practices with each other. We would be a four if teacher leaders felt more comfortable leading their teacher teams, thereby ensuring that collaborative planning is more closely related to school-wide priorities. This will be possible when everyone feels comfortable knowing that they can lead and facilitate even when they don't feel like an expert.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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

1 2 **3** 4

> 5E data indicates that Collaborative Practices is "Very Strong." Data shows teacher collaborate to innovate and improve implementation practices. Administration and Leadership teams offer safe practice and are supportive when teams are trying new practices. Teacher to teacher observation structures are in place but need strengthening and consistency.

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

1   2   3   **4**

Schedules are aligned to CPS guidelines.
Budget is aligned to CIWP priorities.
Many resources are aligned with school-wide priorities.
Teacher retention is high with most teachers leaving due to retirement or budget deficiencies.
Currently, we do not have any deficiencies in the list provided from the Scoring Guide of Aligned Resources.

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

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

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

> We chose a 3 because annually we revisit and on team levels we work on curriculum maps - sequencing and pacing. Some teams currently work on thematic units with assessments.
>
> One of our strengths is the annual team review and update of curriculum maps and unit plans.
>
> In order to achieve the next level we would benefit from strengthening horizontal and vertical teams development of unit plans that integrate both academic and social emotional learning for all learners.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**

- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
  - **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
      - Use English and native language development in addition to content standards to differentiate for English learners.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer? a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), 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	✓ 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	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	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	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**

> One of our strengths revolves around teachers utilizing variable and flexible instructional materials to meet student differentiated needs. Teachers differentiate and supplement to increase student access to learning.
>
> Administrative review of team's curriculum maps and units of study indicate varied levels of individual students' support. Teachers have access to multiple resources including leveled libraries, magazine subscriptions, curricular supplements, and online resources such as: NewsELA, IReady and ST Math.
>
> Grade level and team MAP data demonstrate variation in student growth. Students in lower percentiles (0% to 40%) are consistently meeting/exceeding growth. Students in the middle percentiles (40% to 75%) are not consistently meeting growth. Students in the upper percentile (75% to 99%) are consistently maintaining (i.e. not exceeding growth).
>
> In order to achieve the next level, we would benefit from varied levels of individual student engagement (i.e. multimedia, student choice in authentic projects, and assessments, etc.) that must be embedded within instruction.

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	✓ 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

1 2 **3** 4

> There are regular weekly team meetings centered around student learning and teaching practices which involve review of multiple assessments (text work, authentic work, benchmark, end of unit test, and MAP, TRC, and iReady student data).
>
> The ILT has been examining levels of rigor within school-wide curriculum using Depth of Knowledge criteria.
>
> In order to achieve the next level we would benefit from continued efforts around developing teacher capacity in recognizing, writing, and implementing level 3 Depth of Knowledge tasks, as well as scaffolds and supports to enable student success.
>
> School-wide analysis of student tasks utilizing Depth of Knowledge criteria has been evaluated. Depth of Knowledge criteria - level 1 (low cognitive demand), level 2, level 3, level 4 (high cognitive demand). Data analysis indicates: out of 1,233 questions analyzed, 58 were coded as level 3 and only 1 was a level 4. With the school average being 1.63 for all subjects (math, reading, science, social studies, word study, and writing).

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)). 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	✓ 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:

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

Score

1   2   **3**   4

> Most components in this area do not pertain to the elementary setting. However, we feel a score of 3 is justified due to our middle school curriculum and our high school preparation programs (high school fair for 6th - 8th graders, visitation of high school exhibits - Northside College Prep, counselor goal setting, and transition plan development with all 6th - 8th grade students).
>
> Jamieson's attainment in reading for grades 3rd - 8th is better than 90% schools nationally. In math in grades 3rd - 8th is better than 94% schools nationally. Both of which predict success in high school and possibly college settings. Focus on monitoring progress of English learners after transition, could justify a rating of 4.

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	✓ 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	✓ 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

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

Looking at NWEA attainment at worst we are higher than 90% of schools nationally in reading 3-8. At best we are 99% higher than schools nationally in reading at the second grade.
In terms of growth our students have outgained the nation by 85% in reading and 73% in math. However our NWEA Growth percentage is languishing at 55.4% better than the national growth.
Our 5E score on Ambitious instruction continues to rise but we fall short of the MOST Implementation category.
Our Effective Leaders score is also on the rise and falls just short of the MOST Implementation.
Our lowest score came in Supportive Environment where we rate ourselves at the high end of Average Implementation.
We think this category could potentially be a 4, the only indicators that concern us are that our 5E data shows that there is room for growth in Supportive Environment, and REACH observation data shows room for growth in teacher questioning.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	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	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

Score

1   2   **3**   4

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.

Our attendance rate was 96%.
Looking at NWEA attainment at worst we are higher than 90% of schools nationally in reading 3-8. At best we are 99% higher than schools nationally in reading at the second grade.
Our Hispanic population shows growth at 75% better nationally in reading but drops to 42 % in math.
All other sub groups are significantly small and growth is significantly lower, however this is a very small pool of students.
Our Access growth is 51.4% of students are making their growth target but this is slightly lower than last year when we met our goal.
Our current on track rate is approximately 10% higher than our rate at this time last year.
Our 5E score on Ambitious instruction continues to rise but we fall short of the MOST Implementation category.
Our Effective Leaders score is also on the rise and falls just short of the MOST Implementation.
Our lowest score came in Supportive Environment where we rate ourselves at the high end of Average Implementation.
We have numerous MTSS tier 1 and tier 2 groups throughout the grade levels.
We monitor students in the EL program as well as recent transitioning students.

Overall, our on track rate is increasing, student achievement is increasing, however there are subgroups that continue to lag behind the general population, this keeps us from ranking ourselves as a 4. It may be valuable to continue to monitor how we identify and support students in tiered interventions.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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

> Looking at NWEA attainment at worst we are higher than 90% of schools nationally in reading 3-8. At best we are 99% higher than schools nationally in reading at the second grade.
> Our 5E score on Ambitious instruction continues to rise but we fall short of the MOST Implementation category.
> We have progress reports in weeks 3, 5, and 7.
> We all follow the board grading scale.
> Modified grades are used in various subgroups when necessary.
> While our attainment scores demonstrate student achievement, we would not rank ourselves a 4, because we have not yet developed a consistent and coherent, vertical assessment system.

Guide for Balanced Assessment & Grading

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ 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

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**

-ILT-led team meetings focusing on depth of knowledge.
-5E data has Jamieson at 84th percentile for Ambitious Instruction
-PBIS assemblies acknowledging students for attendance and positive behavior.
-Teachers and staff go out of their way to give the students extra opportunities to excel.
-Teachers engage in paired projects to cultivate school spirit and excitement for learning.
-MTSS pulls at-risk students for extra support.
-MTSS offers enrichment for higher performing students as well.
-Goals are set for each student based on their NWEA test results.
-ELA are addressing differentiated learning.
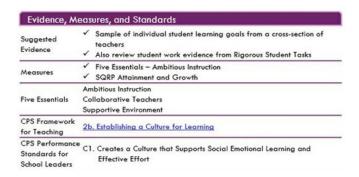-Structures are in place to support all diverse learning in the school.

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

-In order to develop relational trust with the students, we have a "check in-check out" system for students with staff
-5E data shows that Teacher to Teacher trust is very strong (83rd percentile); Teacher-Principal trust is strong (70th percentile); Teacher-Parent trust is very strong (99th percentile)
-5E data show that Student-Teacher trust is neutral (47th percentile); therefore, we feel that we are not at a 4 in this category
-Teachers pair up once a month with another classroom for a paired activity.
-PAC training provided for parents.
-National Junior Honor Society
-Girls in the Game
-One Book Middle School with discussions, movies, and paired activities.
-Art Show
-Although we feel that we are doing very well in this area in general, we feel that we could do a better job as a faculty to interact among various grade levels.

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

-NJHS coordinates a canned food drive every year.
-Students are included and have a voice on the PBIS team.
-After school programs are offered for enrichment and academic support.
-We offer many sports programs such as Volleyball, Cross Country, Basketball, Flag Football, Soccer, and Track and Field
-My Voice My School Student Survey completion rate is 91% for spring 2015.
-5E data for Supportive Environment is Neutral, which is why we are at a 3 in this area.

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

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

-5E data for Supportive Environment, Safety, as Neutral (56th percentile). Therefore, we are at a 3 in this category.
-Positive behavior is rewarded with the Wings program.
-Implementation of Second Step Program to address social and emotional learning.
-Staggered and separate entrance into the building by grade bands ensure order and safety. Lunch periods are staggered and separate as well based on grade bands.
- Based on the students' responses to the 5 Essential survey, we feel that we have to continue working to build student-teacher trust and ensure that the students feel safe.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

-During the current school year, there have been fewer misconducts and in-school and out of school suspensions. Students who need help have been referred to the school social workers or counselor for assistance and encouragement of positive behavior. We had a 50% reduction of out of school suspensions from 2013 to 2014.
-Social workers work with various student groups at different age levels about anger management and other social issues.
-Positive behavior is reinforced with the Wings program.
-The Second Step SEL program encourages students to make responsible decisions, and is strong in teaching empathy.
-Between Friends Program helps middle school students resolve conflict and manage their emotions.
-Although we feel we are doing well in this area, we feel that we need to continue to build a more consistent discipline and behavior plan.
-To get to a 4, we can work toward establishing a team that meets regularly to organize systems that support restorative environment.

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) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1   2   3   **4**

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.

- 5E Data shows that we are very strong in the "Involved Families" measure. Specifically, we are ranked at the 99th percentile for teacher-parent trust, 91st percentile for parent involvement in school, and 73rd for parent influence on decision making in schools.
-Parent volunteers for lunch time, field trips, etc.
-Active and supportive LSC which meets monthly
-J.E.F.F., our non-profit parent group, supports the school in various ways, e.g. Craft Fair, Family Fun Fair, School Dances, Movie Nights, Teacher grants, Teacher appreciation luncheon, etc.
-PAC holds monthly meetings for planning and input
- PAC coordinates and hosts at least two events per quarter based on parent interest and need
- PAC hosts a Parent Talk Series to assist parents with their children's homework, etc.
- Development of the PAC Chairperson's leadership and capacity
-BAC holds quarterly meetings
-School website is updated frequently with principal's message, celebrations and event updates
- Outdoor marquee
- Robo calls to parents reminding them of special and upcoming events
-Parents are invited to attend various classroom presentations and participate in special projects.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
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: Curriculum	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	[1] 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: 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: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
4	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘

Goals

Required metrics (Elementary)   3 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
(Blank)	82.00	85.00	(Blank)	(Blank)
National School Growth Percentile - Math				
(Blank)	77.00	73.00	(Blank)	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms				
(Blank)	57.10	(Blank)	(Blank)	(Blank)
African-American Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Reading				
(Blank)	57.00	75.00	(Blank)	(Blank)
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	11.00	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading				
(Blank)	86.00	4.00	(Blank)	(Blank)
African-American Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic Growth Percentile - Math				
(Blank)	53.00	42.00	(Blank)	(Blank)
English Learner Growth Percentile - Math				
(Blank)	(Blank)	42.00	(Blank)	(Blank)
Diverse Learner Growth Percentile - Math				
(Blank)	56.00	16.00	(Blank)	(Blank)

National School Attainment Percentile - Reading (Grades 3-8)

(Blank)	86.00	90.00	(Blank)	(Blank)

National School Attainment Percentile - Math (Grades 3-8)

(Blank)	89.00	94.00	(Blank)	(Blank)

National School Attainment Percentile - Reading (Grade 2)

(Blank)	97.00	99.00	(Blank)	(Blank)

National School Attainment Percentile - Math (Grade 2)

(Blank)	98.00	98.00	(Blank)	(Blank)

% of Students Making Sufficient Annual Progress on ACCESS

Although we had an influx of students requiring bilingual supports, we are confident that with our focus on balanced literacy, especially guided reading and independent work stations for FY17, coupled with our two bilingual teachers supporting both pull out and push in supports that our students will continue to improve on language development.	55.70	51.40	53.50	55.70

Average Daily Attendance Rate

We are finding that 96% is challenging but we have been more successful this year on a monthly basis than in the past. It is a matter of culture and expectations, especially for parents. Our procedures with security, attendance clerk, and PBIS monthly attendance celebrations will continue to support our growth around these goals.	95.80	96.00	96.20	96.30

My Voice, My School 5 Essentials Survey

Jamieson would like to improve on all components, especially on Supportive Environment (neutral). We did drop to strong in all other categories. We look to have more detailed conversations with our middle school students as well as the middle staff at an upcoming middle school summit.	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
differentiated E/LA instruction within guided reading and independent work stations that address students' individual areas of growth as informed by assessment data,	greater student ownership, more engaged learners, increased student on task behavior, and self efficacy	greater success at meeting growth targets.

Tags:
MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Curriculum Design, College Access and Persistence, Intervention, Climate and Culture, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Trust, Instructional practices

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

| Peer Observation of guided reading lesson will support greater differentiation in direct feedback, referencing student actions when reading independently, and data collection to better differentiate the next lesson. | Teachers and Administrators | Oct 17, 2016 to Apr 28, 2017 | *(Blank)* | Not started |

Teacher Teams/Collaboration

| Set and implement common grade level guided reading times. This will allow for more opportunity for teachers and administrators to visit and observe guided reading instruction to provide support and feedback particularly around differentiated instruction. | Teachers and grade level teams. | Sep 6, 2016 to Oct 28, 2016 | *(Blank)* | Behind |

Teacher Teams/Collaboration, Balanced literacy, Accountability

| Develop a balance of authentic task for independent learning centers. Authentic task will better align with student individual needs as well as having more meaningful and productive work for student to complete. | Teachers and grade level teams. | Sep 6, 2016 to Jun 21, 2017 | *(Blank)* | Behind |

Diverse Learners, English Learners, Academic, Differentatied instruction, Assessments, Cognitive demand, Classroom rigor

| Plan and implement structures to engage in teacher-student conferencing around content (Middle School). This will allow for direct and specific feedback to students from teachers to differentiate need and next steps. | Teachers and grade level teams. | Sep 6, 2016 to Jun 30, 2018 | *(Blank)* | Behind |

Math, Science, Assessment, Social studies, Ela, Communication, Standards-based instruction, Accountability

Strategy 2

If we do...	...then we see...	...which leads to...
collaboratively develop common grade level tasks (assessments) that include a balance of Depth of Knowledge levels, and collaboratively analyze student work to inform and implement instruction.	increased collaboration among staff and greater rigor and depth of instruction and student learning.	increase of all students' performance on assessments.

Tags:
Diverse Learners, Curriculum Design, ILT, Bilingual, Rigour, El, Assessments, Classroom rigor, Depth of knowledge, Academic expectations, Student engagement, Instructional planning, Data driven instruction

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

| Engage in professional learning communities. Once per quarter, create a common task and assessment or collaboratively analyze results. Then create instructional next steps and professional learning needs. | Grade Level Teams and administration | Jun 1, 2016 to Jun 30, 2018 | (Blank) | Behind |

MTSS, Diverse Learners, Curriculum Design, Rigour, El, Dok, Cooperative learning, Grade level meetings, Lesson planning, Culture of learning, Student engagement, Balanced grading and assessment, Instructional planning, Student tasks

| Teams engaging in the continuous learning cycle. ILT member reports grade level instructional concerns. ILT then identifies school wide trends in order to develop a focus for professional development content. | Grade level and school level teams | Jul 1, 2016 to Jun 30, 2018 | (Blank) | Behind |

MTSS, Curriculum Design, Bilingual, Interventions, Differentiated instruction, El, Grade level meetings, Cognitive demand, Classroom rigor, Depth of knowledge, Lesson planning, Instructional planning, Data driven instruction, Common core state standards, Cycles of continuous improvement, Problem solving process, Analysis

Strategy 3

If we do...	...then we see...	...which leads to...
continue to build upon current PBIS structures,	strengthening of our learning community, student ownership in learning, and respectful and polite interactions among all stakeholders.	a school community that continuously fosters and promotes learning and respectful interactions among all.

Tags:
MTSS, Behavior and Safety, Pbis, Social emotional, Incentive, Relationships, Counseling, Discipline, Student expectations, Collective responsibility, Classroom management, School culture climate

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Continue to implement the WINGS incentive program school wide. The use of positive reinforcement of positive behavior has led to a decrease in both misconducts and in school suspensions.	Teachers, support personnel, administration and all other staff members.	Sep 6, 2016 to Jun 22, 2018	(Blank)	Behind

MTSS, Diverse Learners, Climate and Culture, El, Behavior

Continue to implement Eagle Pride Friday. Recognizing student of the month (work ethic as well as behavior) along with attendance will promote stronger positive interactions with a reduction of academic or discipline meetings between teachers - parents as well as misconducts and meetings between administration and parents.	Teachers, support personnel, administration and all other staff members.	Sep 6, 2016 to Jun 23, 2017	(Blank)	Behind

MTSS, Diverse Learners, Climate and Culture, EI, Cooperative learning, Behavior

Revisit school wide behavioral expectations in common areas and continue beginning of the year "Boot Camp." Setting common language and visual representation for behavior and interactions in common areas as well as the classroom creates a shared understanding and by in to cultural expectations.	Teachers, support personnel, administration and all other staff members.	Sep 6, 2016 to Oct 28, 2016	(Blank)	Behind

MTSS, Diverse Learners, Climate and Culture, EI, Behavior

Establish a restorative discipline committee to explore school wide discipline practices. By looking into misconducts, blue slips, detention referrals, and MVMS data, we hope to better target areas of behavioral intervention and possible root causes associated with negative behavior. (Year 2016-2017).	Teachers, support personnel, administration and all other staff members.	Oct 3, 2016 to Jun 16, 2017	(Blank)	Behind

MTSS, Diverse Learners, EI, Behavior, Enrollment

Determine and implement school wide policies and procedures around restorative discipline. Utilizing information from step above, we will plan and implement more restorative practices, routines, and strategies to further decrease our level of punitive responses as determined by blue slips, misconducts, suspensions, and responses on MVMS surveys.	Teachers, support personnel, administration and all other staff members.	Sep 5, 2017 to Jun 22, 2018	(Blank)	Behind

MTSS, Diverse Learners, EI, Behavior supports, Enrollment

Strategy 4

If we do...	...then we see...	...which leads to...
continuous teacher learning and improvement for our newly purchased (2016-2017) math curriculum	greater teacher confidence and competence in utilizing the curriculum and students engagement around the curriculum.	Stronger teacher understanding and best practices around mathematics, aligned curriculum for the building, and greater student

mathematical knowledge and reasoning as it relates to CCSS.

Tags: Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
(Blank)	*(Blank)*	select	*(Blank)*	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Peer Observation of guided reading lesson will support greater differentiation in direct feedback, referencing student actions when reading independently, and data collection to better differentiate the next lesson. Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Curriculum Design, College Access and Persistence, Intervention, Climate and Culture, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Trust, Instructional practices, Teacher Teams/Collaboration	Teachers and Administrators	Oct 17, 2016	Apr 28, 2017	Not started
✚ Set and implement common grade level guided reading times. This will allow for more opportunity for teachers and administrators to visit and observe guided reading instruction to provide support and feedback particularly around differentiated instruction. Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Curriculum Design, College Access and Persistence, Intervention, Climate and Culture, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Trust, Instructional practices, Teacher Teams/Collaboration, Balanced literacy, Accountability	Teachers and grade level teams.	Sep 6, 2016	Oct 28, 2016	Behind
✚ Develop a balance of authentic task for independent learning centers. Authentic task will better align with student individual needs as well as having more meaningful and productive work for student to complete. Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Curriculum Design, College Access and Persistence, Intervention, Climate and Culture, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Trust, Instructional practices, Diverse Learners, English Learners, Academic, Differentatied instruction, Assessments, Cognitive demand, Classroom rigor	Teachers and grade level teams.	Sep 6, 2016	Jun 21, 2017	Behind
✚ Plan and implement structures to engage in teacher-student conferencing around content (Middle School). This will allow for direct and specific feedback to students from teachers to differentiate need and next steps. Tags: MTSS, Literacy/Reading, Core Instruction, Technology, Diverse Learners, English Learners, Curriculum Design, College Access and Persistence, Intervention, Climate and Culture, Data Use, Teacher Teams/Collaboration, Personalized Learning, Instruction, Cycles of professional learning, Trust, Instructional practices, Math, Science, Assessment, Social studies, Ela, Communication, Standards-based instruction, Accountability	Teachers and grade level teams.	Sep 6, 2016	Jun 30, 2018	Behind
✚ Engage in professional learning communities. Once per quarter, create a common task and assessment or collaboratively analyze results. Then create instructional next steps and professional learning needs. Tags: Diverse Learners, Curriculum Design, ILT, Bilingual, Rigour, El, Assessments, Classroom rigor, Depth of knowledge, Academic expectations, Student engagement, Instructional planning, Data driven instruction, MTSS, Diverse Learners, Curriculum Design, Rigour, El, Dok, Cooperative learning, Grade level meetings, Lesson planning, Culture of learning, Student engagement, Balanced grading and assessment, Instructional planning, Student tasks	Grade Level Teams and administration	Jun 1, 2016	Jun 30, 2018	Behind
✚ Teams engaging in the continuous learning cycle. ILT member reports grade level instructional concerns. ILT then identifies school wide trends in order to develop a focus for professional development content. Tags: Diverse Learners, Curriculum Design, ILT, Bilingual, Rigour, El, Assessments, Classroom rigor, Depth of knowledge, Academic expectations, Student engagement, Instructional planning, Data driven instruction, MTSS, Curriculum Design, Bilingual, Interventions, Differentiated instruction, El, Grade level meetings, Cognitive demand, Classroom rigor, Depth of knowledge, Lesson planning, Instructional planning, Data driven instruction, Common core state standards, Cycles of continuous improvement, Problem solving process, Analysis	Grade level and school level teams	Jul 1, 2016	Jun 30, 2018	Behind

District priority and action step	Responsible	Start	End	Status
✚ Continue to implement the WINGS incentive program school wide. The use of positive reinforcement of positive behavior has led to a decrease in both misconducts and in school suspensions. Tags: MTSS, Behavior and Safety, Pbis, Social emotional, Incentive, Relationships, Counseling, Discipline, Student expectations, Collective responsibility, Classroom management, School culture climate, MTSS, Diverse Learners, Climate and Culture, El, Behavior	Teachers, support personnel, administration and all other staff members.	Sep 6, 2016	Jun 22, 2018	Behind
✚ Continue to implement Eagle Pride Friday. Recognizing student of the month (work ethic as well as behavior) along with attendance will promote stronger positive interactions with a reduction of academic or discipline meetings between teachers - parents as well as misconducts and meetings between administration and parents. Tags: MTSS, Behavior and Safety, Pbis, Social emotional, Incentive, Relationships, Counseling, Discipline, Student expectations, Collective responsibility, Classroom management, School culture climate, MTSS, Diverse Learners, Climate and Culture, El, Cooperative learning, Behavior	Teachers, support personnel, administration and all other staff members.	Sep 6, 2016	Jun 23, 2017	Behind
✚ Revisit school wide behavioral expectations in common areas and continue beginning of the year "Boot Camp." Setting common language and visual representation for behavior and interactions in common areas as well as the classroom creates a shared understanding and by in to cultural expectations. Tags: MTSS, Behavior and Safety, Pbis, Social emotional, Incentive, Relationships, Counseling, Discipline, Student expectations, Collective responsibility, Classroom management, School culture climate, MTSS, Diverse Learners, Climate and Culture, El, Behavior	Teachers, support personnel, administration and all other staff members.	Sep 6, 2016	Oct 28, 2016	Behind
✚ Establish a restorative discipline committee to explore school wide discipline practices. By looking into misconducts, blue slips, detention referrals, and MVMS data, we hope to better target areas of behavioral intervention and possible root causes associated with negative behavior. (Year 2016-2017). Tags: MTSS, Behavior and Safety, Pbis, Social emotional, Incentive, Relationships, Counseling, Discipline, Student expectations, Collective responsibility, Classroom management, School culture climate, MTSS, Diverse Learners, El, Behavior, Enrollment	Teachers, support personnel, administration and all other staff members.	Oct 3, 2016	Jun 16, 2017	Behind
✚ Determine and implement school wide policies and procedures around restorative discipline. Utilizing information from step above, we will plan and implement more restorative practices, routines, and strategies to further decrease our level of punitive responses as determined by blue slips, misconducts, suspensions, and responses on MVMS surveys. Tags: MTSS, Behavior and Safety, Pbis, Social emotional, Incentive, Relationships, Counseling, Discipline, Student expectations, Collective responsibility, Classroom management, School culture climate, MTSS, Diverse Learners, El, Behavior supports, Enrollment	Teachers, support personnel, administration and all other staff members.	Sep 5, 2017	Jun 22, 2018	Behind
✚				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

> No later than the third week of school we hold our PAC Annual Meeting, and Organizational Meeting where information is given to all in attendance regarding the parental involvement plan and policy. All PAC meeting dates and times are provided at this meeting as well as being advertised monthly on our school web page, monthly paper calendar, school web site, email blast, and school marquee. These meetings cover not only parental support ideas and involvement, but also review of school and ways to improve.

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

> The Title 1 Annual Meeting is scheduled for September 21, 2016 at 5:30 p.m. prior to the start of the school's open house.. The Title 1 PAC Organizational Meeting is scheduled for September 28, 2016 at 6:00 p.m. All PAC meeting dates and times are provided at this meeting as well as being advertised monthly on our school web page, monthly paper calendar, and school marquee.

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.

> At the start of the new school year when we hold our annual Parent Open House and PAC Annual Meeting there information is given to all in attendance regarding the parental involvement plan and policy. At this meeting we also review our school goals, curricular focus and tools used, including assessment to measure progress. All PAC meeting dates and times are provided at this meeting as well as being advertised monthly on our school web page, monthly paper calendar, and school marquee. Each PAC meeting has a monthly overview/agenda and each meeting is advertised by handouts, school web page, and school marquee. Jamieson plans on holding multiple "parent information" meetings in the evenings to discuss test (purpose and understanding), High School selection, and supporting reading at home.

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.

> If a parent requests a meeting we first refer them to the monthly meetings scheduled at the beginning of the year at our Open House. If the request is of an urgent nature and the next scheduled meeting is not soon enough, then the principal will schedule another meeting within a reasonable time period based on the request. In addition to the PAC meetings we also hold a Parent Coffee Chat monthly, but not on the same week as the PAC, where parents may also come to ask questions.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> Based on when the report is delivered to the school, we either distribute the report at our Open House or at our first quarter report card pick up date.

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.

A notice is compiled by the Board of Education and distributed to parents by January. If the school were to have someone teaching that is not designated Highly Qualified, the principal will notify the parents in writing. We follow the time line that is dictated by the Board of Education policy.

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.

We provide resources (via our web page) and information meetings (open house, report card pick up and parent inforamtion meetings in the evenings) to support parents. Links to our test information and our curriculum maps can be located on our web page and are available, in hard copy, in the main office. Our staff is available to answer parent's questions and concerns.

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.

We hold various training's and teaching seminars throughout the year at the school at evening Parent Information meetings. We also partner with Asian Human Services to provide another location with multiple times and days where parents may take their children, or enroll themselves (free of charge) in various courses that support academic achievement, literacy and technology training, as well as English language learning.

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.

At the beginning of the year, and periodically throught the year, the school reviews our goals for the current year. Parental involvement and support is one of those goals. Parent-Teacher communication is supported through daily updates on the teacher's class web page, our google school calendar and school paper calendar, our three progress reports sent home throughout each quarter, and by teachers calling parents on an as-needed basis.

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.

Jamieson supports incoming preschool students and parents through our Kindergarten Tea, counseling services, and community meetings.

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.

Jamieson's web page has Google translator to support parents with languages other than English to translate information provided on the web page. We try to translate material sent home into our four dominant languages (Spanish, Arabic, Urdu, and Vietnamese).

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.)

If we focus on a rigorous, thoroughly mapped and planned approach to teaching the Common Core State Standards, improving instruction and assessments, ensuring a strong foundation in literacy and numeracy in all subjects, including the arts, while using a balanced literacy approach for differentiated instruction with an emphasis on student engagement and writing, Then we will be more successful and capable in tailoring our instructional practices to better meet the learning needs of all students, improving their achievement, and ensuring their continued growth and success while preparing them for college or the world of work.

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.

Teachers are available before school, during their preparation period, or after school any day at any time throughout the year for parent conferences if the parent/teacher calls to set up the appointment. District scheduled conferences occur on report card pick up days.

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

Parents, at any time, may log onto the District's Parent Portal to view their child's current grade in any subject. The school provides three progress reports during each quarter; on the third, fifth, and seventh week. We also encourage and support parents in signing up for the district's Parent Portal system which allows them to view, in real time, their child's grade via the web.

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

Teachers are available before school, during their preparation period, or after school any day throughout the year for parent conferences if the parent/teacher calls to set up the appointment. Parents and teachers may also conduct conferences via phone or electronic media.

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.

At the beginning of the school year teachers send home parent volunteer sheets asking parents if they want to volunteer and in which capacity they feel most comfortable with. Other forms of parent visitation are approved through the administration.

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

Parents are asked to suppor their child's learning by making sure they are on time daily to school. They are expected to monitor their child's homework completion and turn in, return communication from the school and teachers, attend open house and at a minimum both report card pick up days. We expect parents to set aside quiet time at home, daily, for children to complete their homework and to engage in some pleasure reading. We also encourage and support parents in signing up for the district's Parent Portal system which allows them to view, in real time, their child's grade via the web.

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

Parents may consult with the school whenever they have questions, ideas, or concerns. Parents are encouraged to attend all report card pick up days, our BAC , PAC, and LSC meetings. We have also begun a Parent Coffee Chat where they may come to discuss any topic of their choice, and parents can contact any of the school personnel by phone or email.

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

Students are expected to maintain excellent attendance (no tardies or absences), complete all in school and home work assignments and turn them in, maintain a positive respectful and responsible attitude both in and out of school, they should maintain their assignment notebook with all entries, monitor their grades on student portal, and seek help when having difficulty.

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 increast student academic achievement through parental involvement; specify your goals.

To involve more parents in their children's academic lives through parent training sessions and informational meetings.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ [Amount] .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1629 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1159 .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)	$ 2049	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount	.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. School must keep all receipts.	$ Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount	.00
53306	**Software** Must be educational and for parent use only.	$ Amount	.00
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.	$ Amount	.00