



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/25/2016	Gail Cannova Basia Pacyniak Maria Martinez Kathrine Mankoff Sandra Zielke Christopher Engler Mayra Rodriguez	CIWP Framework
02/22/2016	Gail Cannova Basia Pacyniak Kathrine Mankoff Sandra Zielke Christopher Engler Mayra Rodriguez Colleen Fahey Eva Arjona Gabriel Delgado Giovannina Lauro-Geruso Jeanne Bakula Jennifer Katsoulos Pamela Cahill Robin Sims	CIWP Framework
02/08/2016	Gail Cannova Basia Pacyniak Maria Martinez Kathrine Mankoff Sandra Zielke Christopher Engler Mayra Rodriguez	CIWP Framework, Goals
04/04/2016	Gail Cannova Basia Pacyniak Maria Martinez Kathrine Mankoff Sandra Zielke	CIWP Strategies

Christopher Engler Mayra Rodriguez

04/25/2016	Gail Cannova Basia Pacyniak Maria Martinez KATHERIN Mankoff Sandra Zielke Christopher Engler	CIWP- Strategies
05/09/2016	Gail Cannova Basia Pacyniak Kathrine Mankoff Sandra Zielke Christopher Engler Mayra Rodriguez Jennifer Katsoulos Pamela Cahill	CIWP- Strategies
05/11/2016	Gail Cannova Pamela Cahill Jeanne Bakula, Marie Ramirez, Xavier Cambray, Ana Mendoza, Sandy Reyes, Reynalda Batres	LSC Meeting - CIWP overview
05/23/2016	Gail Cannova Basia Pacyniak Kathrine Mankoff Sandra Zielke Christopher Engler Mayra Rodriguez Eva Arjona Gabriel Delgado Dalila Lizcano Jeanne Bakula Jennifer Katsoulos Pamela Cahill Maria MArtinez	Final review

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Schubert created a new vision statement in 2015. "Dream it, Believe it, Achieve it." It was created by teachers and was presented to the community at LSC, PAC and BAC meetings. The vision statement is seen throughout the building on banners, the website, t-shirts, school marquee, and a 1+ banner on the front of the building. Upon entering the building you will see our attendance goals as well as the SQRP. In addition, you can see Schubert's mission statement displayed: "Schubert School will provide a caring environment, a standards-based academic curriculum, and researched-based instructional practices which meet the needs of all our students. The school community will challenge our students by actively engaging them in learning and by relating the curriculum to real life experiences."

We were rated Well Organized on 5 Essentials. Ninety-two percent of teachers believe there is consistency in the curriculum and 90% believe the principal is an effective manager. Schubert will continue to strive for excellence, and close the achievement gap through our vision. The 5 Essentials stated 98% of teachers agree that a clear vision has been communicated.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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The current ILT was established in the 2014-2015 school year. The ILT members have remained consistent and have been able to work together to create rigorous instruction and curriculum decisions. The ILT Effectiveness Rubric has guided us, with the exception of a few areas of improvement, the ILT Effectiveness Rubric determines a Well Established ILT. Units of Study using the Framework for Teaching and the CCSS continue to be the foci of the ILT. This work will continue through collecting and reviewing the evidence from grade levels and individual classrooms, looking for coherence and rigor throughout instruction. The ILT communicates clearly and interacts with teacher teams to influence what happens instructionally. The ILT has driven instruction through using collaboratively-developed Units of Study and Cycles of Learning. In doing so, it has been instrumental in making sure everyone is on the same page. The 5 Essentials stated 92% of teachers believe they are provided with useful feedback to improving their teaching through school leadership.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

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Teachers convene for grade level meetings twice a week; once with the administration and once with their grade level colleagues. The ILT, in collaboration with grade-level teacher teams, created Cycles of Learning to improve best practices. The Cycles of Learning include a focus on differentiation, CCSS and best practices through professional readings. Whole school professional development has been limited, so Google Classroom has been created and will include feedback surveys to increase school wide collaboration. Google Drive is being utilized for clarity and communication.

The measures for Professional Learning as reported in the 2015 SQRP show 92% growth in reading and 97% growth in math. On the 5 Essentials, 92% of teachers believe they have "some or a great deal of influence" in Establishing The Curriculum And Instructional Program. Also on the survey, 93% of teachers stated they have Worked On Instructional Strategies With Other Teachers at weekly grade level meetings and Worked With Other Teachers To Develop Materials Or Activities For Particular Classes.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Schubert received two additional special education teachers. This allowed for more inclusion classrooms creating 100% LRE compliance. The daily literacy and math blocks are established at 120 minutes and 90 minutes respectively. Guided reading and guided math are the format for instruction. The budget has allocated resources for literacy, math, science and technology. Due to budget cuts, Schubert has lost its curriculum coordinator, literacy coach and dean of students. In order to provide services for Tier III MTSS, ancillary teachers have one period per week where they work with the PLP students on reading and math. In addition, monies were put aside to make Schubert a one-to-one school, Chromebooks for each student in the classroom. As budgets stabilize, these positions will return and the computers will be purchased. This will require an additional \$300,000 for the positions (annually) and \$250,000 (one time purchase) for the computers.

Schubert has a high teacher retention rate. Teachers consider Schubert home and generally only leave through retirement. On the 5 essentials, 94% of teachers state they wouldn't want to work anywhere else.

Monies will be put aside for staff development. Teachers will be paid the non-instructional rate for PD after school. Schubert has received three long term grants. The Aces Grant provides 180 students with dance, drama, fine arts, technology and home work assistance. A deep dive of the student data will be completed by the end of summer. The funding for this analysis is provided within the grant. CASEL/PATHS is a 2 1/2 year grant that provides support for SEL in the classroom K-5. This PATHS curriculum is taught throughout the building and in each classroom. The third grant is new for the 2016-2017 school year. Baxter Foundation is providing a full-time bilingual therapist for Tier III interventions and family support.

Guide for Aligned Resources

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

- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

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In 2014, teachers received Hienemann guided reading kits and the My Math program. The cost was \$150,000.00 but it allowed teachers to vertically align the curriculum for math and reading. Teachers used curriculum mapping and teacher created units of study to have grade level consistency. These vertically aligned units of study used, the CCSS, and WIDA standards, curriculum guides, outside resources, technology, and the CPS Content Frameworks: Literacy, Math, Science, and Social Science. Assessments are being aligned to the common core. For 2017 all students will have access to NGSS. As measured on most recent SQRP 2015, Schubert's reading attainment was only at 50% with growth of over 90% in both math and reading. To improve this metric, supplemental text resources were purchased, which were the FOSS Kits for primary grades and the Building Blocks of Science (BBS) for the intermediate grades. This was a three year purchase with the final purchase in fall 2016. The 5 essentials rated 99% Quality Of Student Discussion Students Participate In Classroom Discussions That Build Their Critical Thinking Skills and 98% Program Coherence.

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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Teachers receive all the instructional materials necessary. Teachers will continue to use the following material for 2017. My Math, Heinemann leveled readers, Heggerty, Sing Spell Read Write, Paths Kits for SEL, Foss & BBS for NGSS, A to Z readers, (progress monitoring), IXL, (enrichment and interventions), Brain Pops, ConnectEd (for math enrichment), WIDA Standards and Can Do Descriptors, and Mars Tasks. Having a consistent curriculum will allow teachers to further create rigorous instructions and learning content.

On the 5 essentials teachers rated 92% that there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level

SQRP rating 92% growth in reading, 97% growth in math.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

Score

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Student grades do not correlate with student ability. Assessments need to be further aligned to CCSS. Teachers will continue to backwards map instruction, starting with rigorous assessments. Using the Learning Continuum teachers will create assessments aligned to the CCSS. Item analysis is done in grade level meetings of authentic student work and assessments. They are analysed for rigor and authenticity. Close readings and text dependent questions are used along with Bloom's Taxonomy. Students use Bloom's questions stems to enhance students higher order thinking skills beyond general knowledge and Mars Tasks and Problems of the month for math fluency. Students will also use MEL-Con writing. This teaches formulaic writing. It is embedded in the thematic units and is used across the curriculum. Students are given a variety of ways to demonstrate learning, which may include tests with a wide range of types of questions, or it may be that students are allowed to show their understanding through creative projects. Teachers determine rigor by having students use higher order questions asked during whole group and small group, students are assigned tasks that are on or above grade level no matter their ability level, students are involved in inquiry-based learning, students are engaged in student-led discussions, and referring to text to support their findings, students respond to text daily in every class. Teachers outline student progress. From a focused lesson to a guided lesson working towards student collaboration and finally to independent thinking. "I do", "We do", "They do". On the SQRP Schubert had over 90% growth in both reading and math. The ILT will continue to work with scope and sequence for more rigorous math instruction.

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

Between 2008 and 2018, 63 percent of job openings will require some postsecondary education. But only 42 percent of Americans currently earn an associate degree or higher by the age of 25. For students to be successful they must be provided a range of diverse and engaging learning opportunities, both in and outside the classroom, that meet their interests. Post secondary awareness is throughout the building and embedded in the culture. College and Career language is used daily. Teachers have their college pennants in their classrooms. Schubert has college days throughout the year and Junior Achievement (Prosser High School Students) spend the day modeling and working with students on their long term goals. Students are given the chance to retest their assessments and assignment for further student success. 5th grade students and parents are articulated to Northwest Middle School.

Social and Emotional Learning (SEL) is the capacity to recognize and manage emotions, solve problems effectively and establish positive relationships with others. SEL provides direct instruction in skills that enable students to succeed in college, career and life by being responsible citizens and decision makers. Instruction in SEL enables students to see themselves and others in a positive light, manage emotions, set and achieve goals and solve problems they encounter effectively. SEL is a critical component of the educational experience. In order for students to reach their full potential in school and in life, schools must provide instruction on academics and social and emotional skills. In short, they must teach the whole student if they want to see healthier school climates and improved academic results. CASEL supports school cultures and climates to allow students to practice life skills daily. This year we received a 2 ½ CASEL (Collaborative for Academic Social and Emotional Learning) and PATHS (Promoting Alternative Thinking Strategies). This has enabled the primary teachers to use research based program to ensure student create an environment that helps young children 3 to 6 years of age to develop better self-to allow primary students to learn control, self-esteem, emotional awareness, basic problem-solving skills, social skills, and friendships. It is important for students to learn the skills necessary to empower them in these life skills. The students are given the attention they need to learn these skills. The school has also begun a relationship with Metropolitan Services to assist parents with problems outside of the school setting. Schubert also received a Grant from Baxter Pharmaceutical through Children's Home and Aid Society to have a full time therapist at Schubert for the upcoming school year.

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

Taught curriculum is having student inquiry and active engagement, assessed curriculum is analyzing student performance; "what do the students know" and written curriculum is supporting students efforts and gaining understanding. These are the components that the curriculum and instruction is based on. Teachers in grade-level teams have created Units of Study. The vertically aligned units of study used the CCSS, the WIDA standards, curriculum guides, outside resources, technology and the CPS frameworks for teaching. Professional development has been provided through Heinemann, McGraw Hill and Casel. Teachers have continued their education and consistently attend professional development throughout the school year. Teachers will receive additional professional development on assessment writing and alignment. Teachers worked all year to provide differentiated instruction, small groups, close readings, text dependent questioning, peer assessing and project based learning. Teachers have created units of study and will continue to align the assessment to the CCSS.

5 essentials - 96% of teachers stated they have been closely connected to My School's Improvement Plan.

89% of teachers stated Curriculum, Instruction, and Learning Materials Are Well Coordinated Across The Different Grade Levels At This School.

Guide for Instruction

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

- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

All students in Tier 1 receive high-quality, scientifically based instruction, differentiated to meet their needs, and are screened on a periodic basis to identify struggling learners who need additional support. In Tier 2, students not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress through teacher determined groups. Tier 3, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. Much of the Tier 3 work has been through additional time with More work and follow up by administration needs to take place. Systems have been put in place but are not always followed through on in a timely manner.

Progress monitoring in primary through DIBELS, IDEL, TRC and mCLASS Math. Twice a month for intensive, every three weeks for strategic and once a month for benchmark. Intermediate uses BAS to progress monitor as well as NWEA Learning continuum and RIT scores.

PLP Plans are monitored and students have pull out reading once a week.

5 essentials - 83% of teachers stated they have gone over student assessment data with other teachers to make instructional decisions.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Schubert teachers use the three forms of assessment throughout the year to progress monitor student growth and the validity of the instruction. Summative assessments are used for ranking and comparing the school and they yield the disaggregated data that identifies content areas in which particular groups of students are struggling. The results are useful in helping the school and the ILT adjust the instruction. Formative assessments, are administered frequently by our teachers during an instructional unit to assess student learning as it happens. Formative assessments provide the information that helps the teachers adjust the instruction as needed. Interim assessments (progress monitoring) fall between formative and summative assessments in both timing and purpose. Usually administered on a regular, preplanned schedule, they evaluate student progress on common content standards, or benchmarks, that students must master to be on track to reach end-of-year learning goals. This is especially important for Tier II and Tier III interventions.

Disaggregating the data is done on a regular basis. Teachers use assessments to backwards map a unit to align with the CCSS and skills a student is to master. They (teachers) use item analysis in their grade level meetings to find patterns for understanding, EOY, BOY and MOY (Amplify and NWEA). Data is compared from EOY, BOY, MOY for individual students, student-to-student, across class and grade levels to show growth or regression and instruction is adjusted. Students are given the opportunity to retake classroom assessments for mastery. Teachers meet with the principal and administrative team for one(three)-on-one and deep dive the data results for the individual classroom and students.

Schubert's new grading policy is based on assessments based grading and standards based grading. Standards-based grading involves measuring students' proficiency on objectives. This way of thinking about grading and assessments clearly communicates with parents and students how well learners currently understand the standards. Teachers give students letter grades instead of numerical eliminating zeros. This has reduced failures by 10%.

If a student is receiving a "D" or an "F" teachers meet with the principal to discuss strategies for those students. Teachers analyze data and creates BOY and MOY goal setting sheets for each students based on the data from NWEA and TRC. A data base was given to each teacher at the beginning of the year with multiple data points: F&P, NWEA, TRC, mCLASS Math, Access, DIBELS, IDEL, and student grades.

Most recent SQRP shows 92% growth in reading and 97% growth in math with 40% attainment in reading and 54% attainment in math.

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
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
CPS Framework for Teaching	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Schubert obtained a 2 1/2 year CASEL/Paths grant to bring SEL to the classroom. an additional grant provided Path k-5. Teacher will have learned strategies to assist students with coping skills and behavior issues . The Counselor, Case manager, and social worker will continue to work with students beyond the classroom. Schubert received a grant from the Baxter Foundation to provide a full time therapist for Tier III intervention and families. Additional outside organizations will be used to assist the school teachers, and parent. Metropolitan Services, SASS, Tuesday's Child and CASEL. Reduction of misconducts and suspensions have occurred over the last three years. In 2015 Schubert had 77 incidents of misconduct under the Student Code of Conduct. In 2016 it was reduced to 37 incidents reported. Restorative justice practices have been put into place. 66% of students are on-track. Monthly on-track data will be disseminated to teachers. Administration will keep monthly on-track data. Many initiative have been put in place through high expectations. monthly IXL contests are held with 10 students having breakfast with the principal. Attendance incentives are done weekly Schubert expectation for student behavior are reinforced throughout the building. Each students have their goals on their desks and teacher do individual classroom incentives for students reaching their goals. SQRP 92% growth in reading and and 97% growth in math. 40% attainment in reading and 54% attainment in math. 98% of teachers stated they have opportunities to work productively with colleagues in the school. Creating a professional learning community.

Guide for Culture for Learning

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

- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Administration, Teachers, Parents and Students work together to create a culture of learning. The school will clearly communicate its policies and curriculum objectives to the students and parents. The school will take the concerns and input from students and parents seriously when establishing those policies. The school will keep parents informed about their child's progress. The school will make every effort possible to help a child overcome and/or deal with his challenges and communicate with parents about what they are doing. The school will be considerate of, and of help to, the student and parents.

Schubert teachers spend each day using the Paths curriculum to empower students to address their feelings and make better choices. We use the ABCs of SEL . SEL has three main domains: Affect, Behavior, and Cognition.

A is for Affect. Children who learn about affect, or emotional response, learn how to recognize feelings in themselves and in others, and to communicate about those feelings. Students also learn how to regulate their emotions, which can help in class -- emotions make a difference to what is learned and how. B is for Behavior. SEL also teaches and reinforces positive behavior, such as self-control strategies and relationship skills. Students learn that they are in charge of their behavior and can stop and calm down instead of acting out. This is great for students and for classroom management. C is for Cognition. Cognitive or thinking skills are necessary for recognizing problems, taking another's perspective, and coming up with multiple solutions. SEL teaches students about the importance of planning, goal setting, problem solving, and thoughtfully resolving conflict.

Every classroom has a Paths kit and a curriculum to ensure students develop strong, positive relationships with both peers and adults.

Clear rules, procedures and expectations are posted in every room. The SCC is followed and restorative justice practices are in place.

5 essentials - 92% of the teachers stated they trust one another.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.

- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Schubert has several engaging programs after school. We have the ACES program- This is a 5 year grant for Fine Arts, Drama, Dance, Technology and homework assistance. 180 students participated. The Choir, Band, and Art club provide students exposure to the arts. Teachers do individual tutoring after school for their students. Budget monies, approximately \$30,000.00 will be set aside to assist students after school.

Teacher Leader teams and parent organizations have been created for feedback - ILT, PPLC, PPC, Teacher Leaders, LSC, PAC and BAC

94% completion on 5 essentials (primary)

Guide for Student Voice, Engagement, & Civic Life

Students...

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

- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

Schubert takes student safety very seriously. We hired a full time security guard. Visitors are buzzed in and can be seen from cameras. Limited access to any of the buildings. Parents must meet teacher in main office. Restorative justice practices are in place. Consequences instead of punishment.
 95% of teachers are proficient or distinguished on 2C on REACH evaluations. Classroom management is a high priority.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

Restorative justice practices empowers students to resolve conflicts on their own and in small groups. Restorative justice offers a more sustainable, equitable, and respectful alternative to dealing with misbehavior. It can also be used as a proactive strategy to create a culture of connectivity and care where all members of the school community can thrive. The Paths curriculum continues to assist students in alternative solutions to misbehavior. Schubert purchased student logger to assist teachers and administration. Student behavior is not isolated and all school personnel can assist with students and their behavior. Continued Professional development will be made available.
67% of students on-track

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

Setting clear goals for increasing family engagement, and rolling out systems and programs to reach parents has been a priority goal for Schubert. Providing parents with this information can create strong and effective partners for teachers. Below are a list of ways the school communicates and engages parents.

LSC, PAC and BAC
teacher emails
parent portal
open door policy
ACES
Parent workshops
ESL Classes for parents (Latino Literacy Project)
Website with programs and links
Robo calls
Weekly flyers
increased parent portal by 10% in 2016
92% rating on 5 essentials

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
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Culture for Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Expectations for Quality & Character of School Life: Relational Trust	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

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

1 2 3 4 5

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

1 2 3 4 5

Goals

Required metrics (Elementary)

14 of 18 complete

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

National School Growth Percentile - Reading

Based on NWEA national data, setting a goal of having 50% of students meet or exceed typical growth is a recommended target. This growth is equivalent to the 50th percentile or exceeding the growth of 50% of the schools. Schubert students exceeded the growth target in 2015 and will reach the minimum growth target for 2016. Articulated, coherent sequence of content ensures that content standards and units of study are introduced, reinforced, and assessed and that instruction is targeted on student needs. Using guided reading strategies, students will be exposed to at level material as well as work independently at their level. Teachers will use the learning continuum to create and assess reading comprehension and fluency using guided reading strategies, Students will be exposed to at level materials as well as work independently at their level. Teachers will use the learning continuum to design differentiated instructions for student growth.

31.00

92.00

65.00

67.00

National School Growth Percentile - Math

Based on NWEA national data, setting a goal of having 50% of students meet or exceed typical growth is a recommended target. This growth is equivalent to the 50th percentile or exceeding the growth of 50 percent of the schools. Schubert students exceeded the growth target in 2015 and will reach at least the minimum growth target for 2016. Schubert use My Math k-through 5. This program is an articulated, coherent sequence of content. It ensures that content standards and units of study are introduced, reinforced, and assessed and that instruction is targeted on student needs. Teacher will also use the learning continuum to differentiate instruction for individual student growth based on student RIT scores.

5.00

97.00

65.00

67.00

% of Students Meeting/Exceeding National Ave Growth Norms

As students reached their projected goals in 2015 the focus became having student exceed projected goals for 2016 and beyond. By making goal strands understandable to students we will be able to focus on strengths as much as areas of concern from DesCartes. We will use the CCSS and use Lexile scores to establish independent and guided reading practices . Student goals for 2016 were set at 70% of students meeting or exceeding growth norms.

42.20

(Blank)

65.00

70.00

African-American Growth Percentile - Reading

n/a

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Reading

95% of Schubert's student population is Hispanic. 59% of the students are in the bilingual program. The majority of students are in at least program year 3 and are required to take the NWEA. Language development occurs over time and depends on many factors. Second language and literacy skills develop interdependently but at different rates and in different sequences. Since language development is a complex long-term process, students have access to authentic curriculum concurrent with language instruction. With access to grade-level content, students' academic literacy development and performance will improve reaching the goal of at least 50%.

34.00

89.00

65.00

67.00

English Learner Growth Percentile - Reading

55% of students have tested out of ACCESS. This is up from 45% in the last three years. The NWEA test helps predict student achievement and focus teacher instruction on specific student skills. Students are given a Rasch Unit (RIT) score. This RIT score indicates where the student is currently achieving. Growth norms for each individual are predicted based on student level. These growth norms point to a specific score or goal students should be achieving in the spring. This allows teachers to individualize student instruction. Using the WIDA standards as well as CCSS, students will be able to meet growth goals of at least 50%.

(Blank)

64.00

50.00

53.00

Diverse Learner Growth Percentile - Reading

n/a

(Blank)

(Blank)

(Blank)

(Blank)

African-American Growth Percentile - Math

n/a

(Blank)

(Blank)

(Blank)

(Blank)

Hispanic Growth Percentile - Math

95% of Schubert's student population is Hispanic. 59% of the students are in the bilingual program. The majority of students are in at least program year 3 by third grade and are required to take the NWEA. Schubert's use My Math k-through 5. This program is an articulated, coherent sequence of content. It ensures that content standards and units of study are introduced, reinforced, and assessed and that instruction is targeted on student needs. Teacher will also use the learning continuum to differentiate instruction for individual student growth based on student RIT scores.

4.00

96.00

65.00

67.00

English Learner Growth Percentile - Math

Using WIDA's MPI's (Model Performance Indicators) and the Can Do Descriptors, teachers use minimal, moderate, or maximal scaffolding to ensure differentiated instructions based on student's proficiency. Student's receive language support throughout and were able to exceed goals in 2015. Students will continue to make growth in 2016. Students should exceed the 50% growth by at least 20% for 2016.

(Blank)

92.00

65.00

67.00

Diverse Learner Growth Percentile - Math

n/a

(Blank)

(Blank)

(Blank)

(Blank)

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

The 2015 NWEA results showed 40% of students reached attainment in reading. Having a coherent, well defined reading curriculum from k-5 for the last two years has helped Schubert set a strong foundation in the primary grades as well as continued proficiency in the intermediate grades. Using the CCSS and a vertically aligned curriculum students will increase their scores by 10% in 2016.

13.00

40.00

50.00

52.00

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

The 2015 NWEA results showed 54% of students reached attainment in math. Having a coherent, well defined math curriculum from k-5 for the last three years has helped Schubert set a strong foundation throughout the math curriculum. Using the CCSS and a vertically aligned curriculum; students will maintain their attainment scores to at least 50% in 2016.

17.00

54.00

50.00

52.00

National School Attainment Percentile - Reading (Grade 2)

The 2015 NWEA results showed 53% of students reached attainment in reading. In addition to a strong curriculum, primary student are following the k-2 initiative. This includes using Heggerty, Sing Spell Read Write and Fry words for fluency and comprehension. As students finish 2nd grade they are increasing their proficiency and knowledge and will increase their attainment scores over the next few years. Target goal for 2016 is 55%.

45.00

53.00

55.00

57.00

National School Attainment Percentile - Math (Grade 2)

The 2015 NWEA results showed 59% of students reached attainment in math. Having a coherent, well defined math curriculum from k-5 for the last three years has helped Schubert set a strong foundation in the primary grades. This growth will continue and student goals are set at 62% attainment for 2016.

31.00

59.00

60.00

62.00

% of Students Making Sufficient Annual Progress on ACCESS

Schubert EL students have had a 4% growth each year for three consecutive years on ACCESS. The school will continue to use this metric to set the goals. Schubert went from 45% of students passing ACCESS in 2013 to 51% passing it in 2015.

46.30

51.20

55.00

59.00

Average Daily Attendance Rate

We have not reached our goal of 97%. We will continue to work towards achieving this goal. More intensive interventions and parent involvement is needed to attain our goal.

94.70

95.20

95.00

97.00

My Voice, My School 5 Essentials Survey

The school attained Well Organized in 2015. It is expected that it will continue through the next CIWP cycle.

(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...

Continue the Collaboratively-developed vertically aligned Units of Study anchored by Heinemann Guided Reading text during 120 minute uninterrupted literacy block.

...then we see...

Students engaged in rigorous cc standards-based tasks, close reading, students asking and generating text dependent higher order thinking questions and participating in student led discussions, increased rigor in complex texts as measured by improved reading levels over time increasing comprehension.

...which leads to...

Vertical and horizontal alignment of literacy units, alignment of assessments, increased comprehension, fluency and rigor.

Tags:
Literacy

Area(s) of focus:
1, 4, 5, 2, 3

Action step

Responsible

Timeframe

Evidence for status

Status

Continue grade level unit development to strengthen vertical alignment which will increase reading scores each year and improve students' writing ability. Add more rigorous close reading passages and text complexity into the units to develop reading and writing strategies and increase achievement reading scores on PARCC. Using authentic and aligned assessments to ccss. Ensure differentiated instruction, balanced literacy and students reading in guided reading groups focusing on needed skills reading at instructional levels

Administration
Teachers

Sep 6, 2016 to
Jun 23, 2017

balanced literacy aligned to ccss literacy, speaking, listening and writing standards using balanced and aligned grading system

Based on our MOY 2015-2016 NWEA data 50% of our intermediate students were at grade level or above. After implementation of our interventions:

increase of Parcc proficiency from 13.2% to 35% meets and exceeds

attainment increase on NWEA from 50% in 2016 to 52% attainment in 2016-2017

increase of TRC, from 2015-2016, of 54% meeting or exceeding to 57% for 2016-2017 based on MOY data

Not started

Balanced literacy, Classroom rigor, Vertical aligned,

Authentic tasks, Guided reading, Aligned assessments, Curriculum mapping, Complex texts

<p>Continue focusing on MEL-Con writing with fidelity in K-5 grades and raise the rigor in writing will increase. Students using MEL-Con as a graphic organizer for writing will identify the main idea, gather evidence, link the evidence from the main idea to supporting details and draw conclusions</p>	<p>Administration Teachers</p>	<p>Sep 6, 2016 to Jun 23, 2017</p>	<p>improved writing on benchmark assessments and REACH PT using MEL-Con</p>	<p>Not started</p>
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Writing assessment, Writing curriculum

<p>Continue placing emphasis on primary reading to increase reading fluency and comprehension. Continue with the implementation of Sing, Spell Read, and Write as well as Heggerty and Fry words to increase fluency levels in primary. This will increase phonemic awareness, phonics and a greater vocabulary acquisition. Continue focusing on vocabulary at all grade levels, increase Tier II vocabulary throughout all subjects and create interactive Tier II word walls in each classroom for every curriculum area.</p>	<p>Administration Primary Teachers</p>	<p>Sep 6, 2016 to Jun 23, 2017</p>	<p>increase of DIBELS to 62% & IDEL to 66% meets and exceeds,</p>	<p>Not started</p>
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Vocabulary, Phonics, Sight word initiative, K-2 initiative, Phonemic awareness, Comprehension, Fluency

<p>Monitor Scheduled Progress Monitoring: Dibel middle of the year scores indicate K-2 are at 52% meeting/exceeding, IDEL at 56% . Focus on primary literacy skills in comprehension and fluency. Students in grades 3-5 are at 70% meeting and exceeding on growth and attainment is at 40% for reading and at 54% for math in grades 3-5.All assessment will be aligned to CCSS, and regular progress monitoring with fidelity.</p>	<p>Administration</p>	<p>Sep 6, 2016 to Jun 23, 2017</p>	<p>increase of attainment from 53% to 55% for grade 2. Student on-track rates and student based grading practices.</p>	<p>Not started</p>
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Progress monitoring, Benchmark progress monitoring, Balanced assessment, Attainment, Analysis of data, progress monitoring, rit instruction, small group instruction

<p>Continue providing family reading nights for students and parents to foster community involvement. Family reading nights will increase the home school connections and parent involvement.</p>	<p>Administration Teachers Parent Students</p>	<p>Sep 6, 2016 to Jun 16, 2017</p>	<p>increased family involvement through participation in family reading nights</p>	<p>Not started</p>
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Family night events

Implement Interventions to increase comprehension and fluency in reading increasing reading levels. Struggling students will receive additional assistance to acquire at level reading skills developing their vocabulary and comprehension skills

Administration
Teachers
Special Education
Teachers

Sep 6, 2016 to
Jun 23, 2017

providing struggling readers and writers with multi-tiered support systems for achievement and academic success

Not started

MTSS, Interventions

Provide each classroom, budget permitting, with a set of Chromebooks for the students, Schubert will, over the next three years, be a one-for-one school. Students using chrome books will improve reading comprehension, fluency and vocabulary development.

Administration
Teachers

Sep 6, 2016 to
Jun 22, 2018

students using technology, chrome books, to increase literacy skills in one-for-one classrooms

Behind

Technology

Align assessments to the common core.
.5 literacy coach substitute coverage for teacher professional development
.25 Assistant Principal Heinemann Professional Development
TRC in lieu of Dibels and IDEL
Fry Words K-5

Administration
Teachers

Aug 29, 2016 to
Jun 23, 2017

If budget permits, professional development and support personnel will be put in place to assist teachers.

Not started

Budget, Allocations of funds for purchasing materials for instruction and professional development

Strategy 2

If we do...

Continue using the My Math Program that are vertically aligned with a scope and sequence from Kindergarten through 5th grade.

...then we see...

Students thinking critically in mathematics and analyzing other solutions and methods used to solve problems. Students using mathematical reasoning to solve problems and justify their responses and problem solving process.

...which leads to...

At least 50% attainment on EOY NWEA math assessment

At least 23% on 2016-2017 PARCC

At least 70% of students reaching benchmark goal on the 2016-2017 mCLASS EOY math assessment

Tags:
Math

Area(s) of focus:
1, 5, 2, 3, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Increase math rigor by using conceptual understanding, procedural skills, and fluency in math facts. Students enhance their mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of their results. Students will be able to solve problems fluently and defend their answers in response to the questions of others.

Administration
Teachers

Sep 6, 2016 to
Jun 23, 2017

Provide students with multiple modalities and differentiated instruction. Vertically Aligned units of study. Student on-track rates and student based grading practices

Not started

Differentiated instruction, Rigorous tasks, Scope and sequence, Mathematical practices, Rigorous instruction, Conceptual understanding

Ensure Math Talks, POD's, POM's, and MARS tasks are being done in all grade levels in order to help increase mental math strategies and problem solving skills. Students collaborating during group analysis of the problem or task. They will be able to share mathematical thinking and methods used to solve the problem.

Administration
Teachers

Sep 6, 2016 to
Jun 23, 2017

Math groups by RIT band or ability level. Progress monitoring of POM and Mars Tasks

Not started

Math talks, Mathematical practices, Rigorous instruction, Groups, Math problem of the month, Problem of the day

Give district and state assessments and progress monitor students for growth and fidelity. Students progress over time (BOY, MOY, EOY, and timely progress monitoring) in reaching their spring goals.

Administration
Teachers

Sep 6, 2016 to
Jun 23, 2017

At least 50% attainment on EOY NWEA math assessment

Not started

At least 23% on 2016-2017 PARCC

At least 70% of students reaching benchmark goal on the 2016-2017 mCLASS EOY math assessment

Progress monitoring, Standards based grading, Aligned assessments

Provide teachers with the strategies to differentiate instruction, especially with our English Language Learners and Diverse Learners

Administration

Aug 29, 2016 to
Jun 23, 2017

Continuous Professional development on math strategies. Teachers will teach each other new strategies.

Not started

Professional development, Teacher collaboration, Ccss math

.5 math coach substitute coverage for pd
.25 AP
My Math professional development
Flex days

Administration

Aug 29, 2016 to
Jun 23, 2017

If budget permits, professional development and support personnel will be put in place to assist teachers.

Not started

Professional development, Coaching, Allocations of funds for purchasing materials for instruction and professional development

Strategy 3

If we do...

Teach the three dimensions of NGSS combined in each standard: Dimension 1: Practices. Dimension 2: Crosscutting Concepts and Dimension 3: Disciplinary Core Ideas. Dimension 1 describes behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. Dimension 2 links the different domains of science such as; Patterns, similarity, and diversity; Cause and effect; Scale, proportion and quantity; Systems and system models; Energy and matter; Structure and function; Stability and change. Dimension 3 has disciplinary core ideas such as the key organizing concepts of disciplines, key tools for investigations, relating students' interests and life experiences and/or be teachable and learnable over multiple grades with increasing rigor to focus k-12 science curriculum on the most important aspects of science. By using these dimensions within the standards a high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives.

...then we see...

We will see scaffolding in the curriculum that provides students with support for completing challenging tasks. Scientific investigation strategies will be explicitly taught. Students will demonstrate structure in complex tasks. Students will have more hands on student centered learning.

...which leads to...

Students asking questions and define problems. Students will be developing and using more models. Students will plan and carry out investigations. Students will analyze and interpret data. Students will use mathematics and computational thinking. Students will construct explanations and designing solutions. Students will engage in argument from evidence. Students will obtain, evaluate and communicate information. In 2016 5th grade students will begin taking the PARCC and score at least 50% attainment.

Tags:
Science

Area(s) of focus:
1, 3, 2, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Aligning to the NGSS standards students in K – 2 will use FOSS and students in 3 - 5 will use BBC.

Administration
Teachers

Sep 6, 2016 to
Jun 23, 2017

Teacher will use Next Generation Science Standard Framework and vertically aligned units of study k-5. Student on-track rates and student based grading practices.

Not started

Science instruction, Scope and sequence, Next generation science standards

Students in 3 – 5 will have the opportunity to use the science lab, to preform more hands-on experiments and inquiry. Teaching developed activities will be focused around student centered learning.

Administration
Teachers

Sep 6, 2016 to
Jun 23, 2017

Student projects done in science lab. All students will participate in science fair. k-2 classroom 3-5 individual. 50% of students will meet or exceed on PARCC Science 5th grade.

Not started

Science fair, Science lab

Technology will be integrated more into the curriculum. We will take steps to incorporate STEM (Science, Technology, Engineering, and Mathematics) in science lessons across all grade levels.

Administration
Teachers

Sep 6, 2016 to
Jun 22, 2018

STEM grant will provide a teacher for engineering (Robotics) 3-5.

Not started

Technology, Stem

Strategy 4

If we do...

Training of all teachers and para professionals about Bilingual language acquisition we strive to ensure that all students' individual educational paths and socio-emotional needs are met, leading them to college and career readiness. Schubert believes that all teachers are teachers of ELs. All 2nd language students receiving bilingual education using either, native language or English as a Second Language using the SIOP model in listening, speaking, reading and writing.

...then we see...

Students who can engage in academic discourse with teachers and peers. Students will be able to use content and language development to enhance both vocabulary development and comprehension of the structure and function of the English language.

...which leads to...

TRC scores that will indicate that 55% of students meet/exceed mid-year in primary.

55% of the students will test out of ACCESS in 2016.

relevant data to inform and guide all classroom practice.

Profiles of different types of ELs to inform the overall professional development plan and areas of focus.

Data around student literacy and content area achievement to drive curriculum and lesson development.

The assessment tools (e.g., diagnostic, formative, unit, etc.) that will assist in monitoring student progress in literacy and second language development, including mastery of academic language functions, forms and structures within complex texts.

Tags:
English Learners

Area(s) of focus:
1, 3, 2, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Provide integrated language and content instruction by utilizing materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the WIDA and CCSS. Students have engagement with text through close reading and guided reading strategies. Students are placed in bilingual classes based on their ACCESS score from the previous year.

Administration
Teachers

Sep 6, 2016 to
Jun 23, 2017

ELs moving strategically along the language development continuum. 53% of EL will have Growth in Reading on NWEA. 65% of EL will have growth on NWEA and 55% of EL's will test out of ACCESS in 2016

Not started

Wida, Language acquisition, Siop, Standards based grading, Bilingual tbe

Articulate specific content and language objectives that are used in the non-bilingual classrooms by using the SIOP model and integrating explicit and implicit vocabulary instruction using the Heggerty and Fry words.	Administration Teachers	Sep 6, 2016 to Jun 23, 2017	A curriculum in place to assist students with the transition since y 3rd grade all the student take the NWEA in English Vertical alignment among all grade levels students. Demonstrate overall proficiency	Not started
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Balanced grading and assessment, Vertical aligned, Siop

Use differentiated academic language and content-area supports utilizing the WIDA standards and Can Do Descriptors. Implement a more strategic transition from kindergarten to 3rd grade.	Administration Teachers	Sep 6, 2016 to Jun 23, 2017	Students will have a more extended interaction in the classroom. Instruction addressing the needs of students with various levels of English proficiency with a variety of prior school experiences. Student on-track rates and student based grading practices.	Not started
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Differentiated instruction, Wida, Can do

Having constant, consistent informal assessment (teacher made test, Fry word assessments, etc).	Administration Teachers	Sep 6, 2016 to Jun 23, 2017	Provide common planning in content areas during common prep time using the CCSS and WIDA. Utilize analytical rubrics that provide feedback on content knowledge and language development. Achieved measurable gains.	Not started
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Language acquisition, Aligned assessments, Access

Training teachers and paraprofessionals on language acquisition PD on SIOP program PD on WIDA standards PD on CAN Do descriptors Implement a more strategic transition from kindergarten to 3rd grade.	Administration Teachers	Sep 6, 2016 to Jun 23, 2017	Professional Development for all teachers, SIOP and WIDA Variety of techniques to make content concepts clear	Not started
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Professional development, Transition, Language acquisition, Siop

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Continue grade level unit development to strengthen vertical alignment which will increase reading scores each year and improve students' writing ability. Add more rigorous close reading passages and text complexity into the units to develop reading and writing strategies and increase achievement reading scores on PARCC. Using authentic and aligned assessments to ccss. Ensure differentiated instruction, balanced literacy and students reading in guided reading groups focusing on needed skills reading at instructional levels</p> <p>Tags: Literacy, Balanced literacy, Classroom rigor, Vertical aligned, Authentic tasks, Guided reading, Aligned assessments, Curriculum mapping, Complex texts</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Continue focusing on MEL-Con writing with fidelity in K-5 grades and raise the rigor in writing will increase. Students using MEL-Con as a graphic organizer for writing will identify the main idea, gather evidence, link the evidence from the main idea to supporting details and draw conclusions</p> <p>Tags: Literacy, Writing assessment, Writing curriculum</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Continue placing emphasis on primary reading to increase reading fluency and comprehension. Continue with the implementation of Sing, Spell Read, and Write as well as Heggerty and Fry words to increase fluency levels in primary. This will increase phonemic awareness, phonics and a greater vocabulary acquisition. Continue focusing on vocabulary at all grade levels, increase Tier II vocabulary throughout all subjects and create interactive Tier II word walls in each classroom for every curriculum area.</p> <p>Tags: Literacy, Vocabulary, Phonics, Sight word initiative, K-2 initiative, Phonemic awareness, Comprehension, Fluency</p>	Administration Primary Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Monitor Scheduled Progress Monitoring: Dibel middle of the year scores indicate K-2 are at 52% meeting/exceeding, IDEL at 56% . Focus on primary literacy skills in comprehension and fluency. Students in grades 3-5 are at 70% meeting and exceeding on growth and attainment is at 40% for reading and at 54% for math in grades 3-5.All assessment will be aligned to CCSS, and regular progress monitoring with fidelity.</p> <p>Tags: Literacy, Progress monitoring, Benchmark progress monitoring, Balanced assessment, Attainment, Analysis of data, progress monitoring, rit instruction, small group instruction</p>	Administration	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Continue providing family reading nights for students and parents to foster community involvement. Family reading nights will increase the home school connections and parent involvement.</p> <p>Tags: Literacy, Family night events</p>	Administration Teachers Parent Students	Sep 6, 2016	Jun 16, 2017	Not started
<p>✚ Implement Interventions to increase comprehension and fluency in reading increasing reading levels. Struggling students will receive additional assistance to acquire at level reading skills developing their vocabulary and comprehension skills</p> <p>Tags: Literacy, MTSS, Interventions</p>	Administration Teachers Special Education Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Provide each classroom, budget permitting, with a set of Chromebooks for the students, Schubert will, over the next three years, be a one-for-one school. Students using chrome books will improve reading comprehension, fluency and vocabulary development.</p> <p>Tags: Literacy, Technology</p>	Administration Teachers	Sep 6, 2016	Jun 22, 2018	Behind
<p>✚ Align assessments to the common core. .5 literacy coach substitute coverage for teacher professional development .25 Assistant Principal Heinemann Professional Development TRC in lieu of Dibels and IDEL Fry Words K-5</p> <p>Tags: Literacy, Budget, Allocations of funds for purchasing materials for instruction and professional development</p>	Administration Teachers	Aug 29, 2016	Jun 23, 2017	Not started
<p>✚ Increase math rigor by using conceptual understanding, procedural skills, and fluency in math facts. Students enhance their mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of their results. Students will be able to solve problems fluently and defend their answers in response to the questions of others.</p> <p>Tags: Math, Differentiated instruction, Rigorous tasks, Scope and sequence, Mathematical practices, Rigorous instruction, Conceptual understanding</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Ensure Math Talks, POD's, POM's, and MARS tasks are being done in all grade levels in order to help increase mental math strategies and problem solving skills. Students collaborating during group analysis of the problem or task. They will be able to share mathematical thinking and methods used to solve the problem.</p> <p>Tags: Math, Math talks, Mathematical practices, Rigorous instruction, Groups, Math problem of the month, Problem of the day</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Give district and state assessments and progress monitor students for growth and fidelity. Students progress over time (BOY, MOY, EOY, and timely progress monitoring) in reaching their spring goals.</p> <p>Tags: Math, Progress monitoring, Standards based grading, Aligned assessments</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✚ Provide teachers with the strategies to differentiate instruction, especially with our English Language Learners and Diverse Learners</p> <p>Tags: Math, Professional development, Teacher collaboration, Ccss math</p>	Administration	Aug 29, 2016	Jun 23, 2017	Not started
<p>✚ .5 math coach substitute coverage for pd .25 AP My Math professional development Flex days</p> <p>Tags: Math, Professional development, Coaching, Allocations of funds for purchasing materials for instruction and professional development</p>	Administration	Aug 29, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Aligning to the NGSS standards students in K – 2 will use FOSS and students in 3 - 5 will use BBC. Tags: Science, Science instruction, Scope and sequence, Next generation science standards</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Students in 3 – 5 will have the opportunity to use the science lab, to preform more hands-on experiments and inquiry. Teaching developed activities will be focused around student centered learning. Tags: Science, Science fair, Science lab</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Technology will be integrated more into the curriculum. We will take steps to incorporate STEM (Science, Technology, Engineering, and Mathematics) in science lessons across all grade levels. Tags: Science, Technology, Stem</p>	Administration Teachers	Sep 6, 2016	Jun 22, 2018	Not started
<p>✦ Provide integrated language and content instruction by utilizing materials and instructional resources that are linguistically, age/grade appropriate, and aligned to the WIDA and CCSS. Students have engagement with text through close reading and guided reading strategies. Students are placed in bilingual classes based on their ACCESS score from the previous year. Tags: English Learners, Wida, Language acquisition, Siop, Standards based grading, Bilingual tbe</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Articulate specific content and language objectives that are used in the non-bilingual classrooms by using the SIOP model and integrating explicit and implicit vocabulary instruction using the Heggerty and Fry words. Tags: English Learners, Balanced grading and assessment, Vertical aligned, Siop</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Use differentiated academic language and content-area supports utilizing the WIDA standards and Can Do Descriptors. Implement a more strategic transition from kindergarten to 3rd grade. Tags: English Learners, Differentiated instruction, Wida, Can do</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Having constant, consistent informal assessment (teacher made test, Fry word assessments,etc). Tags: English Learners, Language acquisition, Aligned assessments, Access</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Training teachers and paraprofessionals on language acquisition PD on SIOP program PD on WIDA standards PD on CAN Do descriptors Implement a more strategic transition from kindergarten to 3rd grade. Tags: English Learners, Professional development, Transition, Language acquisition, Siop</p>	Administration Teachers	Sep 6, 2016	Jun 23, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as

the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

Schubert has an LSC, PAC and BAC. Parent work together with the school. Discussions take place in these meetings about what the parents want and what their students need to be successful. During the organizational meeting, after the election of officers, PAC parents work on the Title I parent involvement plan, on the parent compact and parent budget. At monthly meetings, parents have opportunities to review and voice recommendations for school improvements. The LSC agendas and meetings always include reports on LRE, CIWP, PAC and BAC. The State of the School report is presented each fall.

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 Annual Title I meeting takes place the second Tuesday of September 29, 2016 at 8:00 am. At that meeting the principal reviews the CIWP, Title I Parent Involvement Budget Plan, Parent Involvement Policy, Parent Compact, Parent Fund Budget, PAC Dates and Meeting Evaluation Form. The organizational meeting take place during October 6, 2016 at 8:00 am. Monthly meetings are held on the third Tuesday of every month at 8:00 am. Notices of agendas are send via students to all Schubert parents. Parent meetings are also posted on Schubert website.

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.

Parent receive student test scores with explanations attached as soon as the school receives them from state assessments such as PARCC and ACCESS. Parents can also access the website through parent portal. In August the principal holds a meeting for all parents new to Schubert with a presentation on; curriculum, standardized test scores, school ratings and the CIWP. Schubert holds an open house during September for all parents. During the open house, teachers inform parents of the following: specific CCSS and curriculum expectations for each grade level; state and district assessments such as NWEA, Amplify, ACCESS, PARCC; classroom assessments and expectations; progress report dates and report card dates for each quarter; Schubert grading policy. Parents receive multiple handouts addressing the presentations including the parent student handbook and the CPS discipline code. During November report card pick-up, parents receive information regarding report cards and achievement expectations. Parents receive copies of NWEA and Amplify reports from the BOY (with Q1 progress reports in October), MOY (with Q2 report cards in February) and EOY (with Q4 report cards in June). Parents of Pre-K students receive reports of Teaching Gold Strategies three times per year: BOY (Q1 report cards), MOY (in February) and EOY in June.

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

The PAC president, the BAC president and the LSC chairperson work closely with the principal on issue concerning parents. suggestions are taken into consideration and follow-up from these discussions takes place at the next meeting. At each parent meeting parents have opportunities to make suggestions regarding improvements to the education of their children. These are brought to the attention of the principal through the LSC and acted upon as appropriate.

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.

State Assessment (i.e. ACCESS K-5, PARCC 3-5) will be given to parents by teachers at the first report card pick-up in November with explanations attached.

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.

Right to ask letters are sent out each year in the spring for parents to request information about their child's teacher being "highly qualified". Parents who return the request are asked to come into the school and pick-up the the letter stating teacher qualification. At this time all of Schubert's teachers are highly qualified.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents are informed of state academic standards and school /student academic achievement through the State of the School presentation in the fall, through Open House held in September, periodic progress reports, and through correspondence sent home. Progress reports are distributed each quarter: October 9 (Q1), January 8 (Q2), March 11 (Q3), May 20 (Q4). Report card-up with parent conferences are held twice on November 18 (Q1) and April 13 (Q3). Report cards are distributed on February 11 (Q2) and June 21 (Q4). Parents have the option to request conferences with teachers on all progress reports and report cards. In addition, teachers also go over all academic assessments at the report card pick-ups. Parents with children who have IEPs are informed annually of their child's IEP goals during IEP meetings. During BAC and PAC parent meetings, topics of how to monitor a child's progress (i.e. using parent portal) and how to work with educators are discussed and presented. Assistant Principal works closely with parent groups as a resource to assist parents in maximizing their child's success.

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.

The PAC purchased Chromebooks for the parents. Funds have been provided for literacy training as well as assisting parents on how to navigate parent portal and the school website. Parent workshops address hands on practice in improving literacy for parents and in 'how to' tips to improve their children's academic achievement. Literacy program for parents was created to increase parent literacy in Spanish and English Language learning using dual language books for children with various reading levels. Program was held on Friday mornings during Spring. After school program, ACES, held weekly parent workshops on parent support for their children.

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.

Parent are always welcome to meet with teachers before school, after school and on teacher preparation periods. Teachers communicate in a number of ways: through email, phone calls, notes home, text messaging and through our website. School sends home notices in English and Spanish providing parents with information on involvement opportunities.

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.

The Pre-K program has daily parent involvement. Four days per week parents participate with their child in journal time. During that time parents are encouraged to scribe their child's dictation and to add details to drawings developing pre-literacy skills. Once a week parents participate in family projects which are theme related or educational activity which can be done at home with their child. Parents are invited to special presentations and theme days at the Pre-School.

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

All correspondence sent home with students is in English and Spanish. Additional language translations are provided on as needed (such as Polish, Ukrainian, Arabic, and others). All robo calls are done in English and Spanish. Teachers and staff are available to translate as needed. Report cards and progress reports are provided in English, Spanish or Polish as requested by parents.

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.)

Schubert School will provide a caring environment, a standards-based academic curriculum, and researched-based instructional practices which meet the needs of all our students. The school community will challenge our students by actively engaging them in learning and by relating the curriculum to real life experiences.

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

Parent teacher conference are held throughout the year. Open House is held in September. Progress reports are distributed each quarter: October 9 (Q1), January 8 (Q2), March 11 (Q3), May 20 (Q4). Report card pick-up with parent conferences are held twice on November 18 (Q1) and April 13 (Q3). Report cards are distributed on February 11 (Q2) and June 21 (Q4). Parents have the option to request conferences with teachers on all progress reports and report cards. In addition parents and teachers schedule conferences as needed throughout the year.

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

Parents receive reports on their child's progress every five weeks. Progress reports are distributed each quarter: October 9 (Q1), January 8 (Q2), March 11 (Q3), May 20 (Q4). Report card pick-up with parent conferences are held twice on November 18 (Q1) and April 13 (Q3). Report cards are distributed on February 11 (Q2) and June 21 (Q4). Parents have the option to request conferences with teachers on all progress reports and report cards. In addition parents and teachers schedule conferences as needed throughout the year. Parents can check daily on their child's progress through parent portal. We had a 10% increase in the use of parent portal this year and will continue to get parents looking at their students progress. Parent then have the opportunity to connect with their teacher either by phone, email or in person.

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

In addition to the parent-teacher conferences, parents and teachers can request additional conference times. A conference room has been created for teachers and parents to use. Parents can meet with teachers before school, during the teacher's preparation period or after school.

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

The Pre-K program has daily parent involvement. Five days per week parents help their child "sign in", (write their names). Four days per week parents participate with their child in journal time. During that time parents are encouraged to scribe their child's dictation and to add details to drawings developing pre-literacy skills. Once a week parents participate in family projects which are theme related or educational activity which can be done at home with their child. Parents are invited to special presentations and theme days at the Pre-School. In addition, volunteer packets are available for parents who ask.

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

Students (1-5) receive an agenda book at the beginning of the year. (K-5)Homework assignments and reading logs are signed by parents weekly. All students also receive a Friday folder. Parents are to go through the folder and return it on Mondays. Parents are encouraged to use the parent portal for checking their child's progress, grades and attendance. Progress reports/report cards are send home every five week with comments. Parents are asked to meet with teachers if they have any concerns.

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 can meet with the principal, assistant principals, counselor or teacher. Appointments are usually arranged in advance but an open door policy exists at Schubert and parents are accommodated to meet their needs.

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, Parents, Teachers and Administrators sign the student parent compact list Schubert expectations including: 1. Be on time and attend school daily. 2. Come prepared to learn 3. Respect yourself and others.

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.

Parents asked for literacy training. Monies will be spent to continue an intermediate group and a beginners group. Schubert will continue the Latino Literacy Project for parents throughout the 2016-2017 school year. Materials are sent home to assist the parent and to have the parent assist the student.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**
52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-

\$	1600	.00
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Instructional pay rate applies.

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.	\$	577	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	700	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	3000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	0	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.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 be used only by parents.	\$	0	.00