Mark Twain Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/07/2018	ILT; all staff invited	SEF Survey Results/Evidence Analysis
01/31/2018	ILT; all staff invited	Revisit 2016-18 CIWP Strategies/Goals; Review SEF Dimensions/Evidence
01/17/2018	ILT; all staff invited	Review 2016-18 CIWP Strategies/Goals; Review SEF Dimensions/Evidence
11/29/2017	ILT; all staff invited	Review 2017-18 SQRP Strengths & Weaknesses - connect data with current practices & priorities; Review 2016-18 CIWP Implementation Fidelity
03/07/2018	ILT; all staff invited	Review SEF Results; Establishing priorities
03/21/2018	ILT; M. Murphy; all staff invited	SEF Evidence; Goal Setting; Strategy development
04/05/2018	S. Abbinante, C. Gallagher, K. Kula, L. Lamas, C. Lowery, Administration	Strategy & Action Step focus for Restorative Approaches to Discipline
04/11/2018	ILT; S. Abbinante, C. Hart, M. Wojciechowski	Strategy & Action Steps for Instructional Materials and Professional Learning
04/25/2018	ILT; Claire Gallagher; E.Hernandez, I. Pawlowski	Review and revise action steps for strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   **3**   4

> According to the 2017 5-Essentials Performance our Effective Leaders and Collaborative Teachers received a strong rating. Administration encourages and empowers teachers to influence change through leadership on school-wide teacher-led committees. The school's mission and vision statement as well as our motto are shared throughout the building and are the guide to continual improvement and success. All staff members participated in evaluating elements of the SEF through a google form, results for Leadership & Collective Responsibility were 3.8.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

> According to the 2017 5-Essentials Performance our Effective Leaders and Collaborative Teachers received a strong rating. The ILT meets consistently throughout the year addressing data and evidence from professional practice that drives the continuous learning cycle of the focused powerful practice at hand. All staff members participated in evaluating elements of the SEF through a google form, results for Instructional Leadership Team were 3.3.
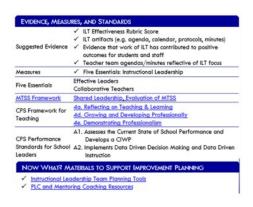
Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.).
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.

- Systematically consider root cause(s) based on thorough review of evidence.
  - **Use timely and relevant data/evidence sources.**
    - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
    - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
  - **Schedule and structure frequent meetings.**
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
  - **Collaborate effectively, value transparency, and inform and engage stakeholders.**
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
  - **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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

Score

1 **2** 3 4

> According to the 2017 5-Essentials Performance our Effective Leaders and Collaborative Teachers received a strong rating. The 2017 SQRP showed an overall math growth at the 88th percentile and the reading was 71st percentile. In regards to attainment, math for 3-8th grade is at 83rd percentile and reading is 81st percentile. Professional Learning practices consist of adhering to TRU Mathematics, Balanced Literacy, Science, and Social Studies implementation plans for professional learning outcomes as well as student outcomes. There is quarterly phase work for the implementation plans including progress monitoring, SMART Goals for student outcomes, necessary supports needed, and post-phase reflection.
> Many teachers have expressed not getting proper training or professional development prior to the implementation of specific practices. Many teachers report that there is not enough monitoring of implementation of new knowledge to improve practice and impact student outcomes. Teacher collaborate within their grade levels and professional committees. Teacher report a need for additional safe practice when implementing new strategies and skills.
> All staff members participated in evaluating elements of the SEF through a google form, results for Professional Learning were 2.5.

Guide for Professional Learning

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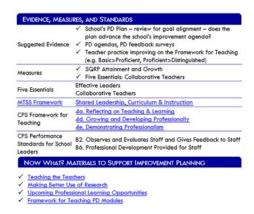
work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support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

Evidence, Measures, and Standards

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

✓ Teaching the Teachers
✓ Making Better Use of Research
✓ Upcoming Professional Learning Opportunities
✓ Framework for Teaching PD Modules

Aligned Resources:

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

Score

1   2   3   **4**

According to the 2017 5-Essentials Performance our Effective Leaders and Collaborative Teachers received a strong rating. Teachers are successful in obtaining supplemental funding through various grant opportunities to support their classroom environment and improve their professional practice. All staff members participated in evaluating elements of the SEF through a google form, results for Aligned Resources were 4.

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

- Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1 2 **3** 4

> According to the 2017 5-Essentials Performance our rating in Ambitious Instruction was strong.
> Regarding growth and attainment, the school is far above average; more specifically, the 2017 SQRP showed an overall math growth of 88% and 71% for reading growth. The EL population scored better than 77% in math and 85% in reading, while our DL population scored 53% in math growth and 66% in reading. The data also reveals that 67.2% of students are making their target growth on the NWEA. In regards to attainment, math for 3-8th grade is at 81% and reading is 83%.
>
> In addition to the referenced assessment data, Twain has also established a CCSS aligned curriculum map in K-8 in mathematics. Currently, grade level teams are working collaboratively to align the CCSS ELA Scope and Sequence.
> All staff members participated in evaluating elements of the SEF through a google form, results for Curriculum were 3.17.

Guide for Curriculum

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.

- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

1   2   **3**   4

According to the 2017 5-Essentials Performance, Ambitious Instruction was listed as strong and Supportive Environment had results listed as neutral. The 2017 SQRP showed an overall math growth at 88% and the reading was 71%. In regards to attainment, math for 3-8th grade is at 83% and reading is 81%. With the addition of Promethean Boards to all of the general education classrooms, teachers have access to a plethora of instructional materials in order to engage students in active learning as well as provide choice along with differentiation, all of which assist in motivating the learner.

Most teachers report not having access to tools and supports for students to demonstrate understanding in a variety of ways. Few students are able to interact with technology, including multi-media and just-in-time supports, for conveying conceptual knowledge. Few students are making choices about instructional materials as part of learning.
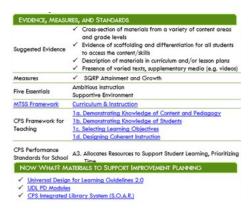
All staff members participated in evaluating elements of the SEF through a google form, results for Instructional Materials were 3.

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

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> According to the 2017 5-Essentials Performance we garnered a rating of 4 or strong in Ambitious Instruction. The 2017 SQRP showed an overall math growth at 88% and the reading was 71%. In regards to attainment, math for 3-8th grade is at 83% and reading is 81%. Various teacher-led committees are also of the practice of reviewing student work across the grade levels in order to display exemplary student work as well as reflect on the teaching/learning process.
> All staff members participated in evaluating elements of the SEF through a google form, results for Rigorous Student Tasks were 3.3.

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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**

- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

- ✓ Teaching for Robust Understanding in Mathematics (TRU Math)
- ✓ Math Practices: What to Look For Observation Tool
- ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
- ✓ Student Work Protocol (EQuIP)
- ✓ Slice Protocol – Looking at Student Work

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

According to the 2017 5-Essentials Performance, Ambitious Instruction was rated as strong and Supportive Environment had results listed as neutral. The motto at Mark Twain School is "Believe and You Will Succeed!" This statement supports our mission and vision and supports students in following the path that leads to their success in high school, college, and career choices. Additionally, eligible 8th grade students are provided access to 8th Grade Algebra. College Awareness is evident throughout the building with recognition of each university attended by staff members. Career Day also exposes students and provides awareness to the various paths they could venture down based on their interest. The school also has a partnership with the Constitutional Rights Foundation of Chicago, which brings lawyers into the classroom to support the constitution curriculum as well as exposing students to another college and career option.
All staff members participated in evaluating elements of the SEF through a google form, results for Transitions, College & Career Access & Persistence were 3.5.

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, CTE recruitment fairs, 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 CTE Pathways around career options
    - 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.
- Provide opportunities for Dual Credit/Dual Enrollment
  - **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.
    - Equipping students and families with persistence strategies. (College Persistence Toolkit)
    - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   3   **4**

According to the 2017 5-Essentials Performance, Ambitious Instruction was rated as strong and Supportive Environment results revealed a neutral rating, while Effective Leaders came back as strong. The 2015 SQRP showed an overall math growth at 88% and the reading was 71%. In regards to attainment, math for 3-8th grade is at 81% and reading is 83%.
All staff members participated in evaluating elements of the SEF through a google form, results for Instruction were 4.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

According to the 2017 5-Essentials Performance we garnered a rating of 4 or strong in Ambitious Instruction. The 2017 SQRP showed an overall math growth at 88% and the reading was 71%. In regards to attainment, math for 3-8th grade is at 81% and reading is 83%. At the beginning of the 2017-2018 school year, grading categories and weights were aligned by grade level teams and across grade bands, 6th-8th in the subject content area.
All staff members participated in evaluating elements of the SEF through a google form, results for Balanced Assessment & Grading were 3.75.
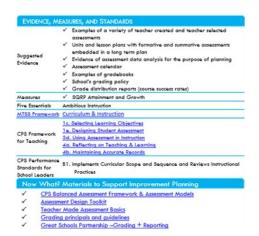
Guide for Balanced Assessment & Grading

- **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 **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.
    - 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

Multi-Tiered System of Supports:

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

According to the 2017 5-Essentials Performance, Ambitious Instruction was ranked as strong and Supportive Environment results revealed a neutral rating, while Collaborative Teachers is strong. The 2017 SQRP showed an overall math growth at 88% and the reading was 71%. In regards to attainment, math for 3-8th grade is at 81% and reading is 83%. Attendance rates in 2017 were 96.1% at Mark Twain. Personal Learning Plans goals and intervention strategies have been implemented for students requiring supports. The plans are monitored along with data and evidence collection to determine effectiveness of plan and make any adjustments or revisions as necessary. Flexible learning environments are provided depending upon the need for intervention supports. After school sessions were provided to students in need of intervention in mathematics and/or reading as well as enrichment.
All staff members participated in evaluating elements of the SEF through a google form, results for Multi-Tiered System of Supports were 3.5.

Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
    - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Culture for Learning:

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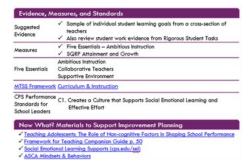
Score

1   2   **3**   4

According to the 2017 5-Essentials Performance, Ambitious Instruction revealed a strong and Supportive Environment results revealed a neutral rating, while Collaborative Teachers is strong. The 2017 SQRP showed an overall math growth at 88% and the reading was 71%. In regards to attainment, math for 3-8th grade is at 81% and reading is 83%. As evident in the school's mission and vision, the culture for learning is one that promotes self-discipline and supports student achievement in academic areas as well as with academic behaviors.

All staff members participated in evaluating elements of the SEF through a google form, results for Culture for Learning were 3.6.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

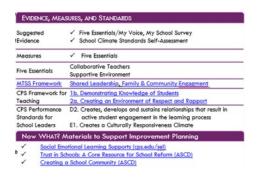| Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

Score

1   2   **3**   4

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.

According to the 2017 5-Essentials Performance, Supportive Environment results revealed a neutral rating, while Collaborative Teachers came back as strong. The team that reviewed this year's School Climate Standards Self-Assessment was in strong agreement with all components including, but not limited to positive behavior expectations within safety and order, restorative discipline practices, respectful relationships, and curriculum that integrates social and emotional learning.

All staff members participated in evaluating elements of the SEF through a google form, results for Relational Trust were 3.6.

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

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

> According to the 2017 5-Essentials Performance, Supportive Environment results revealed a neutral rating. Students are given a variety of choices for after school programs including volleyball, sports workshops, dance, chorus, band, and chess. Students are also given leadership options with student council.
> All staff members participated in evaluating elements of the SEF through a google form, results for Student Voice, Engagement, & Civic Life were 3.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.

- School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

> According to the 2017 5-Essentials Performance, Supportive Environment results revealed a neutral rating. The "Safety" score of the My Voice, My School Survey, produced strong results. PBIS is implemented throughout the building with universal rules for being responsible, being respectful, and being safe. Students are encouraged to maintain those expectations building wide and receive positive behavior slips when found adhering to those expectations.
> All staff members participated in evaluating elements of the SEF through a google form, results for Safety & Order were 3.5.
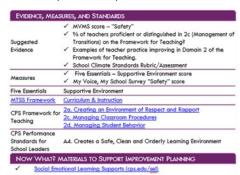

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage 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.
- **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.
  - **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
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

> According to the 2017 5-Essentials Performance, Supportive Environment results revealed a neutral rating. In 2017, the number of out-of-school suspensions per 100 students was 0.5 with an average length of 1.8 days. Also, the percent of misconducts resulting in out-of-school suspension was 11.8%. PBIS is implemented throughout the building and administration utilizes restorative practices and conversations with students.
> Most teacher report a lack consistent implementation of restorative practices. Most teachers integrate SEL skills instruction into core content. Most teachers reinforce positive student behavior.
> All staff members participated in evaluating elements of the SEF through a google form, results for Restorative Approaches to Discipline were 2.9.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

Parent and Family Partnership:

Score

1   2   **3**   4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

According to the 2017 5-Essentials Performance, Involved Families received a neutral rating. Additionally, the parent survey results returned a strong rating in school community, parent-teacher partnership, and quality of facilities. The primary program holds meetings with the parents to ensure there is a clear understanding of the literacy expectations explaining best practices to continue at home as well as interpretation of assessments. The Parent Action Committee also provides a variety of opportunities for parents including English classes, wellness courses and Zumba. The partnership with the local library also supports the school community and families with continued literacy efforts and homework help.
All staff members participated in evaluating elements of the SEF through a google form, results for Parent Partnership were 3.8.

Guide for Parent and Family 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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	**1** 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 **2** 3 4 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
In alignment with our balanced literacy implementation we are projecting to see a gradual increase in reading growth across the grade levels.	90.00	71.00	75.00	79.00	83.00
National School Growth Percentile - Math					
In alignment with our TRU mathematics implementation we are projecting to see a gradual increase in math growth across the grade levels.	75.00	88.00	90.00	91.00	92.00
% of Students Meeting/Exceeding National Ave Growth Norms					
In alignment with our content area implementation plans, we are projecting to move in accordance with the recommended goal setting pace for scoring at least 3 points in two years.	67.90	67.20	70.00	72.00	74.00
African-American Growth Percentile - Reading					
Inadequate student sample	*(Blank)*	*(Blank)*	75.00	79.00	83.00
Hispanic Growth Percentile - Reading					
In alignment with our balanced literacy implementation we are projecting to see a gradual increase in reading growth across the grade levels.	88.00	71.00	72.00	73.00	74.00
English Learner Growth Percentile - Reading					
In alignment with our balanced literacy implementation we are projecting to see a gradual increase in reading growth across the grade levels.	97.00	85.00	86.00	87.00	88.00
Diverse Learner Growth Percentile - Reading					
In alignment with our balanced literacy implementation we are projecting to see a gradual increase in reading growth across the grade levels.	50.00	66.00	68.00	70.00	72.00
African-American Growth Percentile - Math					
Inadequate student sample	*(Blank)*	*(Blank)*	89.00	90.00	91.00
Hispanic Growth Percentile - Math					
In alignment with our TRU mathematics implementation we are projecting to see a gradual increase in math growth across the grade levels.	72.00	88.00	89.00	90.00	91.00
English Learner Growth Percentile - Math					
In alignment with our TRU mathematics implementation we are projecting to see a gradual increase in math growth across the grade levels.	98.00	77.00	78.00	79.00	80.00
Diverse Learner Growth Percentile - Math					

In alignment with our TRU mathematics implementation we are projecting to see a gradual increase in math growth across the grade levels.	18.00	53.00	57.00	61.00	65.00

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

In alignment with our balanced literacy implementation we are projecting to see a gradual increase in reading attainment across the grade levels.	84.00	81.00	83.00	85.00	87.00

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

In alignment with our TRU mathematics implementation we are projecting to see a gradual increase in math attainment across the grade levels.	79.00	83.00	85.00	87.00	89.00

National School Attainment Percentile - Reading (Grade 2)

In alignment with our balanced literacy implementation we are projecting to see a gradual increase in reading attainment across the grade levels.	63.00	63.00	68.00	73.00	78.00

National School Attainment Percentile - Math (Grade 2)

In alignment with our TRU mathematics implementation we are projecting to see a gradual increase in math attainment across the grade levels.	53.00	56.00	62.00	68.00	74.00

% of Students Making Sufficient Annual Progress on ACCESS

Implemented an after school program for English Learners as well as online targeted reading support for individual growth.	44.80	(Blank)	47.00	50.00	53.00

Average Daily Attendance Rate

Attendance plan provides weekly, monthly, quarterly, and annual incentives for individuals in order to promote importance of daily school attendance. Parent notices, conferences, and attendance meetings are held to increase student attendance and address chronic concerns.	96.40	96.10	96.25	96.50	96.75

My Voice, My School 5 Essentials Survey

Maintain well organized status	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   1 of 1 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Behavior and Discipline					
Average length of out-of-school suspensions	4.00	1.80	1.80	1.50	1.40

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
implement and sustain on-going, job-embedded professional learning focused on using student data	data informed adjustments to instructional practices	an increase in students, grades K-8, meeting/exceeding the student quarterly growth goals in core content

Tags: Area(s) of focus:

Action step	Responsible	Timeframe	Status
Provide professional development opportunities for staff on restorative practices	All staff	Aug 27, 2018 to Jun 17, 2020	Completed

Professional development, Restorative practices

Design and implement a professional development plan with specific professional learning outcomes tied to TRU Mathematics plan and student quarterly growth goals	ILT; Math committee; math teachers	Jun 19, 2018 to Jun 19, 2019	On-Track

Professional Learning, Mathematics, Student achievement, Smart goals, Professional development plan

Design and implement a professional development plan with specific professional learning outcomes tied to Balanced Literacy plan and student quarterly growth goals	ILT: Reading committee; literacy teachers	Jun 19, 2018 to Jun 19, 2019	On-Track

Professional Learning, Balanced literacy, Student achievement, Smart goals, Professional development plan

Data inquiry cycles to incorporate data analysis sessions with assessment data	All staff	Aug 27, 2018 to Jun 17, 2020	On-Track

Assessment, Nwea, Data analysis, Trc, Dibels

Participate in content-specific learning aligned to the CPS Framework for Teaching and Teaching for Robust Understanding (TRU) Dimensions: Cognitive Demand, Equitable Access to Content (1b, 1d, 3c)	L. Weber, M. Chodorowicz, A. Tufekcioglu, M. Gawlak, M. Maciasz, A. Nelson, L. Paull	Aug 27, 2018 to Jun 19, 2019	On-Track

Science, Professional Learning, Social studies, Balanced literacy, Mathematics, Framework for teaching, Tru

Participate in content-specific learning aligned to the CPS Framework for Teaching and Teaching for Robust Understanding (TRU) Dimensions: Uses of Assessment (1e, 3d)	L. Weber, M. Chodorowicz, A. Tufekcioglu, M. Gawlak, M. Maciasz, A. Nelson, L. Paull	Aug 26, 2019 to Jun 17, 2020	On-Track

Science, Professional Learning, Social studies, Balanced literacy, Mathematics, Framework for teaching, Tru

Provide opportunities for teachers to share best practices, build teacher capacity and develop teacher leaders in connection with Twain's professional learning outcomes	All staff	Aug 27, 2018 to Jun 17, 2020	On-Track

Professional Learning, Cycles of professional learning, Leadership, Professional development, Shared leadership

Provide opportunities for grade level/band teams to develop common grading practices aligned to professional grading standards including consistent practice with DL and EL learners where the outcome captures student performance aligned to core standards	All staff	Aug 27, 2018 to Aug 31, 2018	Completed

Common core state standards, Grade level teams, Student performance, English learner, Grading practices, Diverse learner

Action step	Responsible	Timeframe	Status
Professional learning for implementation of Aspen Student Information System	All staff	Aug 27, 2018 to Jun 19, 2019	On-Track

Professional Learning, Gradebook

Continue to develop and refine MTSS practices/process	All staff	Aug 27, 2018 to Jun 17, 2020	On-Track

MTSS, Mtss process

Strategy 2

If we do...	...then we see...	...which leads to...
establish common restorative practices and implement a school-wide approach to reinforcing positive behavior (with clear expectations, routines, and procedures)	teachers utilizing restorative approaches to discipline and students learning to take responsibility and ownership through reflection and restorative practices	an increase in positive relationships and trust between the students and their teachers, a reduction in punitive responses, and a stronger school environment, climate, and culture along with students recognizing their role as a positive and integral member of the school community

Tags:
SEL, Pbis, Reflection, Student accountability, Restorative practices, School culture and climate, Positive relationships

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Restorative practices 101 professional development for all teachers and staff	All staff; SEL ISL	Aug 27, 2018 to Aug 31, 2018	Completed

Professional development, Restorative practices

Reorganize school climate committee to include a focus on restorative practices and approaches to discipline	School climate committee	Aug 27, 2018 to Jun 19, 2019	On-Track

Discipline, Restorative practices, Climate and culture team, Restorative approaches to discipline

Grade level teams will establish classroom discipline plans with a focus on PBIS	Grade level teams	Aug 27, 2018 to Aug 31, 2018	On-Track

Pbis, Grade level teams, Restorative approaches to discipline

Develop a shared vision for climate and culture improvement	All staff	Aug 27, 2018 to Aug 31, 2018	On-Track

Climate and Culture, Shared vision

Develop a plan to reinforce school-wide expectations for positive behavior	All staff	Aug 27, 2018 to Aug 31, 2018	On-Track

Positive behavior norms

Develop a disciplinary referral system	All staff	Aug 27, 2018 to Aug 31, 2018	On-Track

Referral process, Restorative approaches to discipline

Strategy 3

If we do...	...then we see...	...which leads to...

provide instructional materials that support differentiation, including technology, that are aligned to CCSS and NGSS-based curricular units and content-specific implementation plans	equitable access for teachers and students to a variety of print and non-print resources providing instructional opportunities including modifications and differentiation	an increase in students, grades K-8, meeting/exceeding the student quarterly growth goals in core content	

Tags:
Instructional materials, Ccss, Ngss, Differentiation, Student achievement, Units of study, Student growth, Modifications, Instructional resources, Content areas

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Grade level teams reviewing sample social science materials and selecting resources aligned with implementation plan	Grades 3-8 Social Science teachers	Mar 1, 2018 to Aug 31, 2018	On-Track

Social studies, Instructional materials

Grade level teams reviewing sample science materials and selecting resources aligned with implementation plan	Grades 3-8 Science teachers	Mar 1, 2018 to Aug 31, 2018	On-Track

Science, Instructional materials

Update/upgrade technology supports/access for classrooms and grade level bands	All staff	Aug 27, 2018 to Jun 17, 2020	On-Track

Technology, Equipment

Teacher teams use student achievement data (NWEA, DIBELS) to develop small groups for targeted instruction in reading and math, differentiating text and/or task for all students	All staff	Aug 27, 2018 to Jun 17, 2020	On-Track

Differentiated instruction, Nwea, Mathematics, Small group instruction, Reading, Dibels, Assessment data

Providing access to lending library of leveled text sets in order to support guided reading practices as well as targeted small group instruction for reading intervention/enrichment	Lead literacy teacher; librarians; literacy teachers	Jun 20, 2018 to Jun 19, 2019	On-Track

MTSS, Diverse Learners, English Learners, Intervention, Library, Enrichment, Guided reading, Small group instruction, Leveled books

Review options for online tools to support differentiated instruction that is aligned with student achievement data	All staff	Aug 27, 2018 to Jun 17, 2020	On-Track

Differentiated instruction, Student achievement, Online programs

Action Plan

Strategy 1

COMPLETED	Provide professional development opportunities for staff on restorative practices"

Aug 27, 2018 to Jun 17, 2020 - All staff

Status history

Aug 29

COMPLETED	Aug 29, 2018

Evidence
BOY School wide PD

Agendas; feedback surveys

ON-TRACK

Design and implement a professional development plan with specific professional learning outcomes tied to TRU Mathematics plan and student quarterly growth goals"

Jun 19, 2018 to Jun 19, 2019 - ILT; Math committee; math teachers

Status history

17. Sep	24. Sep	1. Oct	8. Oct	15. Oct	22. Oct	29. Oct	5. Nov

ON-TRACK
Nov 07, 2018
Evidence
During Professional Development, teachers shared strategies in grouping students based on data, e.g. REACH evaluation (beginning of school year) and NWEA along with classroom assessments. Leveled instruction was provided to ensure individual needs of students are being met. Self assessing and accountability was addressed; sharing materials and discussing how to display our room to show evidence of the implementation of small group instruction.

ON-TRACK
Sep 12, 2018
Evidence
Professional development plans; teacher reflection on student quarterly growth goals

9-12-18   Staff analyzed the growth data from last years NWEA scores and planned their instruction as well as their scope and sequence to address the needs of the students based on their classroom data.

Professional development is still in progress until the staff has a chance to determine what areas they would like instruction.

ON-TRACK

Design and implement a professional development plan with specific professional learning outcomes tied to Balanced Literacy plan and student quarterly growth goals"

Jun 19, 2018 to Jun 19, 2019 - ILT: Reading committee; literacy teachers

Status history

17. Sep	24. Sep	1. Oct	8. Oct	15. Oct	22. Oct	29. Oct	5. Nov

ON-TRACK
Nov 07, 2018
Evidence
During Professional Development, teachers discussed strategies in grouping students based on data, e.g. REACH evaluation (beginning of school year) and NWEA along with classroom assessments. Teachers shared ways of how to keep the remaining students engaged while small group instruction is taking place. Leveled instruction was provided to ensure individual needs of students are being met. Discussed benefits of listening to students reading/discussing in a smaller group setting which provides opportunities for teacher to use higher level questioning (Bloom's Taxonomy). Self assessing and accountability was addressed; sharing materials and discussing how to display our room to show evidence of the implementation of small group instruction.

ON-TRACK
Sep 12, 2018
Evidence
Professional development plans; teacher reflection on student quarterly growth goals;

Professional development has begun and grade level meetings took place to begin implementation according to school-wide data and SQRP to align it to small group practices. In progress of still analyzing data to differentiate P.D's.

ON-TRACK
Data inquiry cycles to incorporate data analysis sessions with assessment data"

Aug 27, 2018 to Jun 17, 2020 - All staff

Status history

ON-TRACK

Sep 12, 2018
Evidence
Small group instructional/focus plans

9-12-18   Administration has begun attending grade level meetings to address NWEA and Dibles results and action plans.

ON-TRACK

Participate in content-specific learning aligned to the CPS Framework for Teaching and Teaching for Robust Understanding (TRU) Dimensions: Cognitive Demand, Equitable Access to Content (1b, 1d, 3c)"

Aug 27, 2018 to Jun 19, 2019 - L. Weber, M. Chodorowicz, A. Tufekcioglu, M. Gawlak, M. Maciasz, A. Nelson, L. Paull

Status history

Sep 12

ON-TRACK

Sep 12, 2018
Evidence
Participation in SUMMIT PD sessions; teacher leader staff presentations

9-12-18   special education providers are working with the new case manager to gain access to student IEPs to ensure they have equitable access to technology.

ON-TRACK

Participate in content-specific learning aligned to the CPS Framework for Teaching and Teaching for Robust Understanding (TRU) Dimensions: Uses of Assessment (1e, 3d)"

Aug 26, 2019 to Jun 17, 2020 - L. Weber, M. Chodorowicz, A. Tufekcioglu, M. Gawlak, M. Maciasz, A. Nelson, L. Paull

Status history

Sep 12

ON-TRACK

Sep 12, 2018
Evidence
Participation in SUMMIT PD sessions; teacher leader staff presentations

9-12-18 Presentations on Aspen as well as the new science curriculum to correlate with NGSS standards. A presentation on grade book and the importance of assessment weights on grading standards.

ON-TRACK

Provide opportunities for teachers to share best practices, build teacher capacity and develop teacher leaders in connection with Twain's professional learning outcomes"

Aug 27, 2018 to Jun 17, 2020 - All staff

Status history

| 17. Sep | 24. Sep | 1. Oct | 8. Oct | 15. Oct | 22. Oct | 29. Oct | 5. Nov |

ON-TRACK

Nov 07, 2018
Evidence
Teachers were given the opportunity to see a variety of ways to present small groups within the classroom setting. The staff as a whole felt comfortable sharing notes, sharing out in small group and seeing the materials, routine, discussing how it all works as opposed to just talking about it. The ability to see different grade bands gives teachers the to modify lessons to meet all student needs.

ON-TRACK

Sep 12, 2018
Evidence
Best practice workshops; agendas; feedback surveys; peer/classroom observations

9-12-18 staff was identified as go-to support personnel. A binder is available with best practices across the curriculum to support teachers in connection with Twain's professional learning outcomes.

COMPLETED

Provide opportunities for grade level/band teams to develop common grading practices aligned to professional grading standards including consistent practice with DL and EL learners where the outcome captures student performance aligned to core standards"

Aug 27, 2018 to Aug 31, 2018 - All staff

Status history

Aug 29

COMPLETED | Aug 29, 2018
Evidence
School-wide PD led by Lisa Zoccoli; Consistent grade level/band category and weights

ON-TRACK

Professional learning for implementation of Aspen Student Information System"

Aug 27, 2018 to Jun 19, 2019 - All staff

Status history

Sep 12

ON-TRACK
Sep 12, 2018
Evidence
Agendas

9-12-18 A presentation was given by the Aspen liaison at the school to share the arrival of Aspen in October with the unveiling of the sandbox. In January more information will be presented as it is given to the Liaison.

ON-TRACK | Continue to develop and refine MTSS practices/process"

Aug 27, 2018 to Jun 17, 2020 - All staff

Status history

Sep 12

ON-TRACK | Sep 12, 2018
Evidence
MTSS data collection examples

Administration s currently organizing framework for MTSS tracking and sharing it with the staff

Strategy 2

COMPLETED | Restorative practices 101 professional development for all teachers and staff"

Aug 27, 2018 to Aug 31, 2018 - All staff; SEL ISL

Status history

Aug 29

COMPLETED | Aug 29, 2018
Evidence
School wide meeting,

Agendas; feedback surveys

ON-TRACK

Reorganize school climate committee to include a focus on restorative practices and approaches to discipline"

Aug 27, 2018 to Jun 19, 2019 - School climate committee

Status history

Aug 29

ON-TRACK

Aug 29, 2018
Evidence
PBIS committee met to discuss implementation of restorative practices and approaches to discipline.   Committee meeting notes

ON-TRACK

Grade level teams will establish classroom discipline plans with a focus on PBIS"

Aug 27, 2018 to Aug 31, 2018 - Grade level teams

Status history

Aug 29

ON-TRACK

Aug 29, 2018
Evidence
Staff meeting to address school wide needs and the staff shared thoughts. Staff reflected on what changes needed to be made. PBIS is using that data to help move us forward.

ON-TRACK

Develop a shared vision for climate and culture improvement"

Aug 27, 2018 to Aug 31, 2018 - All staff

Status history

Aug 29

ON-TRACK

Aug 29, 2018
Evidence
School wide meeting provided shared vision for climate and culture improvement. Staff was provided with conversation stems to assist in dialogue with students that produce redirection and accountability in a safe setting. Vision statement

ON-TRACK

Develop a plan to reinforce school-wide expectations for positive behavior"

Aug 27, 2018 to Aug 31, 2018 - All staff

Status history

Aug 29

ON-TRACK

Aug 29, 2018
Evidence
Plan; PBIS monthly and quarterly reinforcements

ON-TRACK

Develop a disciplinary referral system"

Aug 27, 2018 to Aug 31, 2018 - All staff

Status history

ON-TRACK | Aug 29, 2018
Evidence
Discipline referral report; defined classroom vs. office managed behaviors

Offered options of reports to help students understand the accountability part of referral.

Strategy 3

ON-TRACK | Grade level teams reviewing sample social science materials and selecting resources aligned with implementation plan"
Mar 01, 2018 to Aug 31, 2018 - Grades 3-8 Social Science teachers

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
Receipt of materials; grade level notes with review and selection of materials

ON-TRACK | Grade level teams reviewing sample science materials and selecting resources aligned with implementation plan"
Mar 01, 2018 to Aug 31, 2018 - Grades 3-8 Science teachers

Status history

May 21

ON-TRACK | May 21, 2018
Evidence
Receipt of materials; grade level notes with review and selection of materials

ON-TRACK
Update/upgrade technology supports/access for classrooms and grade level bands"

Aug 27, 2018 to Jun 17, 2020 - All staff

Status history

Sep 4

ON-TRACK | Sep 04, 2018
Evidence
Tech coordinator has begun to update and distribute technology and provide support for existing programs and equipment.

Updated and accessible equipment throughout the building

ON-TRACK
Teacher teams use student achievement data (NWEA, DIBELS) to develop small groups for targeted instruction in reading and math, differentiating text and/or task for all students"

Aug 27, 2018 to Jun 17, 2020 - All staff

Status history

Sep 6

ON-TRACK
Sep 06, 2018
Evidence

The staff has begun Dibels and NWEA testing to evaluate students in grades K-8. Scores will be reviewed and groups will be formed according to scores. Groups will be adjusted according to student progress in small groups and whole class observations. Plans will be documented and adjusted.

(Goal: Small group/student analysis plans)

ON-TRACK

Providing access to lending library of leveled text sets in order to support guided reading practices as well as targeted small group instruction for reading intervention/enrichment"

Jun 20, 2018 to Jun 19, 2019 - Lead literacy teacher; librarians; literacy teachers

Status history

Sep 5

ON-TRACK

Sep 05, 2018

Evidence

The school librarians have gathered the needs of grade level bands and have begun to compile classroom book requests and classroom sets of books to be utilized by teachers when needed. Compiled set lists have been sent to all teachers.

(Goal:Tracking sheets for lending library; literacy lesson/unit plans)

ON-TRACK   Review options for online tools to support differentiated instruction that is aligned with student achievement data"

Aug 27, 2018 to Jun 17, 2020 - All staff

Status history

Aug 30

ON-TRACK   Aug 30, 2018
Evidence
Grade level minutes

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

> The initial Parent Advisory Council (PAC) meeting will be held during the first quarter of the 2018-2019 school year. Meeting notices will be posted in the school, in the newsletter, on the website and on the school calendar. All parents are encouraged to attend. At the initial 2018-2019 PAC meeting the principal will explain ESSA, Title I policy and review the parental and family engagement plan. Parents will be provided a copy of the Parent Compact in their native language and will be given an opportunity to review the compact and give suggestions for improvement. The goal of this process is to have a document that accurately depicts the roles and responsibilities staff, parents and students will take in helping students achieve their academic potential.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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

> Twain's participation in ESSA and Title I programs will be explained to parents at the organizational meeting of the Parent Advisory Council (PAC) held during the first quarter. The meeting will be held at a time convenient for parents. During the organizational meeting PAC officers will be elected by the parents to represent the council for the school year. Parents and newly elected officers will select dates and times for subsequent parent involvement meetings for the 2018-2019 school year. Parents will be asked to provide suggestions on the types of programs and information that would be beneficial to them in supporting learning at home and in school. The schedule for parent involvement meetings and activities will be posted in the school, on the website and placed on the calendar. All parents will be encouraged to participate in these opportunities. The projected date of the Title I Annual Meeting and the Title I PAC Organizational Meeting is September 27, 2018.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

> Twain encourages all parents to attend and participate in the LSC, BAC and PAC meetings . The schedule of meeting dates is posted in the school, on the website and is noted on the monthly calendar sent home with students. Parents are welcome to speak with their child's teacher. Appointments can be made to meet with staff during prep time and after school, as the teacher's schedule allows. The administration is available to address parent concerns, suggestions and questions without appointment throughout the day.

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

> Parents will receive their child's PARCC,standardized test scores, and information explaining the scores during the first quarter of the school year. NWEA Measures of Academic Progress (MAP), and TRC/ Dibels assessment data will be shared with parents throughout the school year. School staff is available to review assessment data with parents to ensure their understanding of the information and answer any questions parents have.

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.

> Twain will follow the Chicago Board of Education's policies and procedures in informing parents of a teacher's not highly qualified status. At present 100% of Twain's staff is highly qualified.

Schools will assist parents of participating ESSA 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.

Through programs and activities associated with the PAC, BAC and LSC Twain will provide parental involvement opportunities focused on supporting learning at home and in school. Parent training on how to access and use the Parent Portal will continue during the 2018-2019 school year. This training encourages parents to take an active role in monitoring their student's progress and helps build stronger bonds between the parents, teachers and school. Letters containing student PIN numbers and access codes
along with directions on how to set up a parent portal account will be sent home to parents the second week of school. Parents that do not have access to a computer are welcome to use the PAC computers located in Room 108. Through meetings and conferences grade level teams along with the Lead Literacy Teachers and Math Lead Teacher will help parents understand the curriculum and expectations at the various grade levels.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Twain will support family literacy and parent involvement through workshops and programs that address the needs of our families. The Lead Literacy Teachers will promote early learning and pupil support strategies through parent meetings and skill packets. The PAC lending library is available to all our families. Twain encourages parents to borrow books to read and share with their children. The PAC library has books in Polish, Spanish and English to accommodate the needs of our diverse bilingual population. School year 2018-2019 Title I funds will continue to be used to support an adult English class providing parents an opportunity to improve their English skills. The reading enrichment committee will sponsor activities throughout the school year promoting literacy. Twain will continue its relationship with the local library by supporting the Chicago Public Library reading programs and by sponsoring a Pre-K story time for our families at the school. Presenters will be engaged during the 2018-2019 school year to speak with parents on topics that will help them improve their skills as parents and encourage them to be active participants and partners in their child's education.

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

Twain will provide professional development opportunities for staff aligned with the goals of the Multi- tiered System of Supports (MTSS). By using this data-based decision making process staff will be able to develop instructional and intervention supports in collaboration with parents focused on the goal of high academic achievement for all students.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

Twain currently provides a half day pre- school program for three and four year old children.Twain provides Pre-K, Kindergarten and First Grade Parent Packets to new families. The materials in the packet inform parents of the educational expectations in these grade levels. They provide material samples: ideas and strategies parents can use to work with their child at home to prepare them for school. The primary LLT provides additional information and support to parents through a series of meetings held throughout the school year.

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

All information related to school and parent programs, meetings and activities is sent home with students on the monthly calendar, in the school newsletter and is posted in the school. The information can also be found on the school website. The website has a language translator that allows parents to receive information in their native language.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement 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

School-Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

> The Mark Twain educational community is committed to providing all students with high quality Common Core instruction in a safe and stimulating environment that encourages participation, promotes self-discipline and supports student achievement in all content areas. Our vision is to create a literacy rich, challenging learning environment that empowers all students to achieve to their full potential and develop the skills necessary to become productive members of our diverse community and independent, life-long learners.

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 conferences will be held once each semester as scheduled by the Board of Education. Additionally, parents are provided an opportunity to meet their child's teacher and receive information on classroom goals and grade level requirements at our annual Open House held in the evening on the second Thursday of September each 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.

> Mid-quarter progress reports will be sent home to parents after the fifth week of each quarter. Many teachers send weekly reports home along with graded assignments and tests. Some teachers require a parent's signature on assignments or tests to ensure the information was received. Parents will also be able to monitor their child's progress through the Parent Portal system.

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

> Parents may schedule an appointment to meet with a teacher during the teacher's prep. period. Some teachers are available to meet with parents before and after school with prior notice. School administrators are available throughout the day as needed without appointment.

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

> Parents are encouraged to volunteer for classroom activities and school field trips as needed by individual teachers. The school office maintains a list of available volunteers for school-wide events, lunchroom duty and parent tutors. Parents may observe classroom activities on any day with the approval of the classroom teacher and the principal.

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

> We firmly believe that parent involvement is essential to student achievement. Parents should make sure their children get to school on time, with the necessary supplies and prepared to learn. Read with and to their child as well as make a time and place for homework and studying. Parents should monitor the assignment notebook, review progress reports and report cards, return information in a timely manner and communicate with the school as needed.

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 are encouraged to attend meetings scheduled by the Local School Council, Parent Advisory Council and Bilingual Advisory Council. Each of these groups discusses school issues, addresses parent concerns and assists in decision making.

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).

> Student will assure academic achievement by attending school regularly, on time, and prepared to learn. They will complete assignments carefully and turn them in on time. They will report to school in the appropriate uniform(school or gym) and participate in class. They will exercise proper behavior, respect others and themselves and follow school rules and regulations.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Through programs and activities associated with the PAC, BAC and LSC Twain will provide parental involvement opportunities focused on supporting learning at home and in school. Parent training on how to access and use the Parent Portal will continue during the 2018-2019 school year. This training encourages parents to take an active role in monitoring their student's progress and helps build stronger bonds between the parents, teachers and school Additionally, Twain will support family literacy and parent involvement through workshops and programs that address the needs of our families. The Lead Literacy Teachers will promote early learning and pupil support strategies through parent meetings and skill packets. The PAC lending library is available to all our families. Twain encourages parents to borrow books to read and share with their children. The PAC library has books in Polish, Spanish and English to accommodate the needs of our diverse bilingual population. School year 2018-2019 ESSA funds will continue to be used to support an adult English class providing parents an opportunity to improve their English skills. The reading enrichment committee will sponsor activities throughout the school year promoting literacy. Twain will continue its relationship with the local library by supporting the Chicago Public Library reading programs and by sponsoring a Pre-K story time for our families at the school. Presenters will be engaged during the 2018-2019 school year to speak with parents on topics that will help them improve their skills as parents and encourage them to be active participants and partners in their child's education.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 500	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 300	.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)	$ 5204	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount	.00
54205 **Travel**	Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount	.00
54565 **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount	.00
53510 **Postage**	Must be used for parent and family engagement programs only.	$ Amount	.00
53306	**Software** Must be educational and for parent use only.	$ Amount	.00

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