Edward K Ellington Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

No meetings saved for this plan.

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**

> As a collective, Ellington staff works together during grade level team meetings, instructional leadership team meetings, as well as after school team meetings to support the vision of Ellington to Listen, Learn and Lead. Teachers are active leaders amongst their colleagues. Their collaboration and reflective practices ensure the school's vision is achieved with every learner.

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

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:

Score

1   2   3   **4**

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.

The ILT meets regularly and creates action plans based on the extrapolation of current data. This information is then shared with teachers during GLT. This allows all staff to use data to guide and adjust their instruction to meet the needs of all learners. Administrators work alongside grade level leads to develop cohesive plans for all students including our DL population. Action plans support district identified data goals and milestones that have helped Ellington attain a level one plus. As a team we continuously us data to inform instruction collectively and individually as a part of the ILT and as a grade level lead.

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**

The essence of professional learning at Ellington is derived from a combinations of human resources such as our dedicated NWEA coach, social worker, psychologist, case manager, counselor and culture and climate coach. Our school wide focus is domain 3 and in specific questioning techniques used by teachers.

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

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**

> The school priorities within the CIWP are supported with strategically identified resources. High-quality instruction provided by seasoned teachers is the foundation of our instructional success. The technology component is used to support MTSS and differentiation of instructions. The tools available to teachers are Reading Eggs, Study Island, Mastery Connect, Khan Academy, Flocabulary, Xtra Math, Starfall, Reading A-Z, Read Works, and IXL Math.

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

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 Engagement
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**

> Teachers work collaboratively to create vertical and horizontal curriculum maps. Teachers then use these maps to unpack the skills aligned with the CCSS. Teachers also create unit plans for all content areas for the duration of the school year.Curriculum for middle school is derived from the IB subject group overviews. And math curriculum is supported by Network 3 curriculum guides.

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

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**

> Every five weeks teachers tier students in order to identify appropriate materials to be used during the execution of the unit plan. Students are grouped based on needs and various types of materials. Teachers utilize research based materials that include professional resources from the KC, educational websites, and professional publications in order to design various levels and differentiated instruction and feedback is provided by the IB and curriculum coordinator.

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:

Score

1 2 **3** 4

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)

> There are multiple points during the course of the school year in which teachers analyze data points. Teachers begin the year with NWEA EOY and completing a deep-dive into the data. The teachers then identify the root causes for student success. Teachers are observed not only by administration but also by their peers. When cross grade level visits take places students are engaged in a discussion of what they are learning, how they learning it, and why they are learning it. The qualitative data is then shared with the visited classrooms in order to enhance learning.

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

> Considering Ellington is an elementary school our students are tracked once they enter high school. The school counselor shares information as to the number of students that attend schools out of the student's community. Student exposure to college and careers is limited. Currently, our on-track is at 58.2% according to CPS Dashboard.

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**

> Teachers at Ellington are well versed in multiple teaching/instructional strategies and regularly adjust the strategy depending on the performance of students during the lesson. Teachers in grades 2, 3, and 6-8 are implementing small group instruction with fidelity. Therefore, the goal is for all teachers to implement small group instruction, as well as, cross classroom intervention groups to ensure that all students, in all tiers perform and exceed to the best of their abilities.

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

> During the initial PD at the start of the year administration shared with the school policy and handbook with teachers. Teachers were guided as they established their grading scale breakdown as well as the categories within each content. The consistency across grades and content areas supported a school wide understanding the value of each letter grade. Teachers also aligned the entries with the CCSS. IB scoring and standards based assessments are a continued challenge within the middle school.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting	

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

In an effort to support MTSS DL teachers provide support in the general education classroom and co-teach topics as needed and best suitable for all students, as teachers document MTSS interventions with students utilizing the CPS MTSS Logging Tool. In terms of adjusting to a new process teachers are increasing in their use of the the Gradebook/MTSS tool. In conjunction with the counselor and case manager, the Dean of Students and Culture and Climate coach, supports positive student behavior which helps to reduce the amount of time that students spend outside of the classroom for disciplinary action. In more severe situations students are provided small group instruction as well as one-on-one instruction by the classroom teacher, DL teacher, IB Coordinator, and Literacy Coach.

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

Expectations for Quality & Character of School Life   6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

> Based on the SQRP students are performing and growing. Over the course of the year an element that hinders the progress at Ellington is the level of rigorous work that is provided to students on a daily and regular basis. As a part of planning teachers work together to "get it right" and find multiple learning opportunities for students. Teachers support one another and provide a separate learning environment when needed for students that require a short period of time in a different classroom. Additional supports are provided by our counselor, social worker, psychologist and culture and climate coach to increase focus during classroom and increase time for academic exposure.

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:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1   2   **3**   4

> The Ellington staff works collectively in order to provide a conducive environment for all learners. Teachers support one another with providing an open door policy when students are in need a temporary learning environment. Students are given sufficient time to reflect on their actions and then return to class refocused and ready to learn. Academically teachers work collaboratively to support all levels of instruction and at some grade levels provide cross classroom interventions geared to specific skill development and enrichment.
>
> An area that is a continuous work in progress is the level of respect that students display towards teachers as well as student-to-student interactions. Students recite the Ellington Pledge every morning but the execution of the pledge is not at a 100%

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

> Students are provided with some opportunities to join in extracurricular activities. There are several sports teams throughout the school year as well as a tumbling, dance team, choir, and band. Ellington also has an after school program that is academic driven through the Beyond the Bell which offers team building and spoken word.

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. Utilizes 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**

> There are specific procedures that are in place in which all members of Ellington's learning community participate in. Participants include security guards, counselor, case manager, social worker, administration, ESP staff as well as all teachers. Students have shared that they feel safe at school. All teachers participate in safely getting students in and out of the building.

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:

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

1   2   3   **4**

> Ellington's Culture and Climate Coach uses conflict resolutions strategies to mediate and resolve student disagreements.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
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 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

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.

1   2   3   **4**

Parent communication and programs include but are not limited to monthly PAC and LSC meetings. Our teachers engage our parents on a monthly basis with classroom newsletters. Schoolwide events have resulted in more than 97% attendance of parents.

There has been an increase in the use of the parent portal, REMIND.com which is allows teachers a quick way to correspond with parents, and CLASS DOJO which focuses on student behavior in the classroom.

During the report card pick-up periods our technology coordinator assisted parents with enrolling in the Parent Portal which has in turn increased the usage amongst our parents. The results of the My Voice My School Survey indicates that our parents have expressed that there is a high level of trust between parents and teachers. Our PreK-1 teachers meet on a regular basis with parents to provide support at a critical stage in a child's development.

Ellington has growing attendance of participation in our Parent University Center and partnership with Sodexo.. Parents will be offered workshops and various types of classes.

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

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
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: 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: Relational Trust	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 **3** 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 **⊘**
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
4	Expectations for Quality & Character of School Life: Safety & Order	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					
Ellington adheres to a balanced literacy program in our K-4 and a whole language program for grades 5-8 encompassing aligned RIT skills and CCSS. Students that remain at Ellington increase their growth annually, while students transferring in take time to make the necessary academic adjustments. Using prior knowledge as the foundation for the ELA curriculum would support a 5% increase from the 2017-2018 CIWP.	87.00	89.00	75.00	70.00	80.00
National School Growth Percentile - Math					

| Our largest gains in math correspond to the performance of grades 3 and 8; in part the performance is due to the collaboration between the diverse learner teachers and content area teachers. For example, the 8th grade teachers co-teach and provide strategies for all students as needed. Students that remain at Ellington increase their growth annually, while students transferring in take time to make the necessary academic adjustments; a structured math block which integrates math talks, targeted math skills, and independent practice (continuum of gradual release) will support our 5% increase from the 2017-2018 SQRP goal to 80% 2018-2019 SQRP. | 50.00 | 98.00 | 75.00 | 50.00 | 60.00 |

% of Students Meeting/Exceeding National Ave Growth Norms

| Over the course of the last four years teachers have integrated RIT Skills across all content areas as well as across specials, therefore increasing teachers' knowledge of these skills; which in turn provided multiple opportunities for student exposure. The 2018-2019 goal is set to maintain our 2017-2018 goal of 70% due to the high transient population. | 55.90 | 65.00 | 70.00 | 60.00 | 70.00 |

African-American Growth Percentile - Reading

| The goal for 18-19 SY is taking into consideration the influx and ability of students that have transferred in after the Q1. The goal also reflects students' performance on '18 MOY NWEA. | 87.00 | 89.00 | 75.00 | 70.00 | 80.00 |

Hispanic Growth Percentile - Reading

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

English Learner Growth Percentile - Reading

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Reading

| The established goal is due to an increase in the number of students transferring in with out of state and/or inadequately written IEPs. | 87.00 | 87.00 | 75.00 | 50.00 | 60.00 |

African-American Growth Percentile - Math

| The identified goal was established after reviewing historical data and determining the needs of the students in the area of math. They require additional MTSS and therefore an identical goal to the prior year would be deemed feasible when comparing to the actual data from the 16-17 SY. | 52.00 | 98.00 | 75.00 | 50.00 | 60.00 |

Hispanic Growth Percentile - Math

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

English Learner Growth Percentile - Math

| N/A | (Blank) | (Blank) | 0.00 | 0.00 | 0.00 |

Diverse Learner Growth Percentile - Math

| The established goal is due to an increase in the number of students transferring in with out of state and/or inadequately written IEPs. | 86.00 | 99.00 | 75.00 | 40.00 | 50.00 |

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

| Ellington adheres to a balanced literacy program in our K-4 and a whole language program for grades 5-8 encompassing aligned RIT skills and CCSS. Students that remain at Ellington increase their growth annually, while students transferring in take time to make the necessary academic adjustments. | 52.00 | 63.00 | 60.00 | 60.00 | 70.00 |

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

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Our largest gains in math correspond to the performance of grades 3 and 8; in part the performance is due to the collaboration between the diverse learner teachers and content area teachers. For example, the 8th grade teachers co-teach and provide strategies for all students as needed.Students that remain at Ellington increase their growth annually, while students transferring in take time to make the necessary academic adjustments.	27.00	53.00	50.00	50.00	60.00

National School Attainment Percentile - Reading (Grade 2)

The teachers' knowledge and anticipation of student performance in 3rd and 4th grade is a benefit to the coursework that they are currently teaching in second grade. The second grade teachers are able to accommodate student learning below, at, and above grade level.	17.00	34.00	55.00	40.00	50.00

National School Attainment Percentile - Math (Grade 2)

The teachers' knowledge and anticipation of student performance in 3rd and 4th grade is a benefit to the coursework that they are currently teaching in second grade. The second grade teachers are able to accommodate student learning below, at, and above grade level.	13.00	23.00	40.00	40.00	50.00

% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

The processes in place to ensure attendance will remain as-is. Attendance is stressed on a daily basis and as needed the Dean of Students makes home visits to enforce attendance.	97.40	96.90	97.00	96.00	97.00

My Voice, My School 5 Essentials Survey

Ellington strives to continue to support a safe and productive learning environment. The identified priorities address the learning environment, which is structured to address not only our students' but parents' and teachers' needs as well.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics   0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
an analysis of the NWEA Quadrant Metrics and Amplify Correlational Effectiveness report for the MOY18 and EOY18 (at each administration and to administer BOY18) teachers will be able revise groups for MTSS, instructional strategies being used, and unit plan reflections for differentiation of instructions;(current MOY K-2 TRC data reflects 71% of intensive students remained intensive [BOY17 to MOY18]); current MOY K-2 mCLASS math data reflects 46% of intensive students remained intensive [BOY17 to MOY18]); (NWEA ELA MOY18 data reflects two classrooms in Quadrant 1 [high growth/high achievement]); (NWEA	a fluid movement of MTSS (RTI/SEL) groupings based on targeted skill instructions allowing students to receive mini-lessons, ample practice, direct instruction/support, as needed	an increase of at least 30% of classrooms in Quadrant 1 for all NWEA content areas; 80% meeting or exceeding NWEA projected targeted growth; no more than 10% of students remaining in intensive for mCLASS over a year's span; no more than 20% of students remaining in intensive for TRC (Amplify)

Mathematics MOY18 data reflects no classrooms in Quadrant 1])

Tags: MTSS, Nwea, Data driven instruction, Trc, Mclass	Area(s) of focus: 1

Action step	Responsible	Timeframe	Status
Data analysis sessions (PM sessions) at the start of the school year, in January and then again in June.	ILT	Jun 18, 2018 to Jun 21, 2019	On-Track

MTSS, Nwea, Data driven instruction

Action step	Responsible	Timeframe	Status
Every five weeks teachers in K-2, 3-5 and 6-8 will be asked to revisit tiered grouping of students utilizing data points taken from end of unit programme specific performance tasks	GLT Teachers IB Coordinator Curriculum Coach Case Manager	Aug 24, 2018 to Jun 20, 2019	Not started

MTSS, Progress monitoring, Performance tasks

Action step	Responsible	Timeframe	Status
Provide updates for assessments, cut scores, and reviewing student performance through collected progress monitoring data; NWEA MAP Skills; NWEA Survey Tests; Amplify Progress Monitoring	GLT Teachers Coaches	Jun 18, 2018 to Jun 14, 2019	Not started

Nwea, Unit assessments, Unit plan reflections

Action step	Responsible	Timeframe	Status
Design Schoolwide Quarterly Data Walls for K-2. 3-5, and 6-8 so teachers can spot trends and discuss/divise solutions during grade level team meetings.	Teachers GLT IB Coordinator	Sep 4, 2018 to Jun 14, 2019	Not started
Review Progress Monitoring data bi monthly to see growth & trends.	ILT Teachers	Sep 4, 2018 to Jun 14, 2019	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
continue to support K-8 teacher development with utilizing research based strategies that improve student problem solving, student discourse, & student conceptual understanding, in a one to one classroom context for all content areas	cohesive instructional plans, an increase in teacher fidelity usage to 80%, differentiated classrooms, and grade band specific instructional/technology approaches; increased student collaborative discussions which includes students creating and asking each other questions, student awareness of their metacognitive skills, student ownership of concepts (Essential questions/Statement of inquiry), students assessing themselves and their peers	increasing students on-track rate from the current 52% to 65%, and an increase on the 5 Essentials survey "strong" to "very strong" in the area of Involved Families and Collaborative Teachers; impacting students reaching the school's national percentile attainment of 60% NWEA; K-2 students beginning BOY at "Intensive" would perform at minimum at "Strategic" at EOY in both mathematics and TRC.

Tags: Instructional materials, Student achievement, Student centered	Area(s) of focus: 3

Action step	Responsible	Timeframe	Status
Provide monthly usage reports to all teachers for grade specific online instructional materials.	Curriculum Coordinator	Sep 24, 2018 to May 31, 2019	Not started

Progress monitoring, Technology integration

Action step	Responsible	Timeframe	Status
Identify one-two literacy and math practice/program for K-2, 3-4, 5-6, and 7-8 and follow up with classroom observations to ensure technology integration.	Administration Coordinators	Jun 19, 2018 to Jun 17, 2019	Not started

Mathematical practices, Literacy curriculum resources, Technology integration

Analyze student work and progress monitoring tools to determine effectiveness.	Teachers	Sep 10, 2018 to Jun 7, 2019	Behind

Progress monitoring, Anaylze data

Survey teachers for best practices: approaches to teaching and learning and technology integration for each grade band K-4 and 5-8.	Instructional Coaches	Jun 11, 2018 to Jun 15, 2018	Not started

Approaches to teaching and learning - ib, Teacher reflection, Technology integration, Reach domain 4

Create a schedule for Tier I, II, and III for a minimum of 3 times a week for 20 min periods.	Grade Level Team Meetings	Aug 30, 2018 to Aug 30, 2018	Not started

MTSS

Strategy 3

If we do...	...then we see...	...which leads to...
an outreach program to parents, build effective instructional practices (related to unit plans), and monitor student interventions/progress via district tools (MTSS/Gradebook)	an increase in parent involvement reflecting 80% active participation and a clear understanding of grade specific expectations (for students & parents), additional points of informative assessments to guide instruction and integrated into class grades, and executing progress monitoring for all MTSS tiers	a positive correlation above the current 52% of students on track to 65% for the 2018-2019 SY and 70% for the 2019-2020 SY; a 20% increase (from 64% to 84%) of the 5 Essentials (parent survey participation rate) from EOY 18 to EOY 19

Tags:
Parental involvement, Balanced grading and assessment, Parent engagement, Benchmark grades, On track data

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
an Open House in September with the anticipation of 80% minimum parent participation in order to allow teachers to present grade level specific, school wide grading policies, and additional designated grade level parent meetings to build a rapport with parents and end result of parent survey of the 5 Essentials	Administration ILT Teachers Case Manager Counselor	Sep 20, 2018 to Nov 15, 2018	Not started

Parental involvement, Balanced grading and assessment, Grading policy, 5 essentials

Grade audits every 5 weeks to track the % of students on track	Administration Teachers	Apr 2, 2018 to Jun 21, 2019	On-Track

Grading policy, Fidelity, Audit

MTSS tracking and input by teachers using the following calendar: Intensive every two weeks Strategic every three weeks Benchmark once a month	Teachers ILT Coordinators Coaches	Apr 16, 2018 to Jun 14, 2019	Not started

MTSS, Progress monitoring, Gradebook monitoring

Analyze End of Unit Performance Tasks to assess instructional effectiveness; MYP Units pertaining to 6-8 and Specials (every four - six weeks)	GLT IB Coordinator Curriculum Coordinator	Sep 10, 2018 to May 27, 2019	Not started

Performance tasks, Unit planning, Analyze student work

Provide monthly parent meetings for parents K-2, 3-5, & 6-8 to provide parents at home strategies that they can use to help their children.	Teachers Administration	Sep 4, 2018 to Jun 14, 2019	Not started

Action Plan

Strategy 1

ON-TRACK   Data analysis sessions (PM sessions) at the start of the school year, in January and then again in June."

Jun 18, 2018 to Jun 21, 2019 - ILT

Status history

May 25

ON-TRACK   May 25, 2018
Evidence
Completed PM Decks/Quadrant Metrics Professional Development Sign In Sheets

NOT STARTED
Every five weeks teachers in K-2, 3-5 and 6-8 will be asked to revisit tiered grouping of students utilizing data points taken from end of unit programme specific performance tasks"

Aug 24, 2018 to Jun 20, 2019 - GLT Teachers IB Coordinator Curriculum Coach Case Manager

Status history

May 25

NOT STARTED   May 25, 2018
Evidence
Gradebook Completion/MTSS Entries/Recorded Progress Monitoring

NOT STARTED
Provide updates for assessments, cut scores, and reviewing student performance through collected progress monitoring data; NWEA MAP Skills; NWEA Survey Tests; Amplify Progress Monitoring"

Jun 18, 2018 to Jun 14, 2019 - GLT Teachers Coaches

Status history

May 25

NOT STARTED   May 25, 2018
Evidence
Gradebook/MTSS entries

NOT STARTED
Design Schoolwide Quarterly Data Walls for K-2. 3-5, and 6-8 so teachers can spot trends and discuss/divise solutions during grade level team meetings."

Sep 04, 2018 to Jun 14, 2019 - Teachers GLT IB Coordinator

Status history

NOT STARTED | Review Progress Monitoring data bi monthly to see growth & trends."

Sep 04, 2018 to Jun 14, 2019 - ILT Teachers

Status history

Strategy 2

NOT STARTED | Provide monthly usage reports to all teachers for grade specific online instructional materials."

Sep 24, 2018 to May 31, 2019 - Curriculum Coordinator

Status history

May 25

NOT STARTED | May 25, 2018
Evidence
Program Reports

NOT STARTED |
Identify one-two literacy and math practice/program for K-2, 3-4, 5-6, and 7-8 and follow up with classroom observations to ensure technology integration."

Jun 19, 2018 to Jun 17, 2019 - Administration Coordinators

Status history

May 25

NOT STARTED | May 25, 2018
Evidence
Classroom observations

BEHIND | Analyze student work and progress monitoring tools to determine effectiveness."

Sep 10, 2018 to Jun 07, 2019 - Teachers

Status history

May 25

BEHIND | May 25, 2018
Problem
Anecdotal notes for PM, Data tool for collection of student work
Root Cause
Next steps

NOT STARTED | Survey teachers for best practices: approaches to teaching and learning and technology integration for each grade band K-4 and 5-8."

Jun 11, 2018 to Jun 15, 2018 - Instructional Coaches

Status history

May 25

NOT STARTED May 25, 2018
Evidence
Results from the survey

NOT STARTED Create a schedule for Tier I, II, and III for a minimum of 3 times a week for 20 min periods."

Aug 30, 2018 to Aug 30, 2018 - Grade Level Team Meetings

Status history

May 25

NOT STARTED May 25, 2018
Evidence

Strategy 3

NOT STARTED

an Open House in September with the anticipation of 80% minimum parent participation in order to allow teachers to present grade level specific, school wide grading policies, and additional designated grade level parent meetings to build a rapport with parents and end result of parent survey of the 5 Essentials"

Sep 20, 2018 to Nov 15, 2018 - Administration ILT Teachers Case Manager Counselor

Status history

May 25

NOT STARTED May 25, 2018
Evidence
Parent Sign in Sheets 5 Essential Survey

ON-TRACK Grade audits every 5 weeks to track the % of students on track"

Apr 02, 2018 to Jun 21, 2019 - Administration Teachers

Status history

May 25

ON-TRACK May 25, 2018
Evidence
Dashboard Reports

NOT STARTED

MTSS tracking and input by teachers using the following calendar: Intensive every two weeks Strategic every three weeks Benchmark once a month"

Apr 16, 2018 to Jun 14, 2019 - Teachers ILT Coordinators Coaches

Status history

May 25

NOT STARTED May 25, 2018
Evidence
Completion on Gradebook

NOT STARTED

Analyze End of Unit Performance Tasks to assess instructional effectiveness; MYP Units pertaining to 6-8 and Specials (every four - six weeks)"

Sep 10, 2018 to May 27, 2019 - GLT IB Coordinator Curriculum Coordinator

Status history

NOT STARTED   May 25, 2018
Evidence

NOT STARTED

Provide monthly parent meetings for parents K-2, 3-5, & 6-8 to provide parents at home strategies that they can use to help their children."

Sep 04, 2018 to Jun 14, 2019 - Teachers Administration

Status history

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.

Parents will be provided with on-going NCLB information through monthly parent meetings, LSC Meetings, IEP Follow-ups/evaluations, and local and area instructional workshops. NCLB reviews and modifications will be publicly accessible in the main office, school website, and during Report Card Pick-ups. All NCLB updates will be included on a monthly basis to inform parents on NCLB policies.

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

The school will continue to encourage parent participation in monthly PAC meetings, so that they can have the most up to date information on educational programs and strategies that are available to assist their children. Guest speakers from various areas of NCLB Title I programs will present information to parents which will be beneficial in increasing parent involvement at the school and furthering our partnership with parents. Ellington Title 1 Informational meeting will be held on Thursday, September 27, 2018 at 8:30 a.m. The Organizational meeting will be held on September 27, 2018 at 9:30 a.m.

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.

This has been an on-going opportunity for every parent at the school to participate in the direction of the School Vision and Mission Statement, to give each student a thorough and competitive education so that they can be viable citizens within their communities. Parents who actively participate will be informed and trained in the appropriate goals necessary for their child to succeed. Through PAC and LSC meetings parents will be able to make better choices about attendance, special needs, core subject instruction at home, and student adherence to school-wide rules and policies. Student issues such as Safe Passage, Parent Patrol, D.A.R.E. and CAPS programs will also be discussed for improving both school and community relations.

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 be provided with a data friendly chart of their child's individual scores on state assessments, such as the PARCC and NWEA. Introduction to assessment vocabulary will be given by the DATA Team at a PAC meeting, so that parents can comprehend the results of the scores, and improve the test preparedness of their child on these types of achievement tests throughout their educational process. Parents will be given information on how state assessments are used as partial determinants in their child's promotional process. During these meetings the modeling of Reading, Writing, Math, Science, and Short Responses will be shared as well as samples to be taken home.

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.

When allowed by CPS policy, the NCLB Title I information on a teacher that is defined as "not highly qualified" letters will be mailed out to the parents of those students who are being taught by that teacher. The ability to have this information to parents at its earliest convenience, is dependent upon the school's administrative policy and will be mailed to parents as soon as possible.

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.

During parent correspondence with their child's teachers, core subject information and homework policies for improving student perfomance will be discussed at the beginning of the school year along side a current state of the school address. A short checklist of student textbooks being used, instructional workbooks, materials, and supplies that they will need will be given. Parents who have attended the "Back to School Night" and monthly PAC meetings will be given additional materials. The CPS, Ellington School Calendars and additional school notices will keep parents informed of all school assessment dates, meetings, and extracurricular activities/and or events that will contribute to student success according to the ISBE State Standards.

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.

The school CPS Engagement Center will be open to parents for providing instruction and training on various core subjects and to facilitate their involvement in assisting with homework. Literacy and technology awareness programs will be introduced/reviewed at all monthly parent meetings. Parents will also be able to access current event information on a local and global basis for additional assistance to themselves and to their children. Science Fair/Ethnic History Fair/Literacy Fair and other extracurricular initiatives will provide parents the necessary materials and tools for helping their children develop excellent presentations.

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.

Staff will be trained on effective communication with parents in all phases of school operations. Special emphasis will be placed on communication between office personnel and parents when they first arrive at the school, and in telephone correspondence. All parents will be made to feel a part of their child's educational process, and teacher-parent conferences before instructional time will continue in the mornings. On staff development days teachers will be informed of CPS policy in regards to parent involvement in schools, and how they can benefit not only their children, but make themselves available to assist the teacher as parent volunteers and helpers. Teachers will make it a priority to communicate with the parents/and or guardians of their students within the first month of the school year. They will also ensure that parents are informed of homework, classroom assignments, attendance/tardy situations, and behavioral incidences before they become critical to the child's progress. Increased communication between school/home relations with the most current home/cellular phone numbers, in case of emergencies are also critical to improving parent confidence and assurance that their needs are being served by the staff.

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.

All Head Start and Early Childhood instructional programs will be addressed by those educational staff that have expertise and endorsements in those grade levels. The appropriate coordinators of these programs will offer all parents of these students training and development on how to be effective in giving their child a strong foundation in wanting to learn, and explaining to them the importance of learning. Any instructional materials and supplies will be introduced and provided to parents to assist their children at home. Guest speakers (i.e. advocacy representatives, educational vendors, etc.) will be made available to talk with parents of preschool and early childhood students on Reading, Writing, and Math strategies that can prepare them for the regular grade level instruction. Individual student profiles can be created by both staff and parents to "track" the child's strengths and deficiencies for the earliest intervention.

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 school calendars, pamphlets, flyers, and even telephone correspondence will be made and delivered in a parent-friendly manner, for effective comprehension of school based information and issues. All parent information must be approved by the Principal before being distributed to parents/and or guardians to ensure that its quality of communication is understandable by everyone.

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.)

Ellington will continue to retain and pursue educational professionals who are dedicated to student success, trained in the appropriate areas of instruction, competent in the use of data/technology, educated in child development for their grade levels, and immersed in the strategies that are effective motivators to a child's academic and emotional achievement (i.e. Differentiated Instruction, DIBELS, Guided Reading, Progressive Discipline, NCLB Title I and LRE policies, etc.). Ellington will continue to honor our Vision of making all children: "self-determined, self-reliant, and self-sufficient." Our Mission will continue provide the best comprehensive education for Ellington's students in all subject areas.

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

Teachers will continue to be available on a daily basis for scheduled meetings with parents. Additionally, Back to School Night - September 2018, 1st Meeting of Parent Advisory Meetings - September 2018, School Report Card Pickup Days - November 2018/April 2019, Monthly Parent Advisory Council Meetings, Monthly Local School Council Meetings, Annual 8th Grade Parent Meetings- December 2018 , High School Fair - October 2018, and Instructional Fair - February 2019.

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

All Student CPS/State Assessment information will be provided on data score sheets for parents, and will be distributed as soon as possible. Teachers will be responsible for frequent communication with parents and/or guardians on student weekly progress (if necessary), 5th week Progress Reports, and Quarterly Report Cards. Teachers will prioritize correspondence with parents and/or guardians about scheduling conferences for students who may need additional intervention/assistance, and enrichment information for those students who are performing above grade level. Parents will have access to the CPS Parent Portal to obtain grade/assignment information and correspond with teachers via e-mail. All school calendars, pamphlets, and flyers will also be distributed for students to take home to parents and/or guardians for current school assessment dates, high school applications and workshops, and extracurricular activities/events.

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

All parent conferences will be continue to be conducted in staff supervised environments on the 1st floor. Primary areas for dialogue about student progress and issues will be in the Main Conference room, Culture and Climate Coach's Office, and Room 105 for larger parent groups (if necessary). Emergency conferences will only be conducted with the authorization of the Principal to avoid interference with school's instructional time.

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.

All parents will be informed during Back to School Night, monthly parent meetings, and as newly enrolled parents during the school year, that they are welcome to volunteer at the school. However, they must take the necessary process through CPS (background information, TB tests, etc.), and have been approved by Central Office. Parents who wish to observe their children in the classroom setting, must have Administrative approval, and are limited in the amount of time that they can be on the floor. Strict adherence to custodial situations will be addressed and enforced, to eliminate issues that could affect the student(s). Parents may act as chaparones on school related field trips with teachers providing the office with pertinent information for Network approval.

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

Parents will be provided information on state, local, and school assessment information; attendance, CPS homework policy, Safe Passage, and other student-centered issues. Parents will be required to attend Back to School Night, 8th Grade Parent meetings, Parenting classes, HeadStart and Early Childhood meetings, and Ellington extracurricular activities/events that will further enhance their ability to reinforce and assist their childrens' educational process. Teachers will require parents to sign and initial certain homework sheets that will be used in portfolios, journals, and school related projects.

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

During parent-teacher conferences, monthly meetings, workshops, and Back to School Night, parents will be informed that they are the most vital components in their child's education. Decisions made from the home environment heavily influence student performance and achievement. All parent conferences must be scheduled and agreed to by both parent and teacher for comfortable dialogue. The school philosophy of partnering with parents as the experts of their children will be reviewed and reinforced with teachers. Teachers will be trained on effective listening and reflection skills, so that they can better understand what the needs of the parents are in regards to education of their children. Staff Development sessions will be provided to educational staff to allow them to have more knowledge about parent decisions, input, and resources.

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

Students of Ellington will be informed on CPS Student Code of Conduct, attendance and academic merits. Through each teacher's classroom, students will be informed on keeping a well-groomed and positive appearance, having the proper materials and supplies (including a Chicago Library Card), and the use of respectable language and attitudes throughout the building. Monthly Town Hall meetings with the Principal on current trends and solutions to student-centered issues. A Principal Advisory Committee will be formed to address student related concerns for establishing positive school and community climate.

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.

The School will involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy.

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

The school will continue to encourage parent participation in monthly PAC meetings, so that they can have the most up to date information on educational programs and strategies that are available to assist their children. Guest speakers from various areas of NCLB Title I programs will present information to parents which will be beneficial in increasing parent involvement at the school and furthering our partnership with parents.

Apart of supporting our students beyond elementary school is to prepare them with their parents about the endless high school options that exist within CPS. Parents would be invited to attend the CPS high school fair, but prior to this the school counselor along with the IB Coordinator would have met with parents during the Fall Open House in September. The goal of the meeting would be to educate parents on the types of questions to ask and research in order to ensure their child's high school selection is a good fit.

In accordance with the school's CIWP, and in particular strategy #4, parents will be involved along side students in exploring the many opportunities that exist beyond high school. The activities would involve quarterly motivational speakers representing varying career options (traditional college bound related employment as well as technical and certificate based careers) and if possible participation in the Junior Achievement program.

Ellington would also continue to build it's parents' knowledge regarding the Common Core State Standards. Teachers and students have prepared an annual program for the past two years in which school wide academic expectations have been shared. As a part of this program teachers and students walk parents through one lesson that requires a hands-on task pushing students to think beyond literal thinking questions and demand critical thinking. This program has taken place on the last Thursday evening before the winter break.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. The school CPS Engagement Center will be open to parents for providing instruction and training on various core subjects and to facilitate their involvement in assisting with homework. Literacy and technology awareness programs will be introduced/reviewed at all monthly parent meetings.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished. All school calendars, pamphlets, flyers, and even telephone correspondence will be made and delivered in a parent-friendly manner, for effective comprehension of school based information and issues. All parent information must be approved by the Principal before being distributed to parents/and or guardians to ensure that its quality of communication is understandable by everyone.
Parent Plan

Fill out the information for the Parent Involvement Policy, Compact, and Budget annually, according to the statements below.

Parents will be provided with on-going NCLB information through monthly parent meetings, LSC Meetings, IEP Follow-ups/evaluations, and local and area instructional workshops. NCLB reviews and modifications will be publicly accessible in the main office, school website, and during Report Card Pick-ups. All NCLB updates will be included on a monthly basis to inform parents on NCLB policies.

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.	$ 0	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 516	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 500	.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) | $ | 0 | .00 |

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only. | $ | 1000 | .00 |

| <p>54205</p>**Travel** | **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. | $ | 500 | .00 |

| <p>54565</p>**Reimbursements** | **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. | $ | 500 | .00 |

| <p>53510</p>**Postage** | **Postage**
Must be used for parent and family engagement programs only. | $ | 400 | .00 |

| 53306 | **Software**
Must be educational and for parent use only. | $ | 0 | .00 |

| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |