John Hay Elementary Community Academy / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
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Team meetings

Date	Participants	Topic
02/27/2018	Mary Knuerr, Latrese Mathis	CIWP Training

03/05/2018	ILT Members and Administration	CIWP Working Session
03/12/2018	ILT Members and Administration	CIWP Working Session
03/19/2018	ILT Members and Administration	CIWP Working Session
03/27/2018	Mary Knuerr, Latrese Mathis	CIWP Working Session
04/02/2018	ILT Members and Administration	CIWP Working Session
04/11/2018	LSC Members, Administration and parents present during meeting	CIWP review and suggestions
04/12/2018	Teachers and ESP Staff during Flex Prof. Dev. Session	CIWP review and suggestions
04/16/2018	ILT members	CIWP working session
06/13/2018	LSC Members	CIWP Review
09/17/2018	ILT Members	Update CIWP

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

> The school's vision and mission are shared during school opening meetings and presentations. Clear vision and school shared beliefs are collectively created with school staff and communicated to students and parents in the handbook. School vision is revisited yearly to address the needs of our current student body. The school has a collective decision-making process that focuses on the success of every student. Leadership is shared among staff, as stakeholders in students' success. The administration capitalizes on the Leadership skills of others. ILT informs and monitors instructional decisions used in driving the school improvement goals.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.

- Capitalize on the leadership skills of others.
- Constantly listen and synthesize what is heard, and learn from all sources.
  - **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.
  - **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
  - **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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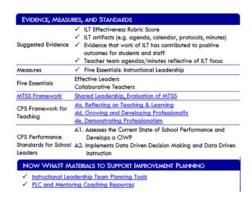
Score

1   2   **3**   4

> ILT meets bi-monthly, provides agenda items, action items and upholds the established protocols. The focus of the ILT is to improve student achievement through data-driven decision making. The ILT uses the problem-solving process to identify trends (strengths/weakness') and identifying our tier two and three students.

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

> Professional development is well-thought out with the administrative team, the ILT members, and PPLC members. Teachers have teach-back sessions where colleagues share professional learning with colleagues. Professional developments and Grade Level Team meetings are teacher-led. Teacher leaders and administration develop agenda for ILT and GLT meetings. Teacher input is a crucial component in this process.

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

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Aligned Resources:

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

Score

1   2   **3**   4

> Budget fund allocation is aligned to the CIWP which identifies the school major needs for improvement. The main schedule is in place to manage the preps and instructional time. Budget analysis is conducted monthly with the assistance of SCC services and shared with the LSC at meetings. The school-wide schedule aligns with needs of CIWP and highest identified priorities.

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

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

> Curriculum maps/scope and sequence has been created for all grades and all core subject areas by Network 3 teachers during the summer and throughout the school year at grade level meetings. Parent scope and sequence have been created and distributed for all grade levels. Data is used in curriculum planning. Lesson plans are submitted to administration. These plans are reviewed in Grade Level Team Meetings to analyze alignment to standards in correlation to student work ensuring rigorous tasks. Students have access to rigorous curriculum that prepares them to produce work samples geared to an audience beyond the classroom. SEL curriculum is not fully integrated in all classrooms with fidelity.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
    - Focus so units can be adequately addressed in the time available.
    - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
  - **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
    - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
  - **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
    - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
  - **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
    - Diverse learners to demonstrate core knowledge and skills.
    - English Learners to develop academic language to demonstrate mastery.
      - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
      - Understand research and implement programs to develop native language literacy for English learners.
    - Advanced learners to extend core knowledge and skills.
  - **Integrate academic and social emotional learning.**
  - **Connection to real world, authentic application of learning. For example,**
    - Provide opportunities for meaningful project-based learning.
    - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

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

Instructional Materials:

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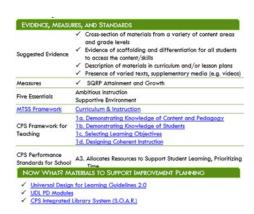
Score

1 **2** 3 4

> Teachers have resources to present content; however, many teachers do not provide opportunities that engage students in higher order thinking skills such as demonstrating knowledge, creative expression, and application. We lack varied tools and supports for alternative pathways to access content (minimal technology, lack of Tier 2 and 3 resources). Technology is minimally integrated into students' learning experiences; as a result of having only 80 chrome books available for grades K -8. Students are limited to make choices about instructional materials to support learning. Materials are available to all teachers to provide students with grade appropriate levels of texts. Lessons observed are not differentiated with fidelity to allow all students to access the content at their grade level. Additional training will be provided to teachers in the area of "knowledge of students" as it relates to the development of curricular plans. In review of lesson plans, some teachers are indicating differentiated strategies for tiered students; however, the incorporation of the most recent data (NWEA, MClass, classroom level, etc.) is not evident.

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
    - Are selected and adapted based on learning objectives and learner needs.
    - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
    - Student outcomes and developmental appropriateness determine when and who will use the materials.
    - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
    - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
    - Materials are in English and native language for English learners.
    - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
    - Students interact with instructional materials to engage all modalities in the learning process.
    - Technology is integral to students learning experiences.
    - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
    - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
    - The teacher models effective use of various materials.
    - Students understand that materials are a means to acquire language, knowledge, and competencies.
    - Technology enhances students' higher order, creative thinking and problem solving.
    - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
    - Students make choices about instructional materials as part of learning.

- Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> Grade level teams review data weekly during planning sessions. A protocol has been established for student work analysis. There is a regular examination of students work and data by all staff across grade levels. Teachers have not participated in internal walk-throughs as a result of the lack of supervision. More could be done to include teachers in learning walks and focus groups. There needs to be an increase in rigorous problem solving tasks school-wide.

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:

Score

1   2   **3**   4

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)

> A school-wide "career day" is being planned for students. Although 8th-grade students were taken to an off-site location for school visits, more effort should be placed towards routine college visits, career days, etc. Teachers focus on CCSS in preparing their lesson plans exposing students to college and career ready skills. Teachers promote various colleges on a weekly basis. Middle school students are exposed to CPS Naviance where they begin to develop their personal learning goals that will prepare them for post-secondary, college and career readiness.

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

> It is evident that more teachers are using data to drive instruction as seen during GLT meetings. Teachers are becoming more flexible in the instruction of new concepts and reteach when necessary. Teachers practice entrance and exit tickets to assess student understanding and group students based on instructional need. Teachers are working toward practicing multiple ways to accommodate student learning styles.
> A protocol form has been established with sentence stems and discussion tips to foster deeper professional dialogue and reflection of instructional practices.
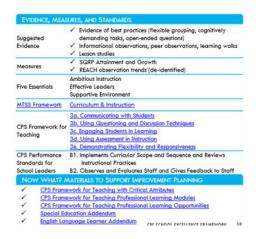
Guide for Instruction

- **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

> MTSS team hosts a bi-monthly meeting however team leads meet with their designated grade levels as needed. The MTSS team uses classroom and individual data to support decision making. The MTSS team is currently using Readworks, LLI, Razkids, and Khan Academy to address Tier 2 needs. After-school enrichment has been planned to address Tier 1 needs but there is a lack of student interest and parent support. We have piloted a MAP Skills progress monitoring tool for grades 3-5 but need to use with fidelity. Lack of Progress monitoring remains a concern in middle school. Inconsistent Progress monitoring in K - 8. Fidelity of adhering to schedule of intervention with Best Practices is inconsistent by most instructional staff.
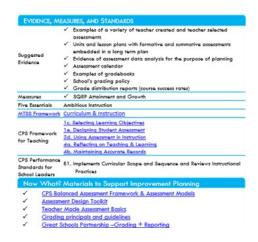
Guide for Balanced Assessment & Grading
- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students,**

families, postsecondary institutions, and prospective employers.
- Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
- Measure, report, and document student progress and proficiency:
  - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
  - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

> Unit and lesson plans are submitted in Google Drive every 1- 2 weeks. Assessments administered: NWEA (MOY and EOY), Mclass math and TRC (BOY, MOY and EOY), classroom level benchmarks. Grade book needs to be better maintained and monitored. Some teachers are consistent with the upkeep of grade-book. Grades in Grade-book do not correlate with NWEA data. Tier 1 instruction needs to be more rigorous. We will continue to discuss Tier 1 strategies as we share lessons at our weekly GLT meetings. SEL instruction needs to be monitored and denoted on teacher lesson plans. Tier 2 and three tools need to be purchased for grades 6 -8. Tier 3 supports need to be purchased for grades 3-8.

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

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

> Most teachers provide rubrics in advance so that students are aware of expectations. Students receive meaningful feedback on assignments (written and oral). Teachers promote high expectations for all students, but attainment is inconsistent across grade levels. Teachers in grades K - 8 solve "problem of the month" where students lead the discussion in class. Plans are being made for students to engage in a school-wide gallery walk. Reviewing student work has now become standard practice using protocol during grade level meetings.
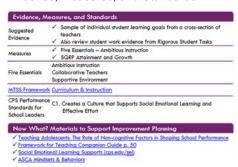
Guide for Culture for Learning

- **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**

> A quarterly Awards Assembly is held to recognize student achievement, attendance, and citizenship. Weekly and monthly celebrations in classrooms and school-wide are in place to praise and promote student attendance. According to our Dashboard data discipline for 2017-2018 is on a decline. Middle school students, staff, and parents participate in our My School My Voice survey. Parents are given the opportunity to complete during Quarter 3 Report Card Pick-up. Students and staff complete their surveys during school hours.
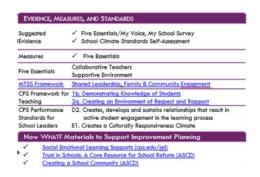
Guide for Relational Trust

- **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**

> Hay School partners with the Boys and Girls Club to offer year-round after school in academics, STEM, social development and enrichment/sports. Summer sessions are also provided for students not in summer school. The Club and Hay continue to establish a more aligned program to the school's priorities and core values.

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

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

> Based on the previous year MSMV results for Climate and Culture, students do not feel safe, and therefore this is a priority of the administration and teachers. This year tighter procedures have been put in place for visitors and parents. More security protocols have been established to ensure dismissal and entrance time are safe for all stakeholders. Additional support staff has been hired to assist with safety.
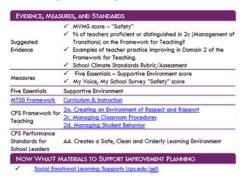
Guide for Safety & Order

- **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

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.

> Restorative practices are not in place at this time as a result of lack of training. Staff members that received the training are no longer at Hay. Our lead Restorative justice trainer, Mr. Riddle, is not at Hay anymore. We look to train additional staff on restorative practices.

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
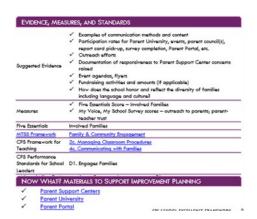
implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Although multiple parent meetings have been held throughout this school year (parent conferences, Town hall meetings, coffee with principal meetings, etc.) we have received little parental and community involvement. We continue to work closely with the NCLB/PAC team, group teachers who want to develop the parent engagement piece here and the LSC members to find what's working and not and to plan multiple opportunities for outreach efforts. We are in the second year of our parent mentoring program. Parent mentors are trained and add support in grades PK - 4. We now have a Grandparent program that provides additional support to our Lunch/recess team and the primary grades.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus

		1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading						**⊘**
2	Expectations for depth & breadth of Quality Teaching: Instruction			**3**			
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports		**2**				
2	Expectations for depth & breadth of Student Learning: Instructional Materials						**⊘**
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	**1**					
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline						**⊘**
3	Culture of & Structure for Continuous Improvement: Aligned Resources						**⊘**
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team						**⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility						**⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning						**⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum						**⊘**
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence						**⊘**
3	Expectations for Quality & Character of School Life: Culture for Learning						**⊘**
3	Expectations for Quality & Character of School Life: Safety & Order						**⊘**
4	Expectations for Quality & Character of School Life: Parent and Family Partnership				**4**		
4	Expectations for Quality & Character of School Life: Relational Trust						**⊘**
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life						**⊘**

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					
Based on the CIWP strategic reading goal, we will gain at least a 10% growth on NWEA reading in grades 3-8 on the Spring EOY assessment. This will be attained by building capacity through rigorous instructional practices and data analysis.	88.00	38.00	62.00	63.00	82.00
National School Growth Percentile - Math					
Based on the CIWP strategic math goal, we will gain at least a 10 percentage points on NWEA math in grades 3-8 on the Spring EOY assessment. This will be attained by building capacity through rigorous instructional practices and data analysis.	27.00	40.00	50.00	29.00	63.00
% of Students Meeting/Exceeding National Ave Growth Norms					

Our goal is to increase the number of students meeting and exceeding national average growth norms by at least 5 percentage points. Based on the 2016 School Progress Report, 50% of our students achieved their target growth.	50.00	51.40	62.00	49.20	54.20

African-American Growth Percentile - Reading

Our goal is to increase our African American students growth in reading by 5 percentage points. This will be accomplished through rigorous scaffolded instruction.	88.00	40.00	62.00	58.00	77.00

Hispanic Growth Percentile - Reading

Although our Hispanic subgroup is less than 20% of the testing population, our goal is to consistently increase the Hispanic student's growth in math by 5 percentage points.	*(Blank)*	*(Blank)*	0.00	92.00	96.00

English Learner Growth Percentile - Reading

Although our English Learners subgroup is less than 20% of the testing population, through intensive professional development, teachers will incorporate various instructional practices and strategies to increase the percentile rank of 5 percentage points.	*(Blank)*	*(Blank)*	0.00	99.00	99.00

Diverse Learner Growth Percentile - Reading

The diverse learner's growth in reading will increase by 5 percentage points by Spring EOY 2018 as a result of effective instructional practices, incorporating the inclusion model, coaching, differentiated practices and direct feedback for instructional staff training.	99.00	1.00	42.75	29.00	67.00

African-American Growth Percentile - Math

0ur goal is to consistently increase the African American students growth in math by 10 percentage points.	28.00	37.00	50.00	25.00	61.00

Hispanic Growth Percentile - Math

Although our Hispanic subgroup is less than 20% of the testing population, our goal is to consistently increase the Hispanic student's growth in math by 5 percentage points.	*(Blank)*	*(Blank)*	0.00	55.00	79.00

English Learner Growth Percentile - Math

Although our English Learners subgroup is less than 20% of the testing population, through intensive professional development, teachers will incorporate various instructional practices and strategies to increase the percentile rank of 5 percentage points.	*(Blank)*	*(Blank)*	0.00	99.00	99.00

Diverse Learner Growth Percentile - Math

The diverse learner's growth in math will increase by 5 percentage points by Spring EOY 2018 as a result of effective instructional practices, incorporating the inclusion model, coaching, differentiated practices and direct feedback for instructional staff training.	99.00	1.00	42.75	5.00	43.00

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

Based on the CIWP strategic reading goal, we will increase 10 percentage points on NWEA reading attainment in grades 3-8 on the Spring assessment. This will be achieved by building instructional capacity through effective instructional practices and deep data analysis.	32.00	29.00	33.00	30.00	56.00

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

Based on the CIWP strategic math goal, we will increase 10 percentage points on NWEA math attainment in grades 3-8 on the Spring assessment. This will be achieved by building instructional capacity through effective instructional practices and deep data analysis.	27.00	27.00	31.00	29.00	50.00

National School Attainment Percentile - Reading (Grade 2)

Our goal is to increase at least 10 percentage points in reading on NWEA Spring Assessment.	24.00	13.00	38.00	23.00	50.00

National School Attainment Percentile - Math (Grade 2)

Our goal is to increase at least 10 percentage points in math on NWEA Spring Assessment.	13.00	16.00	38.00	25.00	48.00

% of Students Making Sufficient Annual Progress on ACCESS

We will have an increase of a least 5 percentage point growth in the number of general education English language learning students making sufficient annual progress due to ongoing professional development of English Language Learners instruction and best practices.	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

Based on the 2016 - 2017 Elementary School Quality Rating Report, the average attendance rate was less than 95%. A goal of at least 96% is needed for the district wide attendance goal.	94.90	94.50	95.00	95.50	95.90

My Voice, My School 5 Essentials Survey

Based on the 2016-17 results we strive to improve our school's culture and climate by providing a safe and supportive environment.	(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...
Provide rigorous tier 1 math and literacy instruction tailored to meet individual needs and learning styles.	evidence of best practice, development of flexible groupings, and movement among the Tiers. Unit plannings will be designed around the CPS scope and sequence and CPS curriculum units to meet the needs of our students utilizing appropriate materials available at Hay.	growth of at least 15 percentage points in both reading and mathematics on the NWEA assessment. In addition we will see an increase in math achievement across grade levels. Meeting aggressive reading and math targets will increase student growth and student attainment by Spring NWEA 2018, movement in small groups, and intentional questioning. At least 80% of primary students will perform at benchmark status in mClass math, Dibels, and TRC by Spring 2018 (EOY).

Tags:
Academic gain, 21st century skills, Nwea, Nwea learning, Academic achievement, Nwea alignment

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Analyze NWEA EOY data and use the information to create RIT bands for instruction and grouping purposes.	Teachers	Jul 9, 2018 to Jul 27, 2018	On-Track

Academic gain, Assessments, Co-teaching, Academic rigor, Academic acheivement

Conduct a 5-week review of the relevant data (GAINS, mCLass, and 5-week unit assessment. Every five weeks of the school year.	Teachers	Sep 10, 2018 to Jun 14, 2019	On-Track

Academic gain, Rigorous tasks, Academic expectations, Co-teaching

Review student work samples during GLT every three weeks.	Teachers, Administration	Sep 10, 2018 to Jun 14, 2019	On-Track

Rigorous tasks, Collaboration, Shared vision

Observation learning walks held once a month with a focus on instruction or environment.	Teachers, Administration	Sep 10, 2018 to Jun 14, 2019	On-Track

Collaboration, Common planning time, Rubric, Observation and feedback

Meet over the summer to develop UDL units of study to increase NWEA growth 15 percentage points in reading and math.	Volunteer teachers, Administration	Jul 9, 2018 to Aug 31, 2018	Postponed

Professional Learning, Collaborative teachers, Unit planning

Planning, High-Quality Instruction during the end of the school year and summer opportunities.	Teachers, administrators	May 28, 2018 to Jul 20, 2018	On-Track

Rigorous tasks, Instruction priorities, Planning for instruction

Strategy 2

If we do...	...then we see...	...which leads to...
implement the MTSS process with fidelity	early interventions through the use of a universal screener and early identification of "at risk" students	a multi-tiered model of service delivery that provides a systematic approach to support and increase student achievement by 15 percentage points in both reading and math as well as reduce infractions.

Tags:
Culture and climate, Mtss-sel, Multi tiered sytems of support, Nwea alignment, Tier 2 intervention, Tier 3 intervention

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Select a PM tool for grade bands that align with the NWEA learning continuum and increase the number of Tier 1 students by 15%. Appoint ILT members to monitor PM completion.	Teachers, ILT team, MTSS team	Jul 9, 2018 to Jul 27, 2018	On-Track

Co-teaching, Benchmark progress monitoring, Nwea learning, Academic performance

Provide PD to teachers and staff that provides an overview of the MTSS process including the MTSS logging tool	MTSS team	Aug 22, 2018 to Aug 22, 2018	Completed

Collaboration, Differentiation, Multi-tiered support systems, Tiered interventions

Provide initial PD and on-going meetings to teachers and staff on the problem-solving process	MTSS team	Jun 7, 2019 to Jun 7, 2019	On-Track

Professional development, Problem solving process

Establishment of protocol and documents to be provided to parents to include them in the MTSS process	MTSS team	Aug 22, 2018 to Aug 23, 2018	On-Track

MTSS, Parent involvement, Training

Action step	Responsible	Timeframe	Status
Continuous review of data to identify root causes by grade, class and create plans for improvement	MTSS team, GLT	Sep 10, 2018 to Jun 14, 2019	On-Track

Root cause analysis, Ongoing, Deep dive analysis

Provide teachers and staff with an electronic resource binder of strategies/interventions at various tiers	MTSS team	Aug 22, 2018 to Aug 24, 2018	On-Track

Data binder, google share folder, Multi-tiered resources

Evaluate the MTSS process at a quarterly interval to evaluate	ILT, MTSS team, GLT	Sep 10, 2018 to Jun 14, 2019	Not started

Consistency, Mtss evaluation

Update MTSS logging tool every 5 weeks with fidelity	Teachers	Oct 15, 2018 to Jun 14, 2019	Not started

Intervention, Consistency, Mtss logging tool, Ongoing

Review MTSS logging tool and Dashboard every 5 weeks along with data collection sheets from teachers with fidelity	MTSS team	Oct 15, 2018 to Jun 14, 2019	Not started

Review, Consistency, Mtss logging tool, Ongoing

Tri-anual analysis of MTSS and PSP	MTSS team	select	On-Track

MTSS, Collaboration, Evaluation, Ongoing

Strategy 3

If we do...	...then we see...	...which leads to...
Rigorous instruction including tasks with multiple solutions, discourse that provides connections among ideas, and questions that develop strategic and flexible thinking.	Increased achievement across grades as well as a universal expectation that students will be actively involved in their learning.	an increase of 15 percentage points in attainment and growth on the NWEA and Agency Authority and Identify in all students.

Tags:
Academic gain, Rigorous tasks, Student achievement, Nwea learning, Nwea alignment, Academic growth

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Partner with LEAP innovations to provide personalized learning	LEAP team	Nov 27, 2017 to Jun 20, 2018	On-Track

Personalized Learning, Professional development, Co-teaching, Collaboration, Goal setting

We will utilize the Problem of the Month, Mars Task, and Formative assessment lessons.	All instructors	Sep 4, 2018 to Jun 18, 2019	Behind

Personalized Learning, Co-teaching, Goal setting, Collaborative planning

We will implement Balanced Literacy including Read-aloud, guided reading, shared reading, interactive writing, shared writing, reading workshop, writing workshop, and word study.	All instructors	Sep 4, 2018 to Jun 18, 2019	On-Track

Personalized Learning, Co-teaching, Goal setting, Collaborative planning

Action step	Responsible	Timeframe	Status
Using formative assessment such as GAINS, Dibles, and TRC every five weeks to inform instruction.	K-8 Instructors	Sep 4, 2018 to Jun 18, 2019	On-Track

Academic rigor, Academic achievement, Accountabilty

Purchase software licenses (achieve 3000, Raz kids, splash math, Lexia core) to enhance technology-based learning. Classrooms will utilize these programs weekly	Principal and LSC	Aug 1, 2018 to Aug 31, 2018	Completed

Technology stem, Aligned assessment

Strategy 4

If we do...	...then we see...	...which leads to...
create a school-wide (Pre-k-8) attendance plan with parents as our partners, that underlines the importance of students attending school every day and on time	an increase in the number of students in school every day and on time; a decrease in the number of students who miss five or more days of school by 30%; a decrease in the number of students who miss 10 or more days of school by 30%, an increase of parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available.	increase in our overall school attendance rate to 95.5% and enhance our school climate and culture.

Tags:
Parent engagement, Parent involvement, Attendance plan, Attendance interventions

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
The students with perfect attendance will have a perfect attendance breakfast every month to celebrate their attendance.	Attendance Team	Sep 4, 2018 to Jun 20, 2019	Not started

Parent engagement, Attendance incentives, Attendance improvement

The students with a certain percentage of attendance will be eligible to attend incentive trips and receive prizes.	Attendance Team	Sep 10, 2018 to Jun 21, 2019	On-Track

Parent involvement, Attendance incentives, Attendance improvement

Weekly Traveling Attendance Trophy to the classrooms to celebrate perfect attendance on a weekly basis.	Student Attendance Clerk	Sep 10, 2018 to Jun 14, 2019	On-Track

Parent involvement, Attendance incentives, Attendance improvement

Educate parents (mini-workshops) on the importance of the attendance plan	Attendance team Administration	Sep 10, 2018 to Jun 14, 2019	On-Track

Parent engagement, Parent involvement, Parent communication, Attendance interventions, Attendance improvement, Parent interactions

100 Day Attendance Push to increase school spirit and morale as we near the 100th day of school	Attendance team	Sep 10, 2018 to Jun 14, 2019	Not started

Parent groups, Attendance improvement, Attendance drive

A school leaflet (brochure) about the importance of good attendance at the school.	Attendance team	Sep 10, 2018 to Sep 10, 2018	Not started

Parent engagement, Parent communication, Attendance improvement

Hay Winter Protocol to keep the attendance steady between November and Winter Break where attendance tends to drop	Attendance Team	Nov 19, 2018 to Mar 29, 2019	Not started

Parent communication, Attendance interventions, Attendance incentives

The Attendance Clerk will check the database for absentees daily and make sure parents are being contacted.	Attendance Clerk Attendance Team	Sep 10, 2018 to Jun 14, 2019	On-Track

Attendance data, Attendance reports, Parent awareness

Daily calls on the same day the students are absent; follow-up with teachers calling during prep the same day.	All Teachers	Sep 10, 2018 to Jun 14, 2019	On-Track

Teacher feedback, Teacher collaboration, Teacher accountability, Parent awareness

The attendance team will meet to discuss data and identify cases requiring support and plan appropriate action focusing on below 95%	Attendance Teamn	Sep 10, 2018 to Jun 14, 2019	On-Track

Parent communication, Attendance data, Attendance team, Attendance team meetings

Update attendance information on the school website to make it easily accessible for parents and students.	Website Coordinator	Sep 10, 2018 to Jun 14, 2019	On-Track

Parental engagement, Attendance reports

Most improved Attendance Awards to be handed out to the classes who have improved attendance.	Attendance Team	Sep 10, 2018 to Jun 14, 2019	On-Track

Parent involvement, Attendance awards

Monthly Parent Newsletter delivered to parents detailing attendance and school events.	Mrs. Mathis	Sep 10, 2018 to Jun 14, 2019	Not started

Parent communication, Parent connection

Action Plan

Strategy 1

ON-TRACK Analyze NWEA EOY data and use the information to create RIT bands for instruction and grouping purposes."

Jul 09, 2018 to Jul 27, 2018 - Teachers

Status history

Jun 11

ON-TRACK Jun 11, 2018
Evidence
Create unit plans and curriculum mapping aligned with NWEA standards.

Working at grade level bands on units and RIT leveled groups.

ON-TRACK Conduct a 5-week review of the relevant data (GAINS, mCLass, and 5-week unit assessment. Every five weeks of the school year."

Sep 10, 2018 to Jun 14, 2019 - Teachers

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
Data conversations, GLT agendas

Primary teachers are working on assessing students on BOY mClass and DIBELS.

2nd, 3rd, 6th, and 8th are being assessed BOY NWEA.

Other grade levels utilizing REACH, AIM for Kindergarten, N3 Week 5 Assessments.

ON-TRACK | Review student work samples during GLT every three weeks."

Sep 10, 2018 to Jun 14, 2019 - Teachers, Administration

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
GLT agendas, GLT minutes, Rubric

ON-TRACK | Observation learning walks held once a month with a focus on instruction or environment."

Sep 10, 2018 to Jun 14, 2019 - Teachers, Administration

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
Observation note catcher, Collaborative conversations

POSTPONED | Meet over the summer to develop UDL units of study to increase NWEA growth 15 percentage points in reading and math."

Jul 09, 2018 to Aug 31, 2018 - Volunteer teachers, Administration

Status history

Jun 11

POSTPONED | Jun 11, 2018
Problem
Could not work out a common time!

Root Cause
Could not meet as a result of conflicting schedules.

Next steps
Begin May 2019.

ON-TRACK | Planning, High-Quality Instruction during the end of the school year and summer opportunities."

May 28, 2018 to Jul 20, 2018 - Teachers, administrators

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence

Unit plans, agendas, curriculum maps

Small group instruction, guided reading, and math, and Depaul partnership for Literacy (Polk Brothers Foundations).

Strategy 2

ON-TRACK

Select a PM tool for grade bands that align with the NWEA learning continuum and increase the number of Tier 1 students by 15%. Appoint ILT members to monitor PM completion."

Jul 09, 2018 to Jul 27, 2018 - Teachers, ILT team, MTSS team

Status history

| 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct |

ON-TRACK

Oct 15, 2018
Evidence
Discussed during ILT meeting on 10-15-18!

K-2 PM tool Dibels, TRC, and mClass Math - Monitored by Knuerr/Moore

3-5 PM tool Math= Freckle, Reading=Lexia (Anderson - Razkids) Monitored by Threewitt/Perry

6-8 PM tool Math= Freckle Reading = Freckle, Engage NY Monitored by Stapleton/Arroyo

BEHIND

Jun 11, 2018
Problem
Funding for PM tool to be utilized in grades 3, 5, 6, 7, and 8.

Root Cause
Need to pilot a program for research.

Next steps
Contact companies will to allow us to pilot their program.

COMPLETED

Provide PD to teachers and staff that provides an overview of the MTSS process including the MTSS logging tool"

Aug 22, 2018 to Aug 22, 2018 - MTSS team

Status history

Jun 11

COMPLETED

Jun 11, 2018
Evidence
Sign-In, Agenda, Exit Slip, Meeting Notes

ON-TRACK

Provide initial PD and on-going meetings to teachers and staff on the problem-solving process"

Jun 07, 2019 to Jun 07, 2019 - MTSS team

Status history

Jun 11

ON-TRACK

Jun 11, 2018
Evidence
Sign-In, Agenda, Exit Slip, Meeting Notes

ON-TRACK

Establishment of protocol and documents to be provided to parents to include them in the MTSS process"

Aug 22, 2018 to Aug 23, 2018 - MTSS team

Status history

ON-TRACK	Oct 15, 2018
	Evidence
	MTSS team met to create a form for parents in May of 2018. See attached.

NOT STARTED	Jun 11, 2018
	Evidence
	Sign-In, Agenda, Exit Slip, Meeting Notes, final documents

ON-TRACK   Continuous review of data to identify root causes by grade, class and create plans for improvement"

Sep 10, 2018 to Jun 14, 2019 - MTSS team, GLT

Status history

Jun 11

ON-TRACK	Jun 11, 2018
	Evidence
	Sign-In, Agenda, Exit Slip, Meeting Notes, final documents, Root cause analysis

ON-TRACK   Provide teachers and staff with an electronic resource binder of strategies/interventions at various tiers"

Aug 22, 2018 to Aug 24, 2018 - MTSS team

Status history

Jun 11

ON-TRACK	Jun 11, 2018
	Evidence
	Sign-In, Agenda, Exit Slip, Meeting Notes, electronic binder in Google

NOT STARTED   Evaluate the MTSS process at a quarterly interval to evaluate"

Sep 10, 2018 to Jun 14, 2019 - ILT, MTSS team, GLT

Status history

18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep   24. Sep   8. Oct

NOT STARTED	Oct 15, 2018
	Evidence
	The team will meet to discuss MTSS process and submissions during weeks 8-10.

NOT STARTED	Jun 11, 2018
	Evidence
	Sign-In, Agenda, Exit Slip, Meeting Notes, f

NOT STARTED   Update MTSS logging tool every 5 weeks with fidelity"

Oct 15, 2018 to Jun 14, 2019 - Teachers

Status history

Jun 11

NOT STARTED	Jun 11, 2018
	Evidence
	MTSS logging tool

NOT STARTED   Review MTSS logging tool and Dashboard every 5 weeks along with data collection sheets from teachers with fidelity"

Oct 15, 2018 to Jun 14, 2019 - MTSS team

Status history

Jun 11

NOT STARTED	Jun 11, 2018

Evidence

Sign-In, Agenda, MTSS logging tool

ON-TRACK	Tri-anual analysis of MTSS and PSP"

- MTSS team

Status history

18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep   24. Sep   8. Oct

ON-TRACK	Oct 15, 2018

Evidence

MTSS Team met on September 26 and October 9, 2018 to discuss MTSS and PSP process and updates.

NOT STARTED	Jun 11, 2018

Evidence

Strategy 3

ON-TRACK	Partner with LEAP innovations to provide personalized learning"

Nov 27, 2017 to Jun 20, 2018 - LEAP team

Status history

Jun 11

ON-TRACK	Jun 11, 2018

Evidence

PLP plans, increased used of ED tech.

BEHIND

We will utilize the Problem of the Month, Mars Task, and Formative assessment lessons."

Sep 04, 2018 to Jun 18, 2019 - All instructors

Status history

18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep   24. Sep   8. Oct

BEHIND	Oct 15, 2018

Problem

Moving forward the ILT team members will focus on the following during grade level meetings to ensure that we are in compliance:

Problems of the Month and Mars Task identified on weekly lesson plans.

Formative assessments identified in gradebook.

Math talks to be added to lesson plans and written on chart paper and displayed in the classroom.

Root Cause
Next steps

NOT STARTED

Jun 11, 2018

Evidence

70% of the students will be able to demonstrate an algorithm for solving the POM and will be able to give a mathematical explanation to their peers. 70% of the class will show mastery on Mars Tasks and Formative assessments.

ON-TRACK

We will implement Balanced Literacy including Read-aloud, guided reading, shared reading, interactive writing, shared writing, reading workshop, writing workshop, and word study."

Sep 04, 2018 to Jun 18, 2019 - All instructors

Status history

Jun 11

ON-TRACK

Jun 11, 2018

Evidence

BOY to EOY NWEA will show a growth in 70% of the class. Through progress monitoring (weekly for intensive, biweekly for strategic, and monthly for anyone benchmark and above) These results will be seen in a shift in the make up of groups and an increase in scores. Quarterly writing assessments will show an increase in scores on the rubric

ON-TRACK

Using formative assessment such as GAINS, Dibles, and TRC every five weeks to inform instruction."

Sep 04, 2018 to Jun 18, 2019 - K-8 Instructors

Status history

18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep   24. Sep   8. Oct

ON-TRACK   Oct 15, 2018

Evidence

Dibels and TRC 5 week deep dive analysis completed by teachers in grades K-2.

NOT STARTED   Jun 11, 2018

Evidence

Assessments will be reviewed every 5 weeks which will drive instruction decisions and this will be evident in lesson plans

COMPLETED

Purchase software licenses (achieve 3000, Raz kids, splash math, Lexia core) to enhance technology-based learning. Classrooms will utilize these programs weekly"

Aug 01, 2018 to Aug 31, 2018 - Principal and LSC

Status history

Jun 11

COMPLETED   Jun 11, 2018

Evidence

Computer Lab schedule and lesson plans will show utilization of the lab and the purpose for being there

Strategy 4

NOT STARTED   The students with perfect attendance will have a perfect attendance breakfast every month to celebrate their attendance."

Sep 04, 2018 to Jun 20, 2019 - Attendance Team

Status history

Jun 11

NOT STARTED   Jun 11, 2018
Evidence
Photos Certificates

ON-TRACK | The students with a certain percentage of attendance will be eligible to attend incentive trips and receive prizes."

Sep 10, 2018 to Jun 21, 2019 - Attendance Team

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
Photos, Attendance data

ON-TRACK | Weekly Traveling Attendance Trophy to the classrooms to celebrate perfect attendance on a weekly basis."

Sep 10, 2018 to Jun 14, 2019 - Student Attendance Clerk

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
The Trophy Photos

ON-TRACK | Educate parents (mini-workshops) on the importance of the attendance plan"

Sep 10, 2018 to Jun 14, 2019 - Attendance team Administration

Status history

18. Jun   2. Jul   16. Jul   30. Jul   13. Aug   27. Aug   10. Sep   24. Sep   8. Oct

ON-TRACK | Oct 15, 2018
Evidence
Hay Parent Club met to discuss the importance of attendance on Thursday, October 11

NOT STARTED | Jun 11, 2018
Evidence
Increased student attendance

NOT STARTED | 100 Day Attendance Push to increase school spirit and morale as we near the 100th day of school"

Sep 10, 2018 to Jun 14, 2019 - Attendance team

Status history

Jun 11

NOT STARTED | Jun 11, 2018
Evidence
Attendance increased School Spirit increased

NOT STARTED | A school leaflet (brochure) about the importance of good attendance at the school."

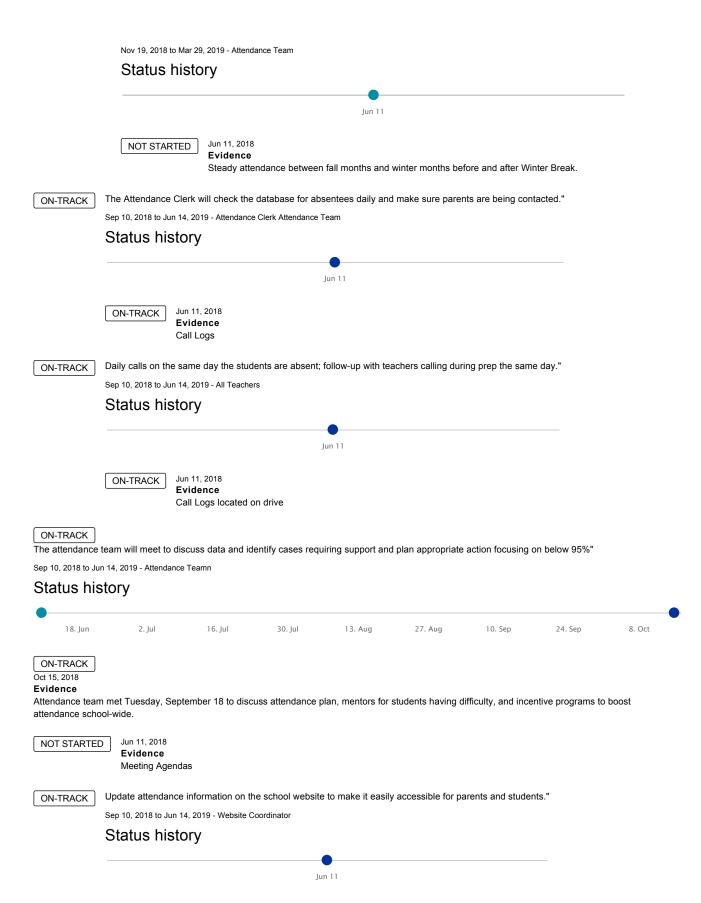Sep 10, 2018 to Sep 10, 2018 - Attendance team

Status history

Jun 11

NOT STARTED | Jun 11, 2018
Evidence
Steady attendance between fall months and winter months before and after Winter Break.

NOT STARTED | Hay Winter Protocol to keep the attendance steady between November and Winter Break where attendance tends to drop"

Nov 19, 2018 to Mar 29, 2019 - Attendance Team

Status history

Jun 11

NOT STARTED | Jun 11, 2018
Evidence
Steady attendance between fall months and winter months before and after Winter Break.

ON-TRACK | The Attendance Clerk will check the database for absentees daily and make sure parents are being contacted."

Sep 10, 2018 to Jun 14, 2019 - Attendance Clerk Attendance Team

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
Call Logs

ON-TRACK | Daily calls on the same day the students are absent; follow-up with teachers calling during prep the same day."

Sep 10, 2018 to Jun 14, 2019 - All Teachers

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
Call Logs located on drive

ON-TRACK
The attendance team will meet to discuss data and identify cases requiring support and plan appropriate action focusing on below 95%"

Sep 10, 2018 to Jun 14, 2019 - Attendance Teamn

Status history

| 18. Jun | 2. Jul | 16. Jul | 30. Jul | 13. Aug | 27. Aug | 10. Sep | 24. Sep | 8. Oct |

ON-TRACK
Oct 15, 2018
Evidence
Attendance team met Tuesday, September 18 to discuss attendance plan, mentors for students having difficulty, and incentive programs to boost attendance school-wide.

NOT STARTED | Jun 11, 2018
Evidence
Meeting Agendas

ON-TRACK | Update attendance information on the school website to make it easily accessible for parents and students."

Sep 10, 2018 to Jun 14, 2019 - Website Coordinator

Status history

Jun 11

ON-TRACK | Jun 11, 2018
Evidence
monthly

ON-TRACK Most improved Attendance Awards to be handed out to the classes who have improved attendance."

Sep 10, 2018 to Jun 14, 2019 - Attendance Team

Status history

Jun 11

ON-TRACK Jun 11, 2018
Evidence
Certificates

NOT STARTED Monthly Parent Newsletter delivered to parents detailing attendance and school events."

Sep 10, 2018 to Jun 14, 2019 - Mrs. Mathis

Status history

Jun 11

NOT STARTED Jun 11, 2018
Evidence
The Newsletter

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.

> Monthly NCLB parent meetings along with other regular parent involvement activities (LSC meetings, Open House, Curriculum Nights) are designed to inform and encourage parents to be more active participants in their child's education. Parents receive resources that are aligned with NWEA achievement and discrete examples of how they can participate during and after school hours.

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 NCLB Annual meeting will be held in September of the new school term and parents will receive key information about the school budget, activities, and the school's progress towards CIWP priorities. The calendar of NCLB, LSC, and other parent involvement meetings will also be provided at this meeting. Parents will be surveyed to collect more information about their thoughts about the school's current performance and what could improve the school's function. John Hay's Annual Title 1 Parent's Meeting will be held on Wednesday, September 20, 2018, at 8:00 a.m. John Hay will hold its Annual Organizational Meeting Wednesday, September 20, 2018, at 9:00 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.

> The calendar for parent involvement meetings will be sent home with the students every four weeks and will be posted on the school website throughout the school year. Additional hard copies of the calendar will be available during parent conferences at the end of the first and third quarter. Parents will receive in-depth information about the school's curriculum during the annual Open House and Curriculum Night. An outline of the school's instructional plan will also be posted on the school's website. A quarterly list will go home with students regarding the standards that align with NWEA that will be covered per grade level.

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.

> The NCLB PAC will meet, elect officers, and select their monthly meeting dates and times in September 2018. NCLB PAC will have workshops year round (once a month) that will help parents support their children and target specific areas of need as identified in school achievement and behavior data.

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.

> Parents will be provided with the opportunity to verify the status of their child's teacher. Parents will receive hard copies of student progress towards grade level standards every five weeks throughout the school term. Parents will also receive copies of their child's performance on standardized benchmark test measures and the subsequent goals set to improve achievement three times per year. Parents and students will participate in creating goals for NWEA MOY and EOY. This information will be reviewed at curriculum nights and/or during individual parent conferences.

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.

> School and district administration will work together to send a formal written communication to parents if their child's teacher is not highly qualified. Parents will receive Summer Forecast Letters twice a year.

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.

> Lead teachers, district instructional leaders, consultants, and the school administration will provide workshops throughout the year to share information about the state standards in each subject area and assessments. Parents will receive internal and external training on how to support students ability to meet grade level expectation.

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.

The school will continue to offer a parent book club, family cooking class, and gardening club. The school will partner with community organizations to bring GED classes, job training, self-defense classes, and computer training. The school will also open the school computer lab to parents before and after school as needed.

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.

School staff will receive training in the area of family and community partnerships at each internal professional development session. Designated teacher leaders also represent the school at quarterly network community engagement training that these leaders turn-key with the entire staff throughout the school year.

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

NCLB PAC meetings incorporate information about the importance of early education. Meetings are often held in conjunction with district mandated Preschool parent meetings. District representatives from the Ready to Learn Office have been invited to present at monthly NCLB PAC meeting. Information is posted in the school, posted on the website, posted on the Facebook page, and sent home with students monthly via classroom and school newsletters.

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.)

To maintain a safe, engaging, supportive learning environment by providing consistent, differentiated instruction throughout the building involving students in fine arts activities, facilitating social-emotional skill development, and actively engaging all school stakeholders in data-based decision making.

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

John Hay Community Academy will hold parent-teacher conferences at the end of the first and third quarters. Parent conferences are also scheduled on an as-needed basis throughout the year.

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

Parents will receive hard copies of progress reports every five weeks. All parents receive a formal letter inviting them to log on to the CPS Parent Portal to receive up to date information about their child's academic performance throughout the year.

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

School staff are available to speak to parents at least once during their common planning period and at any other time before, during, and after school as needed.

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.

The parent is permitted to volunteer in the school on an ongoing basis after they complete the CPS approved volunteer packet and the fingerprinting process. The school computer lab can be used to assist parents in this process.

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

Parent's are encouraged to support the school-wide focus on Being Here & Ready, Safe, and Respectful. Parents receive a hard copy of the expectations for students in each of these areas throughout the school building. Parents are also encouraged to attend the school kick-off assembly and participate in the school tour at the beginning of the year. Also, parents are contacted monthly via email, text, or phone call by their child's teacher indicating the status of homework, attendance, behavior, or grades. Parents participate in quarterly awards assemblies to honor their child's academic and behavior success'.

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

Parents learn about the school's expectations for behavior and work habits from the school's parent/student handbook sent home at the beginning of the school year. Parents attend NCLB and LSC monthly meetings. Parents participate in completing surveys and questionnaires.

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 will begin to have ownership of their learning through goal setting. Students will begin to engage in personalized learning through Leap Innovations. Students will participate in quarterly, monthly, weekly attendance incentives to improve their attendance.

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.

Implement parent workshops and conferences, parent training and parent programming to support student achievement which includes, but not limited to, computer classes, book clubs, family cooking classes, gardening clubs and GED classes.
Implement educational training classes for parents to support student achievement such as unpacking Common Core State Standards, assessments such as PARCC, ACCESS and mclass.

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.	$ 507	.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.	$ 300	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 278	.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)	$ 1000	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 252	.00

54205 Travel
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

$ 0 .00

54565 Reimbursements
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

$ 0 .00

53510 Postage
Must be used for parent and family engagement programs only.

$ 0 .00

53306 Software
Must be educational and for parent use only.

$ 0 .00

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

$ 0 .00