



New Field Elementary School (/school-plans/317) / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Rosa Arostegui	Assistant Principal	rarostegui@cps.edu	Has access
Lena Pankratz	Bilingual Kindergarten Teacher & PPLC Member	lmpankratz@cps.edu	No Access
Joseph Dickinson	Gen Ed Kinder Teacher & PPLC Member	jedickinson@cps.edu	Has access
Scott Bowens	PK Teacher & PPLC Team Member	sbowens@cps.edu	No Access
Haley Guglielmi	Special Education Teacher, Third Grade	hbguglielmi@cps.edu	No Access
Laura Wipf	First Grade Gen Ed/ ESL & PPLC Team Member	lwipf@cps.edu	No Access
Amy Wooten	Fourth Grade Reading & PPLC Team Member	abwooten2@cps.edu	No Access
Lauren Kim	ELPT	lskim@cps.edu	No Access
Annie Gill-Bloyer	Parent & LSC Chairperon	anniegillbloyer@gmail.com	No Access
Joe Alter	Parent & PAC President	joe.c.alter@gmail.com	No Access
Nancy Pineda	Parent & BAC President	npps87@gmail.com	No Access
Ana Dugarte	Paraprofessional	amdugarte@cps.edu	No Access

Team meetings

Date	Participants	Topic
03/12/2018		3-4 year vision; SEF evaluation
03/13/2018		3-4 year vision; SEF evaluation

03/20/2018	SEF Priorities
04/03/2018	Goal Setting & Strategies
04/10/2018	Goal Setting & Strategies
04/17/2018	Strategies & Action Steps
04/23/2018	Final Review

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

There has been a change in leadership in SY18 that has marked a change in priority for leadership and collective responsibility.

In SY18 we have seen:

Positives:

- Beginning to develop a shared vision, begun in SY18
- Celebrate achievement of students (Compass Learning Challenges, quarterly awards ceremonies, Spirit Week, PBIS celebrations)
- Developing teams to think about students from a staff wide support lens ---MTSS (Academic and BHT)
- Staff have more say in decision-making and PD (PPLC, ILT) in specific areas such as purchasing, determining how to spend additional funds from 20th day adjustments, 1/1 meetings with admin, facilitating grade level meetings every 6 weeks, teacher-led roll out of curriculum and analysis of existing curricula.

Areas of Concern:

- 5 Essentials evidence is weak in collective responsibility
- No new data for 5 Es under new leadership

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	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

The ILT is functioning, meets every 2 weeks and has begun analyzing data for Tier 2 and 3 students. We have worked in SY18 to develop a robust MTSS consultancy process that aligns with our BHT flowchart. We have identified specific data points for Tier 2 and 3 qualifications for academic support, determined a process for requesting consultancy and begun defining a job description for a new interventionist. We have also engaged in two reflections (BOY, MOY) to assess our own effectiveness as a team. We have identified improving our integration and use of data as an area of improvement.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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.

1 2 **3** 4

Professional development represents roughly 3% of operational funds in SY18. This includes teacher released time for in-house training and outside trainings, sustained partnerships and various peer learning opportunities.

Positives:

- Number of outside PD that teachers attend (CLG, Bilingual Conference, Inclusion Conference)
- Long standing relationship with Chicago Literacy Group
- We have monthly mentorship meetings this year, with a scope/sequence, delegated timed to meet and MOY and EOY feedback opportunities
- Inclusion Facilitator that works with 2-3 teaching teams
- Monthly Gust training and other (optional) co-teaching PDs offered (team of 11 staff attend across school year)
- Monthly professional development sessions led by teachers who have attended after school PD
- SECA trainings on quarterly basis
- Vertical math meetings
- Science partnership with Loyola
- 4 cycles of instructional rounds (3 writing, 1 special ed)

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

New Field has made great strides in aligning resources to school wide priorities. This includes personnel, time and resources. There is still work to be done, particularly in continuing to support our balanced literacy program, having materials that represent our students' backgrounds and identities, as well as aligning resources for content such as science, social studies and SEL.

Positives:

- Full 450 Math and 600 ELA block (max minutes per CPS policy)
- PPLC selects materials based on CIWP priorities
- Piloted programs: Second Step SEL curriculum, prior to school wide adoption and implementation
- Hiring team is partially in place: represents at least one team member from grade/assignment and is conducted in panel format. Partnerships with various agencies: Greater Chicago Food Depository, Mosaic Therapy, Arts programs (Old Town, Lifeline, Emerald City), Mosaic Therapy, Tropical Optical, Gordon Dental, Centro Romero
- Grants for various arts and enrichment programs (Chicago Run, Girls on the Run, Chicago Children's Choir, Target grants, Kohls grants, Donors Choose, One Fund and many more)
- Engaging in a gap analysis of math curriculum, WTW curriculum ? could do with more fidelity, have not done so with Reading and Writing Workshop
- Arts: Each grade level partners with Old Town School or Lifeline Theater
- Data systems used for monitoring student progress: Use of BAS data tracker for monitoring RUoS, Dashboard, On Track

Areas of Growth:

- Do not conduct exit interviews with fidelity
- Bilingual/ESL support in upper grades
- Multicultural resources
- Including staff in scheduling
- Resources for science, social studies and SEL

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

1 2 3 4

New Field has moved towards aligned curriculum for reading, writing and math and use of inclusive strategies to engage students in such learning. We have spent three years working on our literacy alignment and are just beginning to dig into math curriculum and instruction. We still have work to do in aligning our curricula both horizontally and vertically and want to build off of our success and strong practices before moving into something entirely new. We know though there is a sense of urgency for taking on our math curricula, and that it has been too long since we have focused on other important content areas such as SEL, science and social studies. As such curricula is not aligned, though teachers may be engaging in some common (and strong) practices, there is no curricula in such areas followed with fidelity.

Positives:

Some grade levels adhere to a shared scope and sequence
 All teachers have objectives posted and share with students for ELA, Math
 Texts: leveled libraries, varied resources
 Three years of investment in balanced literacy -- now aligned reading, writing and phonics programming.
 Eureka Math used across all grades.

Areas of Growth:

Do not have enough texts and curricular materials that reflect our student body
 There is no adherence to a common curriculum for science (vertically)
 There is new vertical science PLC to align standards ? what is the takeback?
 There is no adherence to a common social studies curriculum (vertically)
 There is no school wide vertical SEL curriculum (we have pockets)
 Support native language for Spanish speaking students (not other languages)
 We do not provide a real world application in our learning, (with consistency)
 Scope and sequence for math, not for other curriculum

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

The school has invested heavily in purchasing high quality instructional materials in the past three years. There is still room for improvement in supports for EL/bilingual students and our students from diverse backgrounds.

Positives:

Lucy Calkins Units of Study and Eureka math are aligned to CCSS

Include anchor charts (strategies), various checklists, premade student sample writings, and level books for reading (and writing).

Include various hands-on math manipulatives and supplies.

Students have been set up for Compass Learning and Reading a-z to enhance their skills and knowledge based on their own RIT band and/or specific instructional needs.

Materials support for English and Spanish speaking students (not for other languages)

Use Youtube videos for background information and Google images for just-in-time supports.

More student centered technology usage is needed for demonstrating understanding in varied ways.

Science curriculum promotes active, hands-on learning for students.

School wide curriculum available for: phonics, reading, writing, math

Areas of Growth:

Science curricular materials are out of date, not aligned to NGSS

No evidence for SEL/ social studies school wide use of instructional materials

Need more multicultural resources

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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

Reading workshop/writing workshop/Eureka math in each grade level.
 Reflection of key shifts in literacy and math.
 Bulletin boards
 Provide opportunities for students to create authentic work and share it with a wider audience.
 Peer walk-throughs.
 Observations) of student learning.
 Perfect attendance rewards
 Strategy groups to target a specific need to enhance learning.
 Literacy centers and math centers for hands-on tasks while reviewing learning objectives and/or working on their own RIT band.
 Read alouds and access to complex texts across all grades vary classroom by classroom.
 Writing tasks incorporate student voice and opinion
 Major aspect of math curriculum = focus on conceptual development and using multiple strategies to solve a problem.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ 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 (SWP) ✓ 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)

Field trips, presentations from outside of school.
 Expose students early to a academic/professional worlds beyond K-12.
 Part of Social Studies curriculum focuses on community helpers in depth.
 Collaborate with the administration and teachers at our receiving middle school, Eugene Field, to create a seamless transition to grades 5-8.
 Co-host with Field an annual International Night inviting members of both school communities to share their cultural traditions.
 Frequently incorporate students and faculty from Eugene Field to present at all school wide events.
 Participate in a joint committee to explore additional avenues for cross-promotion of the offerings at both schools to our community.
 Artists in residence programs to support interest in the arts
 Give choice in texts that are relevant to their personal interests
 Writing curriculum is focused on student voice
 Subject areas: we are mathematicians, scientists, authors, illustrators,
 GED programming for parents
 Financial planning

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 (<https://sites.google.com/a/cps.edu/kc/home/office-of-college-and-career-success/school-counseling-and-post-secondary-advising/13-everything-college/college-persistence-toolkit>)Persistence Toolkit (<https://sites.google.com/a/cps.edu/kc/home/office-of-college-and-career-success/school-counseling-and-post-secondary-advising/13-everything-college/college-persistence-toolkit>))
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Toolkit ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2004)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

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

Leveled libraries in each classroom. (Growth point, but still, they do exist.)
 Engage students in learning/independent & partner reading.
 MTSS protocol work.
 Monitor the effect of teaching on student learning and integrate formative assessment into instruction.
 Many teachers use questioning and discussion techniques by implementing "accountable/productive talk" sentences stems (on anchor charts)
 Individual conferences for reading and writing.
 Students are engaged in learning through
 WIDA standards addressed for ELLS and extra support in small groups
 Reading and writing strategy groups
 Differentiated phonics grouping (WTW)
 Special education teachers in classrooms for students with IEPs (as well as paraprofessionals)

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

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

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

Examples of a variety of teacher created/selected assessments.
 Multiples measures of assessment throughout the year
 B.A.S. testing
 NWEA testing
 Lucy Calkins writing On-Demand assessments
 Eureka Math exit slips, Mid-Module, and End of Module tests
 How does grading policy align to expected achievement for grade level?
 Currently the grade weights are determined by each individual grade level.
 What common formative assessments exist across all grade levels? How are they used?
 How does grading policy

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udcenter.org/aboutudl/udcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1e. Designing Student Assessment 2d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every

Score

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.

1 2 3 4

ILT MTSS flowchart.
Identify students who are not "On Track" by
creating MTSS "Request for Consultancy" form to streamline support needed process
Schoolwide B.A.S. tracker Google Sheet
Schoolwide NWEA data table
ACCESS score sheet for ELLs
Building bank of common interventions
LLI
Compass Learning
EL newcomer groups
Orton Gillingham?
CICO
SS GRIN
Zones of regulation lessons
Identifying key indicators across each grade based on discrete data points

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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

Over 90% of teachers rated distinguished/proficient within these two domain components

Learning cycles with CLG focused on small group instruction and 1/1 conferring to provide targeted feedback and teaching points to students

Create a culture that reflects the importance of learning and hard work by

Awards for Perfect Attendance, Honor Roll, Lion Heart award

High learning expectations are conveyed by

Objectives posted on markerboards

Anchor charts visible from current learning

Compass Learning school-wide competition

Increasing independent/partner reading and writing stamina

Continuation of Buddy reading system between grades in some classrooms

Bulletin boards display current student learning

Students self assess by

Revising in writers workshop

Encourage students belonging

Academic family nights

Girls on the run

Chicago Run Family Fun Run

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
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	
<ul style="list-style-type: none"> ✓ 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

Rated red in 5 Es for relational trust
 Neutral parent rating on 5 Es
 Develop trusting relationships with students by
 Students with high levels of need supported by individual staff
 Student interactions are supportive and respectful by
 "Peace Place" in many classrooms for solving peer conflicts
 "Break Space" for coping with difficult emotions
 Some students check in with Admin/Counselor
 BHT
 Staff Trust
 Admin meeting with each staff member to talk
 CIWP open and transparent to all staff
 Impromptu visits by admin with positive feedback afterwards

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**

- Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
- Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
- Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Students do not have a decision making mechanism in aspects of school beyond stars incentive (eg no student council, etc)
 Students explore their identities and beliefs by
 Learning about/celebrating different customs and holidays in the classroom
 Assign students to recite the Pledge of Allegiance during morning announcement in English and Spanish
 Students are allowed to vote early and vote often in municipal elections (?) #chicago
 (Joe A) Students (thinking 3-4 grade) collect data about the neighborhood around the school through guiding walking tours and share through presentations and posters.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**

- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ IJVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ 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 3a. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCS ELA/HST Standards

Safety & Order:

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

Score

1 2 3 4

2 in school suspensions issued for SY19 & 2 referrals to Saturday Academy out of over 404 behavior infractions and over 900 student logger incidents
 Students piloting 5 Es in fourth grade
 Common expectations and classroom management system across fourth grade
 Common behavior matrices for spaces outside of classrooms
 No clear flow chart beyond SCC for office referrals
 BHT monitors students with 3 or more office referrals, discusses other indicators for concern
 Ensure students and adults feel safe by
 Routine Fire, Shelter in Place, and Lockdown drill
 Behavior expectations reinforced by
 PBIS Stars
 Adults using active supervision in all settings

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.

- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Student logger behavior data.
 Counselor and Social Worker see students in a small group setting weekly.
 Counselor has a daily check-in and check-out system for a specific student.
 Universal SEL skills instruction integrated by
 Beginning stages of BHT and MTSS consultancy process to help support teachers and student
 Second Step Program pilot in 3rd/4th grades
 Break Space
 Counselor led lessons in classroom (Size of the Problem, Zones of Regulation, etc.)
 BHT problem solves proactive supports for students
 2 in school suspensions issued for SY19 & 2 referrals to Saturday Academy out of over 404 behavior infractions and over 900 student logger incidents

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	✓ Misconduct data (Dashboard)
Evidence	✓ 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:

Score

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

1 2 3 4

BAC/PAC meeting dates/agendas.

BAC/PAC survey parent priorities and use Title 1 funds to establish a parent resource library. BAC/PAC schedules monthly workshops for parents on Eureka Math curriculum, Social Emotional Learning and Positive Discipline. (JA)

BAC/PAC creates frequent opportunities for parent feedback and engagement (JA -- this is more aspirational than actual -- can we use PAC funds for training around inclusive parent engagement?)

Family fun night.

Healthy kids market.

Parent volunteers all around school.

Parent volunteer opportunities

Parent attendance at Unit publishing parties

Chicago Run Family Fun Run (285 people were signed up for fall 2017 run!)

Guide for Parent and Family Partnership

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

- Information is provided to parents in their native language.
- Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures etc. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal.	72.00	27.00	99.00	40.00	45.00
National School Growth Percentile - Math					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal.	87.00	22.00	99.00	40.00	45.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal.	59.80	45.20	83.00	50.00	55.00
African-American Growth Percentile - Reading					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal.	(Blank)	46.00	50.00	48.00	50.00
Hispanic Growth Percentile - Reading					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal. Sustain Growth.	74.00	3.00	20.00	30.00	30.00
English Learner Growth Percentile - Reading					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal. Sustain growth.	(Blank)	15.00	20.00	30.00	30.00
Diverse Learner Growth Percentile - Reading					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal.	(Blank)	(Blank)	40.00	45.00	50.00
African-American Growth Percentile - Math					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal.	(Blank)	31.00	40.00	41.00	50.00
Hispanic Growth Percentile - Math					
Move to 3 points on SQRP. Ensure an attainable yet ambitious goal. Sustain Growth	86.00	8.00	30.00	30.00	30.00
English Learner Growth Percentile - Math					
Maintain 3 points on SQRP. Ensure an attainable yet ambitious goal.	(Blank)	50.00	83.00	60.00	70.00
Diverse Learner Growth Percentile - Math					
Move to 3 percentile points on SQRP. Ensure an attainable yet ambitious goal.	(Blank)	(Blank)	83.00	84.00	85.00
National School Attainment Percentile - Reading (Grades 3-8)					

Maintain points on SQRP. Ensure an attainable yet ambitious goal.	52.00	54.00	78.00	62.00	70.00
---	-------	-------	-------	-------	-------

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

Maintain points on SQRP. Ensure an attainable yet ambitious goal.	56.00	43.00	95.00	56.50	70.00
---	-------	-------	-------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

Maintain points on SQRP. Ensure an attainable yet ambitious goal.	66.00	54.00	56.00	62.00	70.00
---	-------	-------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

Maintain points on SQRP. Ensure an attainable yet ambitious goal.	54.00	27.00	56.00	40.00	40.00
---	-------	-------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

Ensure students make continued growth on ACCESS. Maintain at least 3 points on SQRP	31.10	(Blank)	57.00	65.00	70.00
---	-------	---------	-------	-------	-------

Average Daily Attendance Rate

Maintain strong attendance, ensure 5 points on SQRP.	96.20	95.80	96.00	96.00	96.00
--	-------	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

Goal for 17-18 is an "organized" or "neutral" --- goal to be at well-organized within 2 years.	(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...

develop vertically aligned reading, writing and math scope/sequence that integrates social studies standards and we identify science/SEL curricula to implement

...then we see...

students receiving consistent, standards-aligned Tier 1 content

...which leads to...

Which leads to our 3rd and 4th grade students meeting/exceeding the 45th growth percentile on Reading and Math NWEA and a decrease in Group 2 and 3 Dashboard misconduct reports by 30%.

Tags:

Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Identify gaps and create consistent supplements for math as identified in excel doc by December 2018.	Grade Levels PPLC	Sep 4, 2018 to Dec 21, 2018	-Identify skill gaps. -Create spreadsheet with identified gaps. -Share this spreadsheet with the staff. -Identify supplements for math. -Create spreadsheet with identified supplements. -Share this spreadsheet with the staff.	On-Track
Continue to implement vertical alignment team for math - after school PD's.	Grade Levels PPLC	Sep 4, 2018 to Jun 20, 2019	-Identify the date of when these after school PD's will happen.	On-Track
Create a team to look at SEL curriculum and explore vertical alignment - also connect w/ Eugene Field & other schools to see what they use.	Admin	Sep 4, 2018 to Jun 20, 2019	-Create the team. -Identify SEL curricula to look at. -Ask Eugene Field/other schools to see what they do for SEL.	Not started
Set up PDs for staff, including recess (Right at School) coaches, once new SEL curriculum is in place.	Admin	Sep 4, 2018 to Sep 8, 2020	-Identify the date of PD's.	Not started
Fourth grade shares experience of Second Step qualitative and quantitative supports.	Teachers (4th)	Aug 27, 2018 to Sep 4, 2018	-Identify the date of 4th grade will share their experience(s).	On-Track
Create pacing guide for reading and writing units of study that includes IF THEN curriculum.	Grade Levels	Sep 4, 2018 to Jun 20, 2019	-Identify the date of GL meeting when this will happen. -GL creates spreadsheet w/ pacing guide.	Not started
Schedule quarterly peer observations to check for vertical math alignment.	Admin	Sep 4, 2018 to Sep 8, 2020	-Identify the date of quarterly peer observation(s) will happen.	Not started
Schedule for writing workshop celebrations - deadline to complete across a grade level.	Grade Levels & Admin	Sep 4, 2018 to Sep 8, 2020	-Identify the date of WW celebrations.	Not started
Create map/pacing guide for Reading, writing, math curriculum to calendar.	Grade Levels	Sep 4, 2018 to Sep 8, 2020	-Identify the date of GL meeting when this will happen. -GL creates spreadsheet w/ map and pacing guide(s).	On-Track

Identify SEL books that align to reading and writing units.	Grade Levels	Sep 4, 2018 to Sep 8, 2020	-Identify the date of GL meeting when this will happen. -GL creates spreadsheet id'ing aligning books.	Not started
Grade level teams will designate 1 team member per content area to meet in vertical teams.	Grade Levels	Aug 27, 2018 to Sep 4, 2018	-Designate team members. -Schedule vertical team meetings.	Not started
Grade level released meetings to focus on one of the core content areas.	Admin Grade Levels	Sep 4, 2018 to Sep 8, 2020	-Schedule meetings.	Not started
Released planning days to develop scope/sequence.	Admin	Sep 4, 2018 to Sep 8, 2020	-Schedule planning days.	Not started
Continued partnership with CLG, based on staff input.	Admin	Sep 4, 2018 to Jun 20, 2019	-Continued partnership.	Not started
Continued partnership with Lifeline theater to support SEL.	Admin	Sep 4, 2018 to Sep 8, 2020	-Continued partnership agreement docs.	Not started
Continued partnership with Old Town to support SEL.	Admin	Sep 4, 2018 to Sep 8, 2020	-Continued partnership.	Not started
Right at School coaches (recess coaches) biweekly check-in meetings with a BHT member.	Right At School BHT	Sep 4, 2018 to Sep 8, 2020	-Schedule biweekly check-in meetings w/ a BHT member.	Not started
Implement Calm Classroom for transition times.	Teachers	Sep 4, 2018 to Sep 8, 2020	-Schedule GL meeting to learn/talk specifically about Calm Classroom. -Create a spreadsheet to identify when/how teachers are implementing Calm Classroom.	Not started

Strategy 2

If we do...

integrate opportunities for student discussion, with critical thinking questions, across all content areas

...then we see...

students engaging in peer-to-peer discussions at a high level

...which leads to...

Which leads to our 3rd and 4th grade students meeting/exceeding the 45th growth percentile on Reading and Math NWEA and our 3rd and 4th grade students in EL and Hispanic subgroups meeting/exceeding the 30th growth percentile on Reading and Math NWEA.

Tags:

Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Bilingual team continues to review students' ACCESS scores, identify levels of English proficiency, identifying language goals.	Bilingual Team	Sep 4, 2018 to Sep 8, 2020	-Schedule bilingual meeting(s) specifically to 1) review ACCESS scores, 2) ID english proficiencies, 3) ID language goals.	On-Track
Create universal language for discussions across content areas based on Bloom's Taxonomy/Accountable Talk organized by ability levels. (question/sentence stems).	Grade Levels	Sep 4, 2018 to Sep 8, 2020	-Identify GL meeting(s) during which to talk specifically about Bloom's/accountable talk. -Create a spreadsheet that identifies when/how this language will be brought into the GL classrooms.	Not started
Identify critical academic vocabulary related to content and needed to have a discussion in math.	Grade Levels	Sep 4, 2018 to Sep 8, 2020	-Identify GL meeting(s) during which to talk specifically about critical academic vocabulary needed for discussions. -Create spreadsheet to determine when/how teachers are going to implement this academic vocabulary.	Not started
Apply development of academic vocabulary to other content areas in year two.	Grade Levels	Sep 3, 2019 to Jun 19, 2020	-Revise spreadsheet to determine when/how teachers are going to implement this academic vocabulary.	Not started
Identify horizontally aligned Read Alouds that promote critical thinking and access to complex texts.	Grade Levels	Sep 4, 2018 to Sep 8, 2020	-Identify GL meeting(s) during which to talk specifically about horizontally aligned read alouds.	Not started
Schedule parent trainings on ways to build in questioning while nightly reading.	Admin	Sep 4, 2018 to Sep 8, 2020	-Schedule date(s) of when these parent trainings will take place.	Not started
Integrate math talks: which one doesn't belong? 3 Act Math?	Grade Levels	Sep 4, 2018 to Jun 20, 2019	-Identify a GL meeting to talk specifically about math talks. -Have teachers ID a time during math during which they could implement math talks. -Check in to see how math talks are going.	Not started
Schedule peer observations specifically targeted on student discussion in math (connected to ILT work).	ILT	Sep 4, 2018 to Jun 20, 2019	-Schedule the dates.	Not started

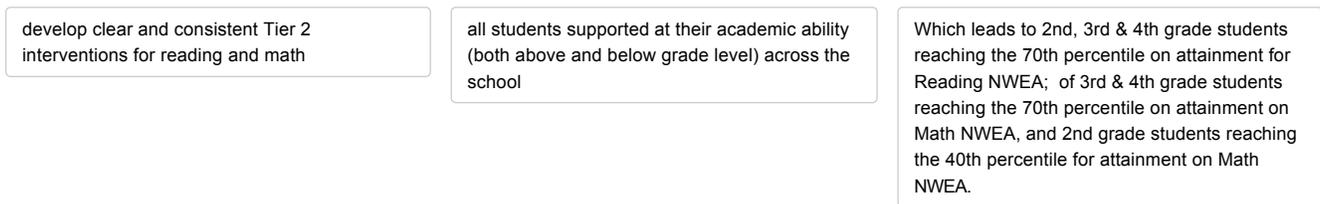
Continued partnership with Loyola/create a science PLC.	Admin	Sep 4, 2018 to Sep 8, 2020	-Continue the partnership with Loyola. -Identify members of the Science PLC. -Schedule meetings for the science PLC.	Not started
PD to familiarize staff with NGSS standards.	Admin	Sep 4, 2018 to Sep 8, 2020	-Schedule NGSS PD date(s).	Not started
PD to familiarize staff with C3 standards.	Admin	Sep 4, 2018 to Sep 8, 2020	-Schedule PD(s) on C3 standards.	Not started

Strategy 3

If we do...

...then we see...

...which leads to...



Tags:

MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Tier 2 & 3 academic definitions will be presented to staff through PD.	Grade Levels Admin BHT	Aug 27, 2018 to Sep 4, 2018	-Schedule the date of these PD's.	Not started
BHT continues to identify SEL interventions for Tier 2.	BHT Admin	Sep 4, 2018 to Sep 8, 2020	-Schedule meetings of the BHT. -Create a spreadsheet that identifies SEL interventions for tier 2.	On-Track
Develop academic MTSS team.	Admin	Aug 27, 2018 to Sep 4, 2018	-Identify who is on the team. -Schedule meetings for the team.	Not started
All classrooms will have one intervention block scheduled for the day (30 minutes).	Grade Levels Admin	Sep 4, 2018 to Dec 21, 2018	-Ask all teachers to ID when their intervention block is. -Create a spreadsheet that lists when each teacher's intervention block is.	Not started
Additional staffing support for intervention blocks.	Admin	Sep 4, 2018 to Sep 8, 2020	-Hire full time interventionist position for grades 2-4.	Not started

Investigate Eureka Math online supplemental resources for MTSS.	Admin	Sep 4, 2018 to Jun 20, 2019	-ID who is going to do the investigations. -Have that person/those people sit down at the computer to begin investigations. -Share any findings with the staff.	Not started
Schedule parent training around MTSS.	Admin	Sep 4, 2018 to Sep 8, 2020	-Schedule date(s).	Not started
ILT develop schoolwide expectations for Tier 1 math instruction around math block.	ILT	Sep 4, 2018 to Sep 8, 2020	-Schedule ILT meetings.	Not started
Explore partnership with Eugene Field for 5th/6th grade math instruction.	Admin	Sep 4, 2018 to Sep 8, 2020	-Schedule meetings w/ EF Principal.	Not started
Develop horizontal intervention blocks for reading and math.	Grade Levels	Sep 4, 2018 to Sep 8, 2020	(Blank)	Not started
Continue partnership with outside mental health providers (Mosaic Therapy).	Admin	Sep 4, 2018 to Sep 8, 2020	-Continue partnership.	Not started
Define tier 2 & 3 social emotional needs.	Admin BHT Grade Levels	Sep 4, 2018 to Dec 21, 2018	(Blank)	Not started
Define role and responsibility for MTSS interventionist and gen ed classroom teachers.	Admin BHT	Sep 4, 2018 to Oct 31, 2018	(Blank)	Not started
Identify students with tier 2 & 3 academic and social emotional needs.	Teachers BHT	Sep 4, 2018 to Sep 8, 2020	(Blank)	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
-----------------------------------	-------------	-------	-----	--------

<p>Identify gaps and create consistent supplements for math as identified in excel doc by December 2018.</p> <p>Evidence: -Identify skill gaps. -Create spreadsheet with identified gaps. -Share this spreadsheet with the staff. -Identify supplements for math. -Create spreadsheet with identified supplements. -Share this spreadsheet with the staff.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Grade Levels PPLC	Sep 4, 2018	Dec 21, 2018	On-Track
<p>Continue to implement vertical alignment team for math - after school PD's.</p> <p>Evidence: -Identify the date of when these after school PD's will happen.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Grade Levels PPLC	Sep 4, 2018	Jun 20, 2019	On-Track
<p>Create a team to look at SEL curriculum and explore vertical alignment - also connect w/ Eugene Field & other schools to see what they use.</p> <p>Evidence: -Create the team. -Identify SEL curricula to look at. -Ask Eugene Field/other schools to see what they do for SEL.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin	Sep 4, 2018	Jun 20, 2019	Not started
<p>Set up PDs for staff, including recess (Right at School) coaches, once new SEL curriculum is in place.</p> <p>Evidence: -Identify the date of PD's.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Fourth grade shares experience of Second Step qualitative and quantitative supports.</p> <p>Evidence: -Identify the date of 4th grade will share their experience(s).</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Teachers (4th)	Aug 27, 2018	Sep 4, 2018	On-Track
<p>Create pacing guide for reading and writing units of study that includes IF THEN curriculum.</p> <p>Evidence: -Identify the date of GL meeting when this will happen. -GL creates spreadsheet w/ pacing guide.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Grade Levels	Sep 4, 2018	Jun 20, 2019	Not started
<p>Schedule quarterly peer observations to check for vertical math alignment.</p> <p>Evidence: -Identify the date of quarterly peer observation(s) will happen.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Schedule for writing workshop celebrations - deadline to complete across a grade level.</p> <p>Evidence: -Identify the date of WW celebrations.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Grade Levels & Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Create map/pacing guide for Reading, writing, math curriculum to calendar.</p> <p>Evidence: -Identify the date of GL meeting when this will happen. -GL creates spreadsheet w/ map and pacing guide(s).</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Grade Levels	Sep 4, 2018	Sep 8, 2020	On-Track
<p>Identify SEL books that align to reading and writing units.</p> <p>Evidence: -Identify the date of GL meeting when this will happen. -GL creates spreadsheet id'ing aligning books.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Grade Levels	Sep 4, 2018	Sep 8, 2020	Not started
<p>Grade level teams will designate 1 team member per content area to meet in vertical teams.</p> <p>Evidence: -Designate team members. -Schedule vertical team meetings.</p> <p>Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Grade Levels	Aug 27, 2018	Sep 4, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>Grade level released meetings to focus on one of the core content areas.</p> <p>Evidence: -Schedule meetings. Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin Grade Levels	Sep 4, 2018	Sep 8, 2020	Not started
<p>Released planning days to develop scope/sequence.</p> <p>Evidence: -Schedule planning days. Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Continued partnership with CLG, based on staff input.</p> <p>Evidence: -Continued partnership. Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin	Sep 4, 2018	Jun 20, 2019	Not started
<p>Continued partnership with Lifeline theater to support SEL.</p> <p>Evidence: -Continued partnership agreement docs. Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Continued partnership with Old Town to support SEL.</p> <p>Evidence: -Continued partnership. Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Right at School coaches (recess coaches) biweekly check-in meetings with a BHT member.</p> <p>Evidence: -Schedule biweekly check-in meetings w/ a BHT member. Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Right At School BHT	Sep 4, 2018	Sep 8, 2020	Not started
<p>Implement Calm Classroom for transition times.</p> <p>Evidence: -Schedule GL meeting to learn/talk specifically about Calm Classroom. -Create a spreadsheet to identify when/how teachers are implementing Calm Classroom. Tags: Science, Curriculum, Ngss, Math curriculum, Social emotional learning, Social studies integration, Writing workshop, Reading workshop, Aligned scope and sequence</p>	Teachers	Sep 4, 2018	Sep 8, 2020	Not started
<p>Bilingual team continues to review students' ACCESS scores, identify levels of English proficiency, identifying language goals.</p> <p>Evidence: -Schedule bilingual meeting(s) specifically to 1) review ACCESS scores, 2) ID english proficiencies, 3) ID language goals. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Bilingual Team	Sep 4, 2018	Sep 8, 2020	On-Track
<p>Create universal language for discussions across content areas based on Bloom's Taxonomy/Accountable Talk organized by ability levels. (question/sentence stems).</p> <p>Evidence: -Identify GL meeting(s) during which to talk specifically about Bloom's/accountable talk. -Create a spreadsheet that identifies when/how this language will be brought into the GL classrooms. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Grade Levels	Sep 4, 2018	Sep 8, 2020	Not started
<p>Identify critical academic vocabulary related to content and needed to have a discussion in math.</p> <p>Evidence: -Identify GL meeting(s) during which to talk specifically about critical academic vocabulary needed for discussions. -Create spreadsheet to determine when/how teachers are going to implement this academic vocabulary. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Grade Levels	Sep 4, 2018	Sep 8, 2020	Not started
<p>Identify horizontally aligned Read Alouds that promote critical thinking and access to complex texts.</p> <p>Evidence: -Identify GL meeting(s) during which to talk specifically about horizontally aligned read alouds. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Grade Levels	Sep 4, 2018	Sep 8, 2020	Not started

District priority and action step	Responsible	Start	End	Status
<p>Schedule parent trainings on ways to build in questioning while nightly reading.</p> <p>Evidence: -Schedule date(s) of when these parent trainings will take place. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Integrate math talks: which one doesn't belong? 3 Act Math?</p> <p>Evidence: -Identify a GL meeting to talk specifically about math talks. -Have teachers ID a time during math during which they could implement math talks. -Check in to see how math talks are going. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Grade Levels	Sep 4, 2018	Jun 20, 2019	Not started
<p>Apply development of academic vocabulary to other content areas in year two.</p> <p>Evidence: -Revise spreadsheet to determine when/how teachers are going to implement this academic vocabulary. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Grade Levels	Sep 3, 2019	Jun 19, 2020	Not started
<p>Continued partnership with Loyola/create a science PLC.</p> <p>Evidence: -Continue the partnership with Loyola. -Identify members of the Science PLC. -Schedule meetings for the science PLC. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>PD to familiarize staff with NGSS standards.</p> <p>Evidence: -Schedule NGSS PD date(s). Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>PD to familiarize staff with C3 standards.</p> <p>Evidence: -Schedule PD(s) on C3 standards. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Schedule peer observations specifically targeted on student discussion in math (connected to ILT work).</p> <p>Evidence: -Schedule the dates. Tags: Instruction, Critical thinkers, Ccss speaking & listening, Student discourse, Component 3b, Oracy</p>	ILT	Sep 4, 2018	Jun 20, 2019	Not started
<p>Tier 2 & 3 academic definitions will be presented to staff through PD.</p> <p>Evidence: -Schedule the date of these PD's. Tags: MTSS, Math, ELL, Reading, Social emotional learning, Tier 2 intervention</p>	Grade Levels Admin BHT	Aug 27, 2018	Sep 4, 2018	Not started
<p>BHT continues to identify SEL interventions for Tier 2.</p> <p>Evidence: -Schedule meetings of the BHT. -Create a spreadsheet that identifies SEL interventions for tier 2. Tags: MTSS, Math, ELL, Reading, Social emotional learning, Tier 2 intervention</p>	BHT Admin	Sep 4, 2018	Sep 8, 2020	On-Track
<p>Develop academic MTSS team.</p> <p>Evidence: -Identify who is on the team. -Schedule meetings for the team. Tags: MTSS, Math, ELL, Reading, Social emotional learning, Tier 2 intervention</p>	Admin	Aug 27, 2018	Sep 4, 2018	Not started
<p>All classrooms will have one intervention block scheduled for the day (30 minutes).</p> <p>Evidence: -Ask all teachers to ID when their intervention block is. -Create a spreadsheet that lists when each teacher's intervention block is. Tags: MTSS, Math, ELL, Reading, Social emotional learning, Tier 2 intervention</p>	Grade Levels Admin	Sep 4, 2018	Dec 21, 2018	Not started
<p>Additional staffing support for intervention blocks.</p> <p>Evidence: -Hire full time interventionist position for grades 2-4. Tags: MTSS, Math, ELL, Reading, Social emotional learning, Tier 2 intervention</p>	Admin	Sep 4, 2018	Sep 8, 2020	Not started
<p>Investigate Eureka Math online supplemental resources for MTSS.</p> <p>Evidence: -ID who is going to do the investigations. -Have that person/those people sit down at the computer to begin investigations. -Share any findings with the staff. Tags: MTSS, Math, ELL, Reading, Social emotional learning, Tier 2 intervention</p>	Admin	Sep 4, 2018	Jun 20, 2019	Not started

District priority and action step	Responsible	Start	End	Status
Schedule parent training around MTSS. Evidence: -Schedule date(s). Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	Admin	Sep 4, 2018	Sep 8, 2020	Not started
Continue partnership with outside mental health providers (Mosaic Therapy). Evidence: -Continue partnership. Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	Admin	Sep 4, 2018	Sep 8, 2020	Not started
Develop horizontal intervention blocks for reading and math. Evidence: Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	Grade Levels	Sep 4, 2018	Sep 8, 2020	Not started
Define role and responsibility for MTSS interventionist and gen ed classroom teachers. Evidence: Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	Admin BHT	Sep 4, 2018	Oct 31, 2018	Not started
Define tier 2 & 3 social emotional needs. Evidence: Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	Admin BHT Grade Levels	Sep 4, 2018	Dec 21, 2018	Not started
Identify students with tier 2 & 3 academic and social emotional needs. Evidence: Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	Teachers BHT	Sep 4, 2018	Sep 8, 2020	Not started
Explore partnership with Eugene Field for 5th/6th grade math instruction. Evidence: -Schedule meetings w/ EF Principal. Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	Admin	Sep 4, 2018	Sep 8, 2020	Not started
ILT develop schoolwide expectations for Tier 1 math instruction around math block. Evidence: -Schedule ILT meetings. Tags: MTSS, Math, Ell, Reading, Social emotional learning, Tier 2 intervention	ILT	Sep 4, 2018	Sep 8, 2020	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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 Plan

Parent Involvement 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.

Parent Compact and policy reviewed, adjusted and finalized in PAC, BAC and LSC meetings
Final compact and policy posted on school website
Parent compact and policy reviewed annually at each PAC, LSC and organizational meetings
Parent compact and policy will be revised, if necessary, following annual organizational meetings
Adjustments are made based on parent feedback

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 PAC Annual Title I meeting is scheduled for Thursday, September 13 at 9:00 AM in the New Field cafeteria
The PAC Annual Organizational meeting is scheduled for Thursday, October 11 at 9:00 AM in the New Field cafeteria
The Annual Meeting will focus on necessary Title I documents and explanation of key policies. The Organizational Meeting will focus on explanation of Title I parent funds, PAC elections, explanation of Title I program/curriculum/school data
Survey parents to identify alternative meeting times and dates that accommodate a variety of parents.

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

This will be accomplished during our yearly Title I PAC Organizational and feedback session in the first quarter of the school year. Included in this meeting will be grade level expectations and standardized assessment expectations.
At the request of parents, the PAC will form a communications subcommittee charged with creating an inventory of structural, cultural and attitudinal barriers to full parent participation; and developing a comprehensive plan to improve family engagement and build parent capacity.
Employ low-cost, high-impact offline and online digital and social media tools, including Facebook, school website and instant messaging platforms to create robust, culturally-responsive and accessible two-way channels of communications for parents and school community.

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

Parents will receive their child's results on the following exams:
- NWEA Reading and Math (beginning of year, middle of year, end of year)
- BAS (beginning of year, middle of year, end of year) reading assessment data
- ACCESS for English Learners, results from previous school year in fall of current school year
- PARCC for third and fourth grade students (whenever possible)
Parents will also receive school-wide results through the annual State of the School presentation and via the CPS School Report Card. School will provide information to parents that explains each assessment.
One PAC and BAC meeting each year is dedicated to explaining the assessment policies, methodologies, test structure and methods to prepare for testing success and how it works within the inclusive model at New Field.

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.

All teachers are highly qualified at New Field. Letters are sent home to parents if, for whatever reason, a teacher is not highly qualified.

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

During Open House in September, parent-teacher conferences, and specific needs based conferences, teachers will explain both the expectations and assessment results to parents. This will include how parents can support their child at home.
PAC and/or BAC meetings focus on building parent understanding of grade level expectations, assessments, and inclusive practices. PAC and BAC meetings regularly enlist parents in developing and implementing strategies for meeting grade level expectations at home.

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.

Parents will be able to participate in ESL and computer classes (at Sullivan High School Chicago Public Library, Howard Area Community Center, Centro Romero).
Parents will have access to onsite courses such as free GED or ESL programming
Parents have access to literacy, skills-based, occupational and academic programming offered through Parent University at Sullivan High School
Parents will also have access to computers and printer in the Parent Room. Take steps to increase parental awareness and use of this resource.
There will be a minimum of one PAC and BAC teacher-led, workshop-based meeting that focuses on strategies for supporting student growth in literacy and math at home.
A minimum of one PAC and/or BAC meeting will focus on opportunities after 4th grade at Eugene Field as well as other options within the district..
A minimum of one PAC and/or BAC meeting will focus on supporting New Field's Social Emotional Learning, Cultural Competence and Restorative Justice standards and expectations.
Parents will have access to a parent-run lending library to check out resources for supporting academic achievement and increased parent involvement .
Parents will have access to bilingual grade-level Eureka Math homework helpers through the parent-run lending library.
Parents will have access to online supports and will have opportunities to receive training for programs such as Compass Learning, Parent Portal, Class Dojo, Raz Kids, Brain Pop Jr and more. PAC will explore strategies to ensure all parents have full access and understanding of online supports.

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.

Monthly and special PAC and BAC meetings are promoted by staff and announced to the community through handouts and across digital channels.
New Field staff will create a list of volunteer opportunities throughout the building. List will be sent out to parents and promoted by staff. Parents will be able to sign up for a variety of volunteer opportunities.
Create an ongoing dialogue between parents and staff in order to better understand what parent engagement means. Identify specific parent volunteer opportunities.
Training and Professional Development time to build school-wide teacher-staff investment in supporting meaningful and robust parent engagement.

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.

Pre K parent meetings and Pre K parent workshops will encourage parent participation and increase parent capacity.
The PAC together with the BAC will schedule a minimum of one meeting focused on programs and activities relevant to early education parents.

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

All communication to parents is sent in English, Spanish including a reminder that the school will endeavor to provide translation of all communication to parents into other high incidence languages.
All communication to parents is sent with as much notice as possible in multiple channels both online and offline.
All meetings will be conducted in English and Spanish. We will work to add support for all high incidence languages.
Newcomer parents will have access to translators or telephonic translation during report card pick up.
Important school documents such as the parent handbook, promotion policies, Healthy Student Market notices, parent/teacher conference notifications and more will be translated into high incidence languages
Parents are encouraged to request assistance with language needs.
Publicize the availability of translation services and explore other avenues for meaningful, two-way communication for all parents.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

Parent Compact

Complete

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

We challenge our students to achieve their highest potential
We teach our students to communicate their learning in a variety of ways. We commit to being respectful, responsible, and collaborative.
We develop independent, lifelong learners and socially responsible citizens

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.

We will hold our Parent-Teacher Conferences in November and April.
Parents will be informed of the event through our monthly calendar, website, facebook and robocalls
Teachers will discuss grade level expectations, assessments, and students' social/emotional well-being.

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

Pre Kindergarten students will receive reports of how their child is doing with Teaching Strategies Gold report.
Kindergarten parents will receive math and literacy snapshot.
1st-4th grade parents will receive mid-quarter progress reports at 5 week march of each grading period.
Students not making adequate progress will receive notification of MTSS (multi-tiered systems of support) Tier 2 or 3 interventions
The school will also send out NWEA (beginning of year, middle of year, end of year) reports, BAS (beginning of year, middle of year, end of year) reports, ACCESS reports (when possible), PARCC (when possible). Parents will also be instructed how to access the Parent Portal.

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

Staff are usually available between 8:15AM-8:45AM and 3:45-4:00 PM Monday through Friday to meet with parents. Other times may be during teacher preparation periods.

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

Parents will be provided opportunities to volunteer within the classroom and outside the classroom.
Schedule a minimum of one PAC and/or BAC meeting to explore parent volunteer opportunities and strategies.
All parents are invited to volunteer during the school day.
Staff will create a list of volunteer opportunities and send out to parents to sign up.
The school will attempt to bring an agency to the school that can provide fingerprint test.

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

Parents will be made aware of homework by the teacher and the monthly grade level newsletters.
Teachers are encouraged to engage in an ongoing, two-way conversation about homework policy and the needs of their children.
The school will send out reminders regarding attendance policies, parents will receive 5/10 day absence letters as well as attendance "nudge" letters.
Parents will monitor attendance to ensure student attendance stays at or above 95%.
Parents will be trained to effectively monitor homework and attendance via Classroom Dojo and/or Parent Portal
Workshops will be provided for parents on ways to support their child's academic needs.

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

The principal and assistant principal are available daily with parents.
Parents are invited to the LSC, PAC, BAC, and Coffee with Principal meetings to participate in decision-making regarding the education of their children.
Communication subcommittee will explore ways to increase parent participation.
All parents will have the opportunity to run for LSC, PAC, and BAC.
Parents will serve on CIWP committee and explore a longer time frame for the development of the next CIWP.

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 set goals for grades, homework, BAS reading assessment and NWEA assessment and track progress towards such goals
Students are expected to commit to being respectful, responsible, and collaborative in the classroom, in the hallways, in restrooms, and on the playground.

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.

PAC and/or BAC meetings focus on building parent understanding of grade level expectations, assessments, and inclusive practices. PAC and BAC meetings regularly enlist parents in developing and implementing strategies for meeting grade level expectations at home.

Parents will be able to participate in ESL and computer classes (at Sullivan High School Chicago Public Library, Howard Area Community Center, Centro Romero).

Parents will have access to onsite courses such as free GED or ESL programming

Parents will also have access to computers and printer in the Parent Room. Take steps to increase parental awareness and use of this resource.

There will be a minimum of one PAC and BAC teacher-led, workshop-based meeting that focuses on strategies for supporting student growth in literacy and math at home.

A minimum of one PAC and/or BAC meeting will focus on supporting New Field's Social Emotional Learning, Cultural Competence and Restorative Justice standards and expectations.

Parents will have access to a parent-run lending library to check out resources for supporting academic achievement and increased parent involvement .

Parents will have access to bilingual grade-level Eureka Math homework helpers through the parent-run lending library.

Parents will have access to online supports and will have opportunities to receive training for programs such as Compass Learning, Parent Portal, Class Dojo, Raz Kids, Brain Pop Jr and more. PAC will explore strategies to ensure all parents have full access and understanding of online supports.

Training and Professional Development time to build school-wide teacher-staff investment in supporting meaningful and robust parent engagement.

All communication to parents is sent in English, Spanish including a reminder that the school will endeavor to provide translation of all communication to parents into other high incidence languages.

All meetings will be conducted in English and Spanish. We will work to add support for all high incidence languages.

Newcomer parents will have access to translators or telephonic translation during report card pick up.

Important school documents such as the parent handbook, promotion policies, Healthy Student Market notices, parent/teacher conference notifications and more will be translated into high incidence languages

Parents are encouraged to request assistance with language needs.

Publicize the availability of translation services and explore other avenues for meaningful, two-way communication for all parents.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 866 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 352 .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)	\$ 1218 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00

53306 **Software**
Must be educational and for parent use only.

\$	0	.00
----	---	-----

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

\$	771	.00
----	-----	-----