



Rachel Carson Elementary School (/school-plans/65) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/27/2016	Mrs. Lizarraga, Mrs. Colesio, Dr. Chlumsky and Mr. Garcia	SEF
04/11/2016	Mrs. Lizarraga, Mrs. Colesio, Dr. Chlumsky and Mr. Garcia	SEF
04/13/2016	Mr. Arriola, Mrs. Lizarraga and Mrs. Colesio	Framework and Priorities
04/25/2016	Lizarraga, Colesio, Arriola, Garcia, Fraher, Lazaro, Pawelec, Rodriguez, Chlumsky	Priorities, Goals and Strategies
05/02/2016	Lizarraga, Colesio, Arriola, Garcia, Fraher, Lazaro, Pawelec, Rodriguez,	Strategies

Chlumsky

05/03/2016	Lizarraga, Colesio, Arriola, Garcia, Fraher, Lazaro, Pawelec, Rodriguez, Chlumsky	Strategies
04/30/2016	Arriola	Fund Compliance and Parent Plan
05/01/2016	Arriola	Fund Compliance and Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Carson has high-impact practices (Powerful Practice, Theories of Action) that are set by school leadership, imparted to staff with consistent trainings and professional development (grade-level presentations, staff meetings). There is ongoing professional development provided to teachers such as Dual Language conference opportunities, NABE (National Association for Bilingual Education) conferences, ThinkCerca, Peggy Notebaert, National Louis Conference, District sponsor PD.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<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:

Score

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

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Our ILT meets weekly for 90 minutes to develop plans and professional development for teachers' weekly grade-level meetings, as well as to review data pertaining to school improvement. The ILT uses the data to determine areas of school focus and priority (Powerful Practice, Theories of Action), the focus of teacher professional development, and the implementation of resources for priority groups. There are sub-committees within the ILT that look at how the data reflects their particular area of focus and specific areas within the school. All ILT members have roles at each meeting and responsibilities outside of the meetings relating to implementing the ILT's goals and vision.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

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.

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Carson has weekly grade-level meetings where professional development is provided on the ILT goals and focus (Powerful Practice and Theories of Action). Additionally, there are bi-weekly literacy meetings and a bi-weekly dual language committee for all teachers. The ILT helps to coach all teachers on the school-wide Powerful Practice, Theories of Action, and other school-wide goals and areas of focus. All new teachers are assigned a mentor teacher in either their content area or grade level. Carson teachers initiated an ESL endorsement cohort that meets weekly at Carson.

Through our Powerful Practice cycle, teachers are offered opportunities for safe practice to implement the skills they are learning and developing in a stress-free context. Teachers also engage in learning walks to observe other teachers working on and implementing the school-wide Powerful Practices. Additionally, our school Reading Specialist engages in informal observations and provides feedback to teachers.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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The school budget is aligned to the school CIWP, and all school areas of focus are given priorities in budgeting. School-wide data informs the acquisition and allocation of resources based on high-need populations and data-driven decisions (PARCC, NWEA, ACCESS). Teachers are provided with supplemental programs (Lexia, Compass Learning, ThinkCerca, IXL, Brain Pop, Reading A-Z, ST Math, Thinking Maps, After School Enrichment and Tutoring) that support tier 3, tier 2, English Learners, and diverse learner needs, as well as other school priorities (Math, Reading, and Science enrichment and after school programs). Math and Reading priorities as determined by school-wide data are also given prominence in the budget. The school CIWP also focuses on social and emotional needs, which are met by Carson's partnership with Communities in Schools. Health, social emotional, and general student well-being needs are also met through Carson's partnerships with Ronald McDonald Carevan, community dentistry, community eye glasses, and other health resources provided to our students.

Teachers are provided with a time distribution and breakdown of components of a Balanced Literacy Program for implementation. The -school schedule is organized around school priorities based on data-driven decisions. Additionally, Carson employs multiple staff members who provide RtI and other academic interventions to students that the data shows need supports.

Carson School's hiring team has a hiring protocol and collaborates to select staff that meet the specific needs of Carson students and the school.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Curriculum:

Score

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

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Carson utilizes a Balanced Literacy approach in all grades that is specifically aligned to Carson's school schedules. Carson has developed its own scope and sequence for Science. Our Primary grades up to 4th grade utilize the Every-Day Math curriculum, and all grades have incorporated "math talks" format/strategy directly into their daily and weekly math curriculum. Middle School science classes use SEPUP curriculum and elementary and primary grades also use the Peggy Notebaert Inquiry-based learning curriculum. Carson is a pilot school for Reading in Motion, and all PreK- 1st grade teachers utilize this program as part of their core instruction. All of Carson's curricula are Common-Core based, with additional curricular emphasis and support relying on WIDA standards and the SIOP (Sheltered Instruction Observation Protocol) model for English Learners. Carson is currently in the process of continuing to develop units with Essential Questions and Enduring Understandings that align with the CCSS. We have plans to review and revise these units. Carson is in the beginning stages of developing a Carson-specific curriculum map for Literacy and will develop similar maps for Math, Science, and other subjects once this is complete. All lessons and units expose students to grade-appropriate and challenging texts and concepts. Curricula is adapted as needed for diverse learners and English learners, depending on specific program year or IEP requirements, however all students work with complex texts and concepts at their independent level (as determined through data collection), and all students, including DL's and EL's, are exposed to grade level texts and concepts to provide challenges. Carson has a Dual Language program that not only supports their native language and creates biliterate students

We supplement our curriculum in different subjects with computer coding in Math and Science. In Math, we offer advanced courses in Algebra for high school credit for qualifying students. In reading and writing, the middle school uses ThinkCerca to supplement its writing and critical thinking skills and exposure. As part of our Social Emotional Learning curriculum, we implement Second Step in all classrooms weekly. Carson is piloting two after school enrichment programs in 7th and 8th grade for students who score above the 85th percentile in Math or Reading that attempts to expose students to a high school honors or college seminar format and uses texts and concepts that would be explored in high school honors and even university curricula.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

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Carson takes great pains to use authentic texts in Literacy that are supplemented with anthologies or basal readers as needed. Novel studies begin as early as third grade, and are even introduced in first grade. In recent years, Carson has provided funding for dozens of text sets in all grade levels to help increase the availability of authentic, grade-level, and CCSS aligned texts. Many of these text sets are specifically directed toward Science and Social Studies to provide a uniform and available set of texts for these subjects, and are aligned with overall CPS and, where appropriate, Carson scope and sequence. All primary and elementary grades use the Words Their Way program provided by Carson to differentiate and supplement instruction.

In Math, all grades are provided with texts, primarily Every Day Math, and manipulatives and calculators are provided as needed. Every classroom has a stock of manipulatives and calculators.

In Science, grades 6-8 use SEPUP curriculum, and all materials are included and provided. The primary and elementary grades have access to FOSS science kits, although more professional development is needed in order to fully integrate these resources into core instruction.

Carson utilizes a wide variety of technology and web-based programs. Every regular classroom and diverse learner classroom has a smartboard, as well as most specials classrooms. Many programs are integrated directly into core instruction, such as Brain Pop, ST Math (in the primary grades), and ThinkCerca. Others are used as supplements to the regular curricula, such as IXL and Lexia. Every grade level has access to, at a minimum, at least one full classroom cart of chromebooks, tablets, or laptops. Most grade levels have multiple carts.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

Score

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)

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Carson's Mission Statement declares that all students can learn, and this mindset informs the core of all school-wide decisions and initiatives. Carson's ILT makes a regular practice of conducting learning walks and peer observations across all grade levels and for all teachers in order to improve individual and grade level practices. All lesson plans are REACH-aligned and focused on providing rigorous instruction, and there is a continual review of all unit and weekly lesson plans.

Some goals of Carson's ILT include making the review and analysis of student work a regular feature of teacher meetings. Currently it occurs during Carson's ILT cycles of continuous improvements. Initiatives the ILT has implemented or are currently implementing are math talks, purposing the lesson, close reading, guided reading, TPR, and Thinking Maps.

In language arts, we have begun to incorporate CCSS and PARCC aligned tasks through ThinkCerca, literature circles and writing across all content areas.. One of our theories of action focuses directly on incorporating more writing in all content areas.

Our goal is to incorporate texts, literature-based and non-fiction, that support tasks in comprehension including academic language, text embed reading, writing, and discussion across disciplines.

Higher order thinking tasks and concepts are a key part of our ongoing effort to implement a more uniform and consistent scope and sequence for core content areas.

Our goal is to create curriculum committees, for core subjects, that will develop a coherent curriculum that builds toward rigorous student learning. This will be accomplished by reviewing units and learning activities that have already been developed, and then to create additional units that involve project-based learning.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.

- Teach for Robust Understanding in Mathematics (TRU Math ([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

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	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	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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)

All Carson students have access to a wide variety of resources intended to expand their horizons and introduce them to a myriad of options available to them after high school. Each year, Carson hosts a career fair, where dozens of adult working professionals meet students, present information about their jobs and careers, and answer questions for students. Additionally, Carson hosts the Junior Achievers organization at least once per year, where professionals visit classrooms to tell students about all of the career options they have with high school and college degrees. Each week, Carson students participate in the Second Step program, which, among other things, provides students with the vocabulary and awareness to better understand and navigate the world outside school. 8th grade students are provided with a wealth of resources to assist them in the high school application process. Carson requires each student to apply to at least 4 different high schools under the belief that the more options students have, the more control they have over their education and, ultimately, their lives. This past year, Carson 8th graders collectively applied to over 600 schools online, and submitted over 500 paper applications. A staff member is assigned to shepherd the 8th graders through the process, meeting with them individually multiple times in the fall, and then again in the spring to complete the acceptance process. Additionally, Carson has piloted an after-school program for 7th and 8th graders called Pathways to Success, which introduces students to many of the skills they will need to be successful in high school and beyond. Carson also has two enrichment programs for 7th and 8th graders this school year, one in math and one in language arts designed to introduce high-achieving students to honors-level math and literacy, exploring a seminar format they will see in high school and college courses. Approximately 30 8th graders are enrolled in an after-school algebra class for high school credit.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students

- to fall behind or become disengaged from school.
- Monitor the progress of English learners after transition from services.
- Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
- Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

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

Some teachers use various best practices in their daily instruction and learning activities such as flexible grouping, anticipating and addressing students' misunderstandings, providing a variety of quality questioning strategies, creating and utilizing rigorous learning tasks and activities, using scaffolded instruction and differentiation. For EL's the SIOP model is utilized and most teachers use the WIDA standards to identify and align content and language objectives. For diverse learners instruction takes place in the least restrictive environment with many students receiving inclusion support by special education teachers throughout the school day.

Teachers communicate the lesson purpose to students and make connections to prior learning as well as to students' background knowledge and experiences. Teachers have been implementing "Thinking Maps" to target vocabulary instruction.

Teachers provide targeted supports to individual students. Through MTSS support teacher monitor student progress and change their instructional practices based on current data.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students;

Score

1 2 3 4

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.

Carson has implemented MTSS systems and supports in a variety of different areas spanning academics, behavior, and social-emotional needs. MTSS at Carson begins with Tier 1 Universal supports. Academically, all students are exposed to rigorous grade-level instruction daily. Even diverse learners and English learners are exposed to grade-level instruction for at least part of the school day. Carson has inclusion programs at all grades from Kindergarten up, and even LRE 3 students are exposed to grade-level concepts and materials in a general education setting for at least two academic areas daily. Carson is in the process of completing a scope and sequence for Science, Math, and Literacy at all grade levels, with the intent of providing the same rigorous instruction seamlessly for all students in all classes. Tier 1 social-emotional and behavioral supports are provided through the Second Step program, which is implemented in all classes weekly and targeted to the specific needs of each grade level and even each individual class, but essentially provides a working vocabulary and context for students to understand and navigate the needs of their age- and peer-groups.

Carson's ILT uses school-wide data from a variety of sources (from standardized assessments to teacher- and classroom-based assessments) to determine which students are in need of additional support. The ILT provides professional development and guidance to all teachers during weekly grade-level meetings where data is analyzed and teachers both determine which students need Tier 2 supports AND create an action plan for doing so. Individual student action plans can range from individual or small-group RtI support to interventions provided in the classroom during activities such as Guided Reading or Math Talks. For Social-emotional needs, Carson has a partnership with Communities in Schools and retains a full-time Student Supports Manager. During meetings with teachers and analysis of a variety of data points and other recommendations from staff, students are selected to participate in a range of different weekly and even daily programs that range from weekly breakfasts, to art therapy groups, to individual mentoring sessions. Students learn coping skills, organizational skills, behavior management, and other adaptive skills depending on need and circumstance.

Tier 3 students both academically and social-emotionally are determined by the same data analysis as Tier 2 students, as well as through the use of on-track/off-track data, attendance monitoring, assessment monitoring, and other data points. Academically, students receive the same attention to individual interventions and action plans as Tier 2, only more intensive and, generally, individualized. Tier 3 students receive academic support from interventionists multiple times per week, and all homerooms have access to at least weekly interventionist support. On-track/Off-track data is used to determine both students who need RtI interventions as well as students who require Personal Learning Plans (PLP's). The PLP's are targeted toward either math, reading, social-emotional need, or attendance, depending on the direction the data leads. All PLP's provide targeted interventions in whichever area is an area of need, are updated every 5 weeks, and require regular parent meetings and updates. Ultimately, student assessment data is used in conjunction with grades and other information to determine which students require a Full Individual Evaluation (FIE) for eligibility for special education services. Tier 3 Social and Emotional needs are generally students who qualified for support through Communities in Schools or through acute traumatic need and receive either more intensive individual support from the Student Supports Manager or are referred for counseling to either the school counselor, social worker, or psychologist.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

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

Teachers use multiple school wide assessment data to create the school's powerful practice.

Teachers use individual student assessment data to create individual learning plans for students.

Teachers have created unit plans with formative assessment strategies embedded in the instructional plans and have included performance tasks as part of their summative assessments.

As a school we have an assessment calendar with all school wide assessments such as Dibels, IDEL, TRC, NWEA and PARCC.

Teachers utilize screening data for ACCESS in order to measure academic language for English Learners.

Teachers record classroom assessments in Gradebook as they follow the CPS guidelines for grading.

Five and ten week grading reports are sent to parents to notify them of their children's progress.

Personal Learning Plans are created for students who have been retained or passed to the next grade after attending summer school.

On Track and Off Track data reports are created every five weeks to inform teachers of students who are failing in math and/or reading and who may also have poor attendance.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)**
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Some teachers use assessment data to give feedback to students that guides students to create their own learning goals and set high expectations for themselves. In addition, teachers use the data to create student action plans, and employ varied instructional strategies that challenge students to take the responsibility for high quality work.

Many teachers create learning goals relevant to students' individual learning needs and interests to motivate students to stay committed to their goals.

Teachers demonstrate high expectations for their students as they create grade-appropriate learning objectives and rigorous learning activities that require students to engage in critical thinking through reading, writing and discussion in all the content areas.

Guide for Culture for Learning

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

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

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

Two programs at Carson form the Tier 1 core for the type of decorum and interaction that is expected between teachers and students, and the interplay between these two groups: Second Step and ARE. ARE forms a universal set of expectations for how Carson students are expected to act within the school, common spaces, and in their classrooms. Expectations and "rules" are laid out for each area within the school, and students are apprised of these expectations. Second Step lessons and meetings take place weekly (or more often if needed) in each classroom, and are opportunities for students to role play and learn how to treat each other and work with others in a cooperative way. When problems arise between students or within a classroom, teachers have the opportunity to address them through Second Step and consider their students' needs. In this respect, Carson encourages all teachers to use restorative justice techniques with their students, and our partnership with Communities in Schools supports and reinforces this approach with resources and assistance as needed. Additionally, all teachers have been trained in CHAMPS and provided with CHAMPS resources to provide structure, organization, and the tools for uniform behavior systems within each classroom.

Guide for Relational Trust

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

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

There are many extracurricular activities offered to Carson students which include the arts: band, choir, guitar group, Orff group, dance, and visual art enrichment. Students also have the opportunity to be members of the You Be the Chemist school team, the debate club, the yearbook, and the student council. Student council members contribute to the school community by creating activities that motivate their classmates and build a positive school environment.

A select group of eighth grade students take Algebra classes after school that will help them meet the requirement for freshmen Algebra. Seventh grade students have access to math enrichment classes after school. Eighth grade students also have the opportunity to take part in a high school preparation program offered after school.

There are also many sports activities that both boys and girls can participate in such as soccer, track, volleyball, and basketball. Eighth grade students are required to give back to their school and local community by performing 20 hours of service during their eighth grade year.

In addition, students have multiple opportunities to participate in many competitions such as Do the Write Thing, Student Voices - through the Illinois Council for Handgun Violence, the Fatherhood Essay, Learn Storm - a math challenge through Khan Academy.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

The school has a school safety protocol in place to ensure that all teachers and staff are knowledgeable about the procedures that need to be taken to guarantee the safety of all students and adults in the school environment. This includes danger of severe weather and danger from intruders or actions happening on the outside of the school. Within the school, safety personnel monitor the entrances in each building and follow the CPS protocol for visitors signing in before being directed to the office. Parents and guardians are required to show identification when picking up their children early from school and then signing them out in the office. In addition, students are required to carry a pass when moving from one area of the school to the next such as going to the washroom, going to the office etc.

Students receive instruction on different social and emotional issues through the school's implementation of Second Step. Some teachers have received training in the Olweus Anti bullying Program and the CHAMPS behavior program which are all implemented in classrooms by the teachers.

There is a school counselor, caseworker and and students support manager available to meet with students who have behavior and/or social and emotional issues. This is in addition to the social worker and school psychologist who work in the school 2-3 days per week.

Students are encouraged to go home directly from school at the end of the school day and for their safety not to loiter on the school premises.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

The school has a discipline committee made up of faculty and staff who work to establish procedures and expectations for student behaviors in the classroom and all areas of the school including the hallways, washrooms, lunchrooms, entrance and dismissal. The committee is also working on effective communication of this information to all involved parties. The committee is also working to reinstate the ARE Behavior and Incentive system for positive reinforcement of appropriate student behaviors. The faculty and staff are working together to create a learning environment that is free from bullying and prejudiced behaviors. The student supports specialist, the counselor, case manager, social worker and psychologist, along with administrators work collaboratively to follow the student code of conduct and minimize out of school suspensions. There is a detention system in place and students serve detentions on Fridays either in the am or pm. At that time, students are asked to reflect on the behavior and plan how to change the behaviors. The school supports specialist uses restorative practices in her work with students on her caseload.

Guide for Restorative Approaches to Discipline

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

- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

The school has very involved parents who demonstrate their willingness and desire to work with the school to support their children's academic success.

The school has established a schedule of monthly Family Night events. Family Nights include, reading, math, science, arts, wellness, dual language, and writing. Parents participate in learning activities with their children and parents/guardians are informed of different type of activities their children engage in learning.

The BAC sponsor el Dia de los Ninos celebration and the Spring Arts celebration.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

3 Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence

1	2	3	4	5	<input checked="" type="radio"/>
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3 Expectations for Quality & Character of School Life: Parent Partnership

1	2	3	4	5	<input checked="" type="radio"/>
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Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	93.00	62.00	75.00	85.00
National School Growth Percentile - Math				
These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	82.00	72.00	80.00	90.00
% of Students Meeting/Exceeding National Ave Growth Norms				
36% of students grades 3-8 will score at level 4 and 5 in the PARCC ELA and Math Assessment.	66.00	(Blank)	70.00	75.00
African-American Growth Percentile - Reading				
Carson does not have a subgroup for this category.	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	93.00	62.00	75.00	85.00
English Learner Growth Percentile - Reading				
These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	45.00	20.00	35.00	45.00
Diverse Learner Growth Percentile - Reading				
These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	(Blank)	6.00	40.00	50.00
African-American Growth Percentile - Math				
Carson does not have a subgroup for this category.	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	83.00	72.00	80.00	90.00
English Learner Growth Percentile - Math				
These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	58.00	69.00	75.00	80.00
Diverse Learner Growth Percentile - Math				

These goals were selected because our expectation is that all students increase their expected growth goal by 10 or more points every year from the previous year's scores.	(Blank)	15.00	40.00	50.00
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National School Attainment Percentile - Reading (Grades 3-8)

70% of students grades 2-8 will score at the 50th percentile or better on the Spring NWEA in reading.	52.00	49.00	55.00	60.00
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National School Attainment Percentile - Math (Grades 3-8)

70% of students grades 2-8 will score at the 50th percentile or better on the Spring NWEA in math.	68.00	75.00	80.00	85.00
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National School Attainment Percentile - Reading (Grade 2)

70% of students in grade 2 will score at the 50th percentile or better on the Spring NWEA in reading.	57.00	43.00	50.00	60.00
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National School Attainment Percentile - Math (Grade 2)

70% of students in grade 2 will score at the 50th percentile or better on the Spring NWEA in math.	66.00	79.00	85.00	90.00
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% of Students Making Sufficient Annual Progress on ACCESS

70% of students will grow one full point in their literacy score from the previous year or 100% of students will have a 5.0 literacy score by fourth grade.	43.50	39.20	45.00	55.00
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Average Daily Attendance Rate

We expect our student attendance to stay above 96% or close to 98%.	97.00	96.90	96.80	96.90
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My Voice, My School 5 Essentials Survey

We expect to increase our overall score by one point to organized.	(Blank)	(Blank)	(Blank)	(Blank)
--------------------------------------------------------------------	---------	---------	---------	---------

Custom metrics

5 of 5 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Curriculum				
Using the CCSS teachers will create a school-wide vertically aligned scope & sequence in order to provide consistency and ensure a clear sequence of learning across grade levels.	93.00	62.00	75.00	85.00
Instruction and Rigorous Tasks				
Teachers will create instructional plans that include rigorous tasks to challenge students at and above their academic level.	93.00	62.00	75.00	85.00
Professional Development				
Teachers will improve their practice and increase collaboration to advance student learning.	93.00	62.00	75.00	85.00
Culture for Learning				
Teachers will plan instruction that includes a focus on students' academic and social emotional needs to improve students' personalized learning.	93.00	62.00	75.00	85.00
Culture for Learning				

Teachers will utilize curriculum that supports positive student growth through the development of social and emotional learning competencies to develop effective effort skills for every student.

93.00

62.00

75.00

85.00

Strategies

Strategy 1

If we do...

If we unpack CCSS for reading and math to be aligned with UbD, in particular with Enduring Understandings and Essential Questions

...then we see...

Then instruction will be more focused and Common Core aligned

...which leads to...

70% Students achieving their expected growth.

Tags:

Balanced literacy, Classroom rigor, Academic expectations

Area(s) of focus:

1, 2, 3, 4, 5

Action step ⓘ

100% of faculty will engage in unpacking the standards during the first days of professional development.

Responsible ⓘ

Mrs. Lizarraga
Mrs. Colesio

Timeframe ⓘ

Aug 29, 2016 to
Sep 2, 2016

Evidence for status ⓘ

Review of lesson plans for the first quarter

Status

Not started

Professional Learning, Lesson planning, Vertical articulation, Common core state standards, Vertical alignment

Strategy 2

If we do...

If we utilize the Understanding by Design (UbD) model while planning rigorous tasks that include analyzing, synthesizing, questioning, integrating vocabulary, and applying skills in multiple contexts

...then we see...

Then we will see teachers planning rigorous tasks that include reading, writing, speaking, and listening

...which leads to...

Students applying these strategies across all content areas.

Tags:

Instructional practices, Curriculum, Classroom rigor, Academic expectations, Authentic tasks, Differentiation, Academic rigor

Area(s) of focus:

1, 2, 3, 4, 5

Action step ⓘ

100% of faculty will incorporate into their lesson planning the UbD design with a focus on student learning outcomes..

Responsible ⓘ

Mrs. Colesio,
Mrs.Lizarraga &
Mr.Arriola

Timeframe ⓘ

Sep 1, 2016 to
Jun 16, 2017

Evidence for status ⓘ

Lesson Plans and Units

Status

Not started

Literacy/Reading, Rigorous tasks, Writing, Dok and ubd, Ccss speaking & listening

Strategy 3

If we do...

If we create professional learning committees composed of teachers in multiple grade bands to collaborate, observe, plan and learn together

...then we see...

Then we see teachers participate in and facilitate professional inquiry in teams

...which leads to...

creating vertically aligned units.

Tags:

Core Instruction, Climate and Culture, Curriculum, Community, Classroom rigor, Best practice, Approaches to teaching and learning, Differentiation

Area(s) of focus:

1, 2, 3, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Create schedules and systems to implement and sustain on-going, job embedded professional learning.

PPLC

Sep 1, 2016 to Jun 16, 2017

Teacher created units

Not started

Teacher Teams/Collaboration, Instructional practices, Professional development, Professional learning community, Professional inquiry

Strategy 4

If we do...

...then we see...

...which leads to...

If we plan professional development that focuses on student's personalized learning that includes cultural awareness, differentiated expectations and developing academic mindsets & behaviors.

Then we will see that teachers will create a classroom environment that ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence

nurturing classroom communities that reflect hard work, perseverance and academic success.

Tags:

Community, Academic expectations, Growth mindset

Area(s) of focus:

1, 3, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Professional development that covers improving students personalized learning.

Administrators, Counselor and Case manager

Sep 1, 2016 to Jun 26, 2017

Lesson plans and unit plans.

Not started

Professional Learning, Culture of learning, Unit planning, Individualized instruction

Strategy 5

If we do...

...then we see...

...which leads to...

If we implement curriculum that will support student social and emotional learning which includes The Olweus Bullying Prevention Program, Second Step, CHAMPS and A.R.E.

Then we see students grow in self-awareness, self-management, social awareness relationship skills and responsible decision making.

achieving better peer relationships in school.

Tags:

SEL, School climate, Behavior supports, Self-regulation, Student ownership, Second step, Bullying

Area(s) of focus:

1, 3, 4, 5

Action step

Responsible

Timeframe

Evidence for status

Status

Schedule professional development for each of the SEL programs

counselor, case manager and special education teachers

Sep 1, 2016 to Jun 16, 2017

Weekly lesson plans

Not started

Professional Learning, School culture climate, Cultural awareness

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>➤ 100% of faculty will engage in unpacking the standards during the first days of professional development. Tags: Balanced literacy, Classroom rigor, Academic expectations, Professional Learning, Lesson planning, Vertical articulation, Common core state standards, Vertical alignment</p>	Mrs. Lizarraga Mrs. Colesio	Aug 29, 2016	Sep 2, 2016	Not started
<p>➤ 100% of faculty will incorporate into their lesson planning the UbD design with a focus on student learning outcomes.. Tags: Instructional practices, Curriculum, Classroom rigor, Academic expectations, Authentic tasks, Differentiation, Academic rigor, Literacy/Reading, Rigorous tasks, Writing, Dok and ubd, Ccss speaking & listening</p>	Mrs. Colesio, Mrs.Lizarraga & Mr.Arriola	Sep 1, 2016	Jun 16, 2017	Not started
<p>➤ Create schedules and systems to implement and sustain on-going, job embedded professional learning. Tags: Core Instruction, Climate and Culture, Curriculum, Community, Classroom rigor, Best practice, Approaches to teaching and learning, Differentiation, Teacher Teams/Collaboration, Instructional practices, Professional development, Professional learning community, Professional inquiry</p>	PPLC	Sep 1, 2016	Jun 16, 2017	Not started
<p>➤ Professional development that covers improving students personalized learning. Tags: Community, Academic expectations, Growth mindset, Professional Learning, Culture of learning, Unit planning, Individualized instruction</p>	Administrators, Counselor and Case manager	Sep 1, 2016	Jun 26, 2017	Not started
<p>➤ Schedule professional development for each of the SEL programs Tags: SEL, School climate, Behavior supports, Self-regulation, Student ownership, Second step, Bullying, Professional Learning, School culture climate, Cultural awareness</p>	counselor, case manager and special education teachers	Sep 1, 2016	Jun 16, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

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

Our School is receiving NCLB Title I funds for the 2016-2017 school year. We currently have a Parent Advisory Council that meets regularly to review the Title I Budget and receive training. This will continue 2015-2016. The parents of NCLB students attend these meeting and receive training. Parents are offered information on the NCLB programs at Carson in terms of review and improvement.

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

The Annual Title 1 Meeting was held on 10-05-16. At this time parents will be informed of the school's NCLB title I program and offer input on what they would like in terms of program offerings, services, and materials/supplies. Title I requirements also will be shared and as well as parents rights to be involved in the program. We will find out at this meeting how parents wish to be notified of future meetings and at what is convenient for them. Also on this date we will have PAC election for parents officers of the NCLB title I parent involvement program. The PAC Organizational Meeting was held on 10/12/16.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Information about our Title I program will be generated to parents in a timely manner by monthly PAC meetings, by weekly school newsletter and at regular parent-teacher-administration conference. Parents will be given ample notice of the meetings. Dates and times for these meetings are chosen according to parent preferences. Handouts about the Title I program will also be given to parents.

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

Parents who attend the Parent Advisory Council (PAC) meetings are given public participation opportunities to give suggestions or make recommendations on the services and materials that their child receives during the school day or after school. Parents are also encouraged to use the suggestion box located in the main offices. The school will immediately respond to any suggestions/ requests made by parents.

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 a copy of their child's performance on the PARCC and NWEA through several means. The school sends out a report of the NWEA scores at the end of the school year that also includes the child's promotion status for the following year. Final PARCC and NWEA scores are also sent home in the fall of each year.

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.

From the Office of Human Capital-Assessment and Compliance Division - Official notices will be given to parents if their child has been assigned to a teacher who is not highly qualified for four consecutive weeks. Our school intends to fully comply with this requirement of Title I and insure parents receive all necessary notices.

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

The annual Title I parents meeting held in the fall will help parents understand all the state content and achievement standards as well as assessments used throughout the year. All the requirements of Title I will also be given at these meetings. At our annual open house in September, parents will be given an in-service in how to access the parental portal on IMPACT Gradebook as a way to monitor their child progress. Parent training will also be offered and encouraged throughout the year from offerings through the Title I Part A of the Office of Local School Council Relations.

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

There are funds available in the school's NCLB Title I budget that provide parents opportunities to attend conferences, seminars, workshops. Furthermore, parents can obtain subscriptions from periodicals that provide literacy training and technology. At the monthly PAC meetings, there will be a consultant/trainer present who will give parents a presentation on how they can help their child at home with academics. The monthly PAC meetings are expected to help increase parent involvement. Parents are also given opportunities to attend family nights where strategies are presented to help assist their child's learning.

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

Staff will be given ongoing professional development in building working relationships with parents that treat them as partners in the educational process. This includes workshops given during regular staff meetings as well as the opportunity to attend outside seminars, in-services, etc. Staffs are required to develop a suitable rapport with parents by establishing clear communication channels early in the school year and then maintaining them. Part of these channels includes encouraging parent volunteers. In addition, because our students walk to school, the teachers will be able to communicate with parents often if need be. Most of our students walk to school.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Rachel Carson School has a strong literacy curriculum in all grades that relies heavily on parent participation and involvement. This includes using home reading logs, homework planners and parents volunteers. From incoming preschool, Kindergarten and 1st graders, parents are given a full orientation of the curriculum during the registration process. There are suggestions given on how parents can fully participate in their child's educations. In addition, during parent meeting we target preschool parents by inviting their child to perform. As a result, more preschool parents attend the meeting, in which school information is shared with parents.

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

Reminder letters that are sent home to parents informing them or reminding them of meeting times. Information is written in a way that is easy to read and to understand. The wording of the details of meeting times is exact but brief. Furthermore, there is constant information listed on letters for parents to use in case they need clarification. All communication is sent in Spanish and in English.

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.)

To provide rigorous instruction built on the foundation of the Common Core State Standards, aligned across all content areas and grade levels and which incorporates Dual Language Instruction. Through parent and teacher collaboration, as well as community involvement, a learning environment will be created that expects students to challenge themselves academically. In the spirit of teacher collaboration, students will be supported socially, emotionally, culturally and morally as well as cognitively to reach their full academic potential.

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.

Rachel Carson school host two parent-teacher meetings before Parent Teacher Conference. Such meeting include "Open House" meeting and Parent-Teacher Coffee Meeting. During these meetings, the parents learn about the instructional curriculum, assessment, expectations and how to contact the teachers. Parent-Teacher conferences will be held throughout the school year, including formal conferences held twice a year at Report Card pick up days and at set scheduled times to monitor students progress. These meeting are usually held prior to 7:45 am each school morning. Conferences are scheduled per teacher's request and/or parent's requests. Conferences can be also scheduled during the teacher's preparation period or after school.

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

Parents will be provided with consistent, thorough reports on their children's progress throughout their school year. This includes 5 week progress reports via IMPACT at each half way point in the quarter period, formal report cards issued for each of the four quarter periods, and frequent results of standardized test. Informal reports will also be given to parents via email or phone calls from teachers and administration.

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

Parent-Teacher conferences are offered to be scheduled before school hours or after school hours. Parents are welcome to come in and discuss their child's progress and/or other concerns they might have. The meetings are held in the counselor's office or in the classroom. Parents have access to staff email address and phone numbers to request information or to set up a conference. Meetings can be held during teacher's preparation period.

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

Rachel Carson School has always welcomed parents to volunteer and participate in their children's education. We have an "open door policy" at Carson. Parents can come to the school at anytime although they are strongly encouraged to call first to set up an appointment for their visit. We welcome and embrace volunteers to assist in the Pre-K classrooms, go on field trips as a chaperon or help out at entrance and dismissal time as parent patrol.

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

At Carson there will be a number of programs during the school year of 2016-2017 to help parents support their child's learning. These include formal parent training tips, ESL classes, computer training and workshops offered by teachers/presenters at the school during family nights, BAC and PAC workshops. Parents will also be able to support their child's learning by working closely with teachers on checking student homework, planners, and nightly reading logs. Parents are also able to use the parent portal to monitor their child's academic progress.

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

Carson's Continuous Improvement Working Plan(CIWP) is written each time with input from parents. The input is done through a series of meetings with school stakeholders to determine the school's priority goals and how resources should be allocated to meet these goals. Parents will also participate in individual meetings relating to their child's academic and social progress. This includes participating in the development and implementation of a remediation plan (RTI) and if necessary an Individual Education Plan (IEP). Parents also will have an opportunity to give input in consultation at the Local School Council (LSC) meetings. Parents are also invited to voice concerns. Suggestions, questions, comments are gathered through surveys given during PAC meetings and other school surveys. Parents will have an opportunity to participate in the annual My Voice, My School Parent Survey. During Bilingual Advisory Council meetings, parents are given an opportunity to voice their desires via parent surveys.

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 assure academic achievement by their participation in the development and implementation of remediation (RTI) plan that address such areas as class participation, academic improvement, attendance and attitude. Students are also given an opportunity to co-design with the teacher a plan to meet the expected growth target on NWEA for reading and math. Improved academic achievement is recognized by the school with awards, assemblies and other monthly and weekly incentives so that students continue doing their best. Carson students also will participate in parent-teacher conferences so that the responsibility of improved academics is shared.

Parent Budget

Complete

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

During the 2016-2017 school year, our parents will continue to receive ESL and computer classes led by a Carson teachers. These ESL and computer classes will begin in October and run until the funds are spent. Funds will be allocated to provide a coffee and cookies for parents during NCLB Title I meetings. Funds will also be allocated for parents to attend parent workshops as well as visiting city museum. The funds for the museums will be for transportation. Lastly funds will be allocated to provide supplies to parents during PAC-NCLB Title I meetings. Educational books will be purchase for the parents as well.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ 2000 .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.	\$ 1000 .00

53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	500	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	0	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	1000	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	2000	.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.	\$	0	.00